Ericson Elementary

10621666006217

Principal's Name: Tina Rodriguez

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
Member Name					
1. Principal - Tina Rodriguez	X				
2. Chairperson – Jeffrey Poindexter		X			
3. Angela Gonzales		X			
4. Claudia Estrada		X			
5. Melissa Stephenson			X		
6. Veronica Moreno				X	
7. Sylvia Rodriguez				X	
8. Alexis Urbina				X	
9. Blanca Reyes				X	
10. Anna Medrano				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Ericson Elementary School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tina Rodriguez	*[signature]*	3/23/2023
SSC Chairperson	Jeffrey Poindexter	*[signature]*	3/23/23

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

Ericson - 0150

ON-SITE ALLOCATION

3010	Title I	$96,660	*
7090	LCFF Supplemental & Concentration	$312,574	
7091	LCFF for English Learners	$72,576	
7099	ESSER III (learning loss/COVID impact, one-time funds)	$30,586	
	TOTAL 2023/24 ON-SITE ALLOCATION	**$512,396**	

* 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	$2,864
Remaining Title I funds are at the discretion of the School Site Council	$93,796
Total Title I Allocation	$96,660

Ericson Elementary 2023-2024 - 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
i-Ready ELA D2 proficiency - percentage of students on/above		40 %	30.13 %	2022-2023	40 %
i-Ready Math D2 proficiency - percentage of students on/above		40 %	20.82 %	2022-2023	32 %
SBAC ELA - Average distance from standard	✔		-57 pts	2021-2022	-47 pts
SBAC ELA - percentage of students met/exceeded standard	✔		30.73 %	2021-2022	38 %
SBAC Math - Average distance from standard	✔		-76 pts	2021-2022	-66 pts
SBAC Math - percentage of students met/exceeded standard	✔		21.61 %	2021-2022	29 %

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 **16% gain in student proficiency levels from i-Ready D1-D2 during the 2022-23 school year.**

- 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 9 CA Teaching Fellows for extra classroom support
- 3 Certificated Tutors with a specific focus on English Learners, and EL Reclassification

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 D2 On Level

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

- **Students with Disabilities** Based on D2 iReady ELA scores, 4.1% of SWD scored proficient.
- **English Learners** Based on D2 iReady ELA scores 20.1% of EL students scored proficient.
- **African American:** Based on D2 iReady ELA scores 27.3% of AA students scored proficient.
- **Absenteeism** Of the 779 students enrolled at Ericson 37.4% are chronically absent.
  - African American students have a chronic absenteeism rate of 25%.
  - Students with disabilities have a chronic absenteeism rate of 40.8%.
- Key factors that contributed to this disproportionality are: Attendance/Chronic absenteeism
- Staffing issues related to Special Education Paraprofessionals-Lack of qualified candidates to fill

- Leadership team monitoring of student disproportionality data
- SEL Supports (Tier 2 IS, 4 Hand to Hand Mentors, Resource Counselor)
- Professional Learning focus on K-2 Foundational Skills

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 2022-23 school year.**

- 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 disproportionality data
- Professional Learning focus on Math/MLD Strategies

EL Reclassification Rate

Ericson implemented focused actions aligned with current English Learner Data. **2% of English Learners were reclassified** during the 2022-23 school year based on actions in place.

- 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.

open positions.

iReady Math D2 On Level

Based on data analysis of current student progress in math following are key factors that contributed to the dis-proportionality of low performing student groups:

- **Students with Disabilities** Based on D2 iReady MATH scores, 4.1% of SWD scored proficient.
- **English Learners** Based on D2 iReady MATH scores, 12.7% of EL students scored proficient.
- **African American** Based on D2 iReady MATH scores, 11.9% of AA students scored proficient.
- **Absenteeism** Of the 756 students enrolled at Ericson 37.4% are chronically absent.
- **African American** students have a chronic absenteeism rate of 25%.
- **Students with disabilities** have a chronic absenteeism rate of 40.8%.
- Key factors that contributed to this disproportionality are: Attendance/Chronic absenteeism since the 2020 pandemic.
- Staffing issues related to Special Education Paraprofessionals-Lack of qualified candidates to fill open positions.

EL Reclassification Rate Key factors that contributed to this disproportionality are: Attendance/Chronic absenteeism Lack of best practices implementation to support learning

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 2022-23 school year. Allocations that were not used were reallocated for the purchase of technology and 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. Funds set aside for substitutes were not utilized due to a reduction in substitute costs this year and a lack of availability of substitutes.

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 2023/24 SPSA.

Professional Learning will continue to address student disproportionality and actions will specifically address disproportional students groups. An intentional focus of actions will address our largest gaps in student achievement with African American Students and Students with Disabilities. Additional funds will be utilized to support Social Emotional needs of students continue to demonstrate increased emotional need.

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

1 SSC:

The Ericson SSC met on January 26, 2023 and delegated the writing of the 2023-24 SPSA to the site leadership team.

Current academic progress and a needs assessment was shared during the January 26, 2023 and February 23, 2023, SSC meetings.

Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 1, 2023,

Lead teachers met with PLC teams on March 6, 2023, for planning and feedback on SPSA.

PLC Teams reviewed draft SPSA on March 21, 2023.

The SSC met on March 23, 2023, to review and finalize the 2023-24 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on February 24, 2023

A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on February 12, 2023 through February 23, 2023 on the Ericson website and weekly communications to parents.

Data was shared with Lead Teachers and allocations align with staff and community feedback. Overall responses supported current actions.

3 Staff:

Lead teachers had the chance to give input on March 1, 2023 at the Lead Teacher Meeting.

All staff members were given the opportunity to provide feedback through an online survey that was opened on February 3, 2023 through February 23, 2023.

During the March 6, 2023 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners.

A final review of the 2023-24 SPSA was done by Principal Tina Rodriguez at a Professional Learning meeting on March 21, 2023.

Needs assessment has been open for parent and staff feedback 2/3-2/23 with 20 responses from staff and parents.

Highest areas of focus for Expanding services are:

–*Goal 1:*

¦Materials and Supplies

¦Support staff to address learning gaps

¦After school tutoring

¦Supports for English Learners

¦Social Emotional Supports

¦Classroom Technology

¦Focus on shifting learning to students doing the thinking in the classroom.

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 TK-2.

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

The focus of ELA instruction and PLC work in grades 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, including three site-paid Certificated Tutors for grades TK-2, and nine Teaching Fellows supporting all grade levels.

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:
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	Administrative Team, Lead Teachers	Monthly Scheduled Lead Teacher Meetings
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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) - 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	PLC Teams, Administrative Team, Students	Calendared PLC Meetings
Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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	Administrative Team, TSA, Instructional Coach, Teachers, Students	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
- 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
- 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)
- 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 Celebrations will be provided to students and families who meet the Reclassification status
- Substitutes will be provided for instructional talks
- 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
- A supplemental contract will be provided for a teacher to plan Character Counts lessons and disseminate materials and verbiage to staff around character education each month.

Tier 2-

- 3 Certificated tutors (.4375) will focus on TK-2 foundational skills support and English Learner support in ELA
  - Certificated tutors will administer ELPAC assessment
- 6 Teaching Fellows @ 3 hours per day/5 days per week will support students in the following areas:
  - Tutor objectives: Support will be based on academic data.
- 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

Tier 3-

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

Specify enhanced services for EL students:

- Teachers will provide designated and integrated instruction for 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
- Certificated Tutors, TSA, and teaching fellows will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening
- Parents will be invited to Parent 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
- 1.0 Home School Liaison will support communication to families regarding attendance and academic progress

Specify enhanced services for low-performing student groups:

Based on 2022-23 District iReady assessment data the following student groups groups require additional supports for achievement in ELA:

- **Students with Disabilities**
  - Ericson will have a two-grade level span for MM SDCs. Teachers will work with their grade level PLC to plan opportunities to increase student time in general education classes with para/SPED teacher support.
  - SDC teachers will collaborate with general education teachers of the same grade level to align to the pacing guide and grade level standards, which are integrated into IEP goals.
  - RSP students will meet in small groups with an RSP teacher or aide to make progress on grade level standards.
  - Classroom teachers will provide intervention during their intervention block based on student data.
  - Admin will monitor student progress on i-ready diagnostics and end of year SBAC, as well as viewing CFA and IAB data by student group.

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	Owner(s):	Timeline:
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	Administrative Team, Lead Teachers	Monthly Scheduled Lead Teacher Meetings

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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	PLC Teams, Administrative Team, Students	Calendared PLC Meetings (45 hours and Designated School Hours)

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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	Administrative Team, TSA, Instructional Coach, Teachers, Students	Weekly Administrative Instructional Support Team Meetings

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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	Administrative Team, Resource Counselor, Intervention Specialist, Climate and Culture Team	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	Owner(s):	Timeline:
PLCs will focus on aligning instruction to Claims and Targets: • FCOE PL being offered to PLC teams • TSA and Instructional coach to offer PL	Administrative Team, Teachers, FCOE, TSA, Instructional coach	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
- 30-45 minute intervention block
  - Interventions will be based on formative assessment data of student progress
- Technology will be utilized to support student learning of the Common Core State Standards
  - Instructional support technology will be purchased as funds allow
  - Funds will also 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
- Substitutes will be provided for instructional talks
- TSA and Instructional Coach will conduct Professional Learning in Math
- Substitutes will be provided for teachers to work with district coaches on 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-

- 6 Teaching Fellows @ 3 hours per day/5 days per week will support students in the following areas:
  - Tutor objectives: (we may change grade level support based on SBAC data)

- After school tutoring contracts will be provided for teachers in grades 3-6 to provide additional support and intervention towards proficiency in Math standards
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
  - A.8750 Resource Counselor will provide social emotional supports for students
  - An Intervention Specialist will support student social emotional needs through social skills groups and individual supports

Tier 3-

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

Specify enhanced services for EL students:

- Teachers will provide integrated and designated instruction for EL's.
  - Academic Math Vocabulary
  - Understanding the Problem: State the problem in your own words. What is it asking you to do or find? What are the unknowns? What information is in the problem? What information is missing or not needed?
- Students will be given opportunities to Improve test scores
- Reteach and provide make-up tests

Specify enhanced services for low-performing student groups:

Based on 2022-23 District iReady assessment data the following subgroups require additional supports for achievement in ELA:

- **Students with Disabilities**
  - Ericson will have a two-grade level span for MMSDCs. Teachers will work with their grade level PLC to plan opportunities to increase student time in general education classes with para/SPED teacher support.
  - SDC teachers will collaborate with general education teachers of the same grade level to align to

- 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

the pacing guide and grade level standards, which are integrated into IEP goals.

- RSP students will meet in small groups with an RSP teacher or aide to make progress on grade level standards.
- Classroom teachers will provide intervention during their intervention block based on student data.
- Lead Teachers will monitor student progress on i-ready diagnostics and end of year SBAC, as well as viewing CFA and IAB data by student group.

2023-2024 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-Regu	Tutor	0.4375	Certificated Tutor	39,689.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			SST Coordinator Contract 60 Hours **No IEPs**	3,080.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Ca. Teaching Fellows (6)	47,383.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Site Licenses/software	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	51,063.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST, IEP, Student Assessment, Grade level planning	20,887.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After-School tutoring	9,856.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	49,427.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	18,894.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Ca. Teaching Fellows	39,805.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Conferences/PL	7,957.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	44,198.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	3,001.00

$344,240.00

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	✔	93 %	84.23 %	2022-2023	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.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
Student-centered real world learning experiences - Site Defined Students in grades TK-6 will engage in a variety district funded field trips, clubs based on student interest, and leadership opportunities to expand student real world learning opportunities.	Student-centered real world learning experience - Site Defined During the 2022-23 school year, opportunities for student engagement were available for students. Sports, clubs, and field trips were planned and sometimes issues such as fingerprinting delays, lack of transportation and weather issues interfered with programs.

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).

Materials and supplies were funded by Goal 2 district funding. Extra pay contracts are also district funded. There was limited staff participation in after school programs.

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 2023/24 SPSA.

We will continue to plan and advocate for student participation in student centered/real world experiences and recruit staff members to support these goals.

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

1 SSC:	**2** ELAC:	**3** Staff:
The Ericson SSC met on January 26, 2023 and delegated the writing of the 2023-24 SPSA to the site leadership team. Current academic progress and a needs assessment was shared during the January 26, 2023 and February 23, 2023, SSC meetings. Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 1, 2023, Lead teachers met with PLC teams on March 6, 2023, for planning and feedback on SPSA. PLC Teams reviewed draft SPSA on March 21, 2023. The SSC met on March 23, 2023, to review and finalize the 2023-24 SPSA and Budget.	An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on February 24, 2023 A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on February 12, 2023 through February 23, 2023 on the Ericson website and weekly communications to parents. Data was shared with Lead Teachers and allocations align with staff and community feedback. Overall responses supported current actions.	Lead teachers had the chance to give input on March 1, 2023 at the Lead Teacher Meeting. All staff members were given the opportunity to provide feedback through an online survey that was opened on February 3, 2023 through February 23, 2023. During the March 6, 2023 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners. A final review of the 2023-24 SPSA was done by Principal Tina Rodriguez at a Professional Learning meeting on March 21, 2023.

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	Owner(s):	Timeline:
Student Participation Rates using Goal 2 Student Engagement tool.	Attendance	As needed for events

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

Tier 1

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

- TK-6th Grade-Read Across America : Community Volunteers
- TK-6th Grade-Character Counts/Student of the month awards
- 1st grade Police Chaplain opportunities
- 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

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:

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:

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

To improve students' sense of belonging, relationships will be fostered between students with disabilities and their same-age peers by providing inclusive recess, PE, and lunch schedules, and inviting SPED students into the general education classroom for academics and other student engagement activities with a para, where appropriate.

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	✔	10 %	41.51 %	2022-2023	31.51 %
Suspension Rate - Semester 1	✔	0.33 %	2.44 %	2022-2023	2.11 %

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 2021-22 school year. All students and student groups have shown a decrease in the number of students with chronic absences when comparing 21-22 data to 22-23 data. Though results are decreasing chronic absences are still high with our SWD and AA subgroups are in ATSI status based on 21-22 chronic attendance rates. Both student groups have shown improvement during the 22-23 school year.

Decreases in Chronic absences from 21-22 data

All Students 37.4% -18.2%

SWD 40.8%-18.9%ATSI status

AA 25%-35.5%ATSI status

Asian 27.3% -16.2%

Hispanic 42% -15.9%

EL 34% -20.7%

SD no data

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

- Child Welfare Attendance Specialist support
    - Implementation-Complete and consistent
    - Effectiveness-Very Effective

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 37.4% of our 838 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

Suspensions

- Lack of social skills and coping strategies
- Chronic attendance issues
- Lack of space to continue improvement of our SEL program supports

- 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
- A2A Meetings 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
- Opportunity for Saturday Academy attendance Implementation
  - Semester 2 Implementation
  - Effectiveness-Moderately Effective

Suspensions students with 1 or more

- 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

○ Effectiveness- Highly effective

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).

During the 22-23 school year staffing for our 4 Hand to Hand Mentors was inconsistent. With expanded programs and a growing student population during the 22-23 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 2023/24 SPSA.

Continue to work with Hand 2 Hand Mentors on attendance and ensuring all positions are filled for the entire school year. Continue to build our SEL support program for students using current resources.

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

1 SSC:

The Ericson SSC met on January 26, 2023 and delegated the writing of the 2023-24 SPSA to the site leadership team.

Current academic progress and a needs assessment was shared during the January 26, 2023 and February 23, 2023, SSC meetings.

Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 1, 2023,

Lead teachers met with PLC teams on March 6, 2023, for planning and feedback on SPSA.

PLC Teams reviewed draft SPSA on March 21, 2023.

The SSC met on March 23, 2023, to review and finalize the 2023-24 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on February 24, 2023

A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on February 12, 2023 through February 23, 2023 on the Ericson website and weekly communications to parents.

Data was shared with Lead Teachers and allocations align with staff and community feedback. Overall responses supported current actions.

3 Staff:

Lead teachers had the chance to give input on March 1, 2023 at the Lead Teacher Meeting.

All staff members were given the opportunity to provide feedback through an online survey that was opened on February 3, 2023 through February 23, 2023.

During the March 6, 2023 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners.

A final review of the 2023-24 SPSA was done by Principal Tina Rodriguez at a Professional Learning meeting on March 21, 2023.

Needs assessment has been open for parent and staff feedback 2/3-2/23 with 20 responses from staff and parents.

Highest areas of focus for Expanding services are:

–Goal 3:

¦Attendance Incentives

¦Positive Behavior supports

¦SEL Supports

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 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

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:

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

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

Specify enhanced services for low-performing student groups:

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

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 will support daily attendance calls and documentation

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

Specify enhanced services for EL students:

- 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 enhanced services for low-performing student groups:

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.

2023-2024 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	Mat & Supp			: Food for student incentives. Also G3A2.	1,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives (Amazon, etc.). Also G3A2.	5,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Goal-Setting Engagement. Also G3A2.	3,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring : Hand in Hand Mentors (4). Also G3A2.	56,764.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5310	Resource Counselor. Also G3A2.	39,171.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3440	Resource Counselor. Also G3A2.	25,377.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring. Also G3A2.	30,586.00

$160,898.00

05/09/2023

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	✔	95.51 %	88.54 %	2022-2023	94 %

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%*
- 2021 Staff Survey- 94%
- 2022 Staff Survey- Fall 89%
- 2023 Staff Survey- Spring 92%

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 Positive in Organizational Environment Domain Ericson staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure instruction addressed the academic and social-emotional needs of our diverse student population.

As a staff, we will continue our implementation of the Cultural Proficiency training. Teachers will participate in Year 4 DEI trainings, as provided by the district. Classified staff will participate in DEI trainings, as offered by the district. Special efforts will be made to ensure that NTA trainings and meetings include training that is aligned to district provided DEI training.

Special Education Paraprofessional Staffing issues 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).

Ericson implemented this goal as intended. SPED paraprofessional staffing issues contributed to a lack of supports for classroom teachers and students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

In order to further grow in the Organizational Environment Domain, additional cultural proficiency learning resources are provided in the weekly staff communication for teachers to use within their classroom. Further, evidence of teachers using cultural inclusion resources and resulting student work is being included in the weekly staff communication. Teachers are submitting student work from multicultural education lessons in the monthly Parent Newsletter to demonstrate to parents and staff that cultural inclusion is a priority at Ericson.

We will continue work on filling open paraprofessional positions.

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

1 SSC:

The Ericson SSC met on January 26, 2023 and delegated the writing of the 2023-24 SPSA to the site leadership team.

Current academic progress and a needs assessment was shared during the January 26, 2023 and February 23, 2023, SSC meetings.

Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 1, 2023,

Lead teachers met with PLC teams on March 6, 2023, for planning and feedback on SPSA.

PLC Teams reviewed draft SPSA on March 21, 2023.

The SSC met on March 23, 2023, to review and finalize the 2023-24 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on February 24, 2023

A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on February 12, 2023 through February 23, 2023 on the Ericson website and weekly communications to parents.

Data was shared with Lead Teachers and allocations align with staff and community feedback. Overall responses supported current actions.

3 Staff:

Lead teachers had the chance to give input on March 1, 2023 at the Lead Teacher Meeting.

All staff members were given the opportunity to provide feedback through an online survey that was opened on February 3, 2023 through February 23, 2023.

During the March 6, 2023 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners.

A final review of the 2023-24 SPSA was done by Principal Tina Rodriguez at a Professional Learning meeting on March 21, 2023.

Needs assessment has been open for parent and staff feedback 2/3-2/23 with 20 responses from staff and parents.

Highest areas of focus for Expanding services are:

–*Goal 4:*

¦Professional learning to support English Learners

Action 1

Title: Building a Collaborative Culture through PLC Work

Action Details:

Our focus will be continued work in building staff leadership through collaborative work in PLC Teams. 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. Staff will continue ongoing professional learning in culturally proficient teaching strategies.

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

Owner(s):

Administrative Team

TSA

PLC Teams

Timeline:

Ongoing progress monitoring of:

Current student data

PLC Agendas and CFA Data

SEL data

Describe Direct Services to Staff in support of 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 Staff in support of EL students:

- 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.
- 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

Specify enhanced services for Staff to support low-performing student groups:

- Professional learning opportunities provided to staff focused on the SEL needs of students.
- Intervention Specialist support of identified at-risk African American students.
- After school program to support struggling students with tutoring
- Admin walkthroughs will monitor implementation of research-based strategies and will provide feedback on implementation to teachers
- SPED and African-American student groups will be monitored for academic gaps in achievement.

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	✔	90.33 %	90.83 %	2022-2023	93 %

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)

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 in-person 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
- A lack of variety of parent engagement options

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 met this goal. During the 23-24 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 2023/24 SPSA.

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

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

1 SSC:

The Ericson SSC met on January 26, 2023 and delegated the writing of the 2023-24 SPSA to the site leadership team.

Current academic progress and a needs assessment was shared during the January 26, 2023 and February 23, 2023, SSC meetings.

Lead teachers met to write, review and provide feedback on the 2023-24 SPSA on March 1, 2023,

Lead teachers met with PLC teams on March 6, 2023, for planning and feedback on SPSA.

PLC Teams reviewed draft SPSA on March 21, 2023.

The SSC met on March 23, 2023, to review and finalize the 2023-24 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment and a needs assessment was given at the ELAC Meeting on February 24, 2023

A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on February 12, 2023 through February 23, 2023 on the Ericson website and weekly communications to parents.

Data was shared with Lead Teachers and allocations align with staff and community feedback. Overall responses supported current actions.

3 Staff:

Lead teachers had the chance to give input on March 1, 2023 at the Lead Teacher Meeting.

All staff members were given the opportunity to provide feedback through an online survey that was opened on February 3, 2023 through February 23, 2023.

During the March 6, 2023 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners.

A final review of the 2023-24 SPSA was done by Principal Tina Rodriguez at a Professional Learning meeting on March 21, 2023.

Needs assessment has been open for parent and staff feedback 2/3-2/23 with 20 responses from staff and parents.

Highest areas of focus for Expanding services are:

–Goal 5:

¦Parent Meetings/Translators

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:

- 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 Services to Families in support of 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 Families of EL students:

- Continue on-going support of ELAC

Specify enhanced services for Families of low-performing student groups:

Family surveys for 2022-23 reflected approximately 90% parent positivity, a 4% increase.

- 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

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.

2023-2024 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			Extra pay contracts, translators, babysitters	1,608.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/supplies for parent involvement. **No incentives or food**	2,900.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			: Direct- food for parent involvement	2,500.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Local Mileage	250.00

$7,258.00

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2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0150 Ericson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	39,689.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			SST Coordinator Contract 60 Hours **No IEPs**	3,080.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Ca. Teaching Fellows (6)	47,383.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Site Licenses/software	2,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	51,063.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SST, IEP, Student Assessment, Grade level planning	20,887.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			After-School tutoring	9,856.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	49,427.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	18,894.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Ca. Teaching Fellows	39,805.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Conferences/PL	7,957.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	44,198.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies	3,001.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Food for student incentives. Also G3A2.	1,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student incentives (Amazon, etc.). Also G3A2.	5,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Goal-Setting Engagement. Also G3A2.	3,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand In Hand Mentoring : Hand in Hand Mentors (4). Also G3A2.	56,764.00
G3A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5310	Resource Counselor. Also G3A2.	39,171.00
G3A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3440	Resource Counselor. Also G3A2.	25,377.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring. Also G3A2.	30,586.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Extra pay contracts, translators, babysitters	1,608.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/supplies for parent involvement. **No incentives or food**	2,900.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			: Direct- food for parent involvement	2,500.00
G5A1	Sup & Conc	Attendance & Social Work Servic	Local Mileag			Local Mileage	250.00

$512,396.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$96,660.00
Sup & Conc	7090	$312,574.00
LCFF: EL	7091	$72,576.00
One-time School	7099	$30,586.00
Grand Total		**$512,396.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$344,240.00
G3 - Increase student engagement in their school and community	$160,898.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$7,258.00
Grand Total	**$512,396.00**

05/09/2023