

Ericson Elementary

10621666006217

Principal's Name: Tina Rodriguez

Principal's Signature:

A handwritten signature in black ink that reads "Tina Rodriguez". The signature is written in a cursive style with a large, stylized initial "T".

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

| District Goals | |
|--|---|
| <p>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.</p> | |
| 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

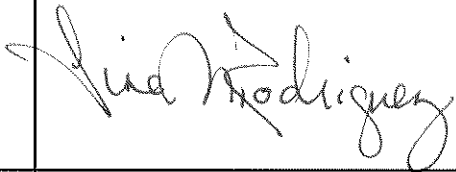
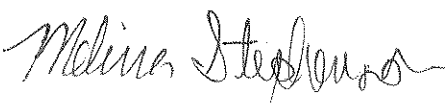
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| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p> |
| <p>The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

School Site Council

| School Site Council List | | | | | |
|------------------------------------|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Tina Rodriguez | X | | | | |
| 2. Chairperson -Melissa Stephenson | | | X | | |
| 3. Angela Gonzales | | X | | | |
| 4. Christopher Von Bieberstein | | X | | | |
| 5. Patricia Silvas | | X | | | |
| 6. Rebecca Sanchez | | | | X | |
| 7. Alexis Urbina | | | | X | |
| 8. Blanca Reyes | | | | X | |
| 9. Anna Medrano | | | | X | |
| 10. Rodolfo Martinez | | | | 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: | | | |
|--|-------------------------|---|----------------|
| <p>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.</p> | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Tina Rodriguez |  | March 30, 2022 |
| SSC Chairperson | Melissa Stephenson |  | March 30, 2022 |

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 2022/23

Ericson - 0150

ON-SITE ALLOCATION

| | | |
|---|--|------------------|
| 3010 | Title I | \$79,560 * |
| 7090 | LCFF Supplemental & Concentration | \$266,340 |
| 7091 | LCFF for English Learners | \$60,000 |
| | | |
| 7099 | ESSER III (learning loss/COVID impact, one-time funds) | <u>\$145,590</u> |
| TOTAL 2022/23 ON-SITE ALLOCATION | | \$551,490 |

| | |
|---|-----------------|
| * 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 | \$2,720 |
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$76,840</u> |
| Total Title I Allocation | \$79,560 |

Ericson Elementary 2022-2023 - 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 | ✓ | | 22.42 % | 2021-2022 | 40 % |
| i-Ready Math D2 proficiency - percentage of students on/above | ✓ | | 11.69 % | 2021-2022 | 40 % |

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.

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 13% gain in student proficiency levels from i-Ready D1-D2 during the 2021-2022 school year.

- PLC Work-data analysis, instructional planning,
- Administration and development of common formative assessments and FIABs/IABs
- School-wide/grade level/teacher/student goal-setting
- Daily intervention based on CFA results
- 3 Certificated Tutors with a specific focus on English Learners, and EL Reclassification
- Leadership team monitoring of student disproportionality data
- Current pandemic circumstances have interfered in the implementation of best practices for a comprehensive English Language Arts program.

I-Ready 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 in reading, writing, speaking and listening. The following actions have contributed to PLC Teams making progress in Math with a 8% gain in i-Ready from D1-D1 during the 2021-2022 school year.

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

I-Ready 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 i-Ready ELA scores, 4% of SWD scored proficient. **English Learners:** Based on D2 i-Ready ELA scores 12.5% of EL students scored proficient. **African American:** Based on D2 i-Ready ELA scores 7.6% of AA students scored proficient. **Absenteeism** Of the 756 students enrolled at Ericson 59.4% are chronically absent. African American students have a chronic absenteeism rate of 60.5%. Students with disabilities have a chronic absenteeism rate of 64.3%.

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism
- Lack of best practices implementation due to unfilled positions to support learning

I-Ready 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 i-Ready MATH scores, 3% of SWD scored proficient. **English Learners:** Based on D2 i-Ready MATH scores, 9.8% of EL students scored proficient. **African American:**

- PLC Work-data analysis and instructional planning
- Administration and development of common formative assessments and FIABs/IABs
- School-wide/grade level/teacher/student goal-setting
- Daily intervention based on CFA results
- Teaching Fellows instructional support in grades K-6 Leadership team monitoring of student disproportionality data
- Current pandemic circumstances have interfered in the implementation of best practices for a comprehensive math program.

EL Reclassification Rate

Ericson implemented focused actions aligned with current English Learner Data. 2% of English Learners were reclassified during the 2020-21 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.

Current pandemic circumstances have interfered in the implementation of best practices for a comprehensive program for English Learners.

Based on D2 i-Ready MATH scores, 2.5% of AA students scored proficient. **Absenteeism** Of the 756 students enrolled at Ericson 59.4% are chronically absent. African American students have a chronic absenteeism rate of 60.5%. Students with disabilities have a chronic absenteeism rate of 64.3%.

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism during pandemic
- Lack of best practices implementation to support learning

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 2021-22 school year. Allocations that were not used were reallocated for the purchase of technology and instructional materials. Due to COVID19 restrictions allocations for conferences and travel were not utilized. 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 2022-23 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 English Learners 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:

2 ELAC:

3 Staff:

The Ericson SSC met on February 25, 2022 and delegated the writing of the 2022-23 SPSA to the site leadership team. Current academic progress and a needs assessment was shared at the February 25, 2022, SSC meeting. Lead teachers met to write, review and provide feedback on the 2022-23 SPSA on February 14, 2022, and on March 14, 2022. Lead teachers met with PLC teams on February 28 and March 4, 2022, for review and feedback on SPSA. The SSC met on March 25, 2022, to review and finalize the 2022-23 SPSA and Budget.

An ELAC Meeting was held to inform parents on current data and review current needs assessment on February 22, 2022. A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on 2/14/22 and 2/28/22 in the site newsletter and in teacher communications to families. 22 responses were received. Parent coffee Hour was held on March 11, 2022 to elicit feedback from 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 a February 14 Lead Teacher Meeting. All staff members were given the opportunity to provide feedback through an online survey that was opened on February 28, 2022 through March 4, 2022. During the March 4, 2022 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners. A final review of the 2022-23 SPSA was done by Principal Tina Rodriguez at a Lead Teacher meeting on March 14, 2022.

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 Mable Curriculum) to implement school-wide reading strategies and interventions to achieve our goal of all students reading by 3rd grade.

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

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 (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

Owner(s):

PLC Teams, Administrative Team, Students

Timeline:

Calendared PLC Meetings

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
- Tiered Support Team Data and Referrals

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
- 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
- Substitutes will be provided for teachers to work with district coaches on ELA professional development
- Substitutes will be provided for Kindergarten teachers for quarterly assessments

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

Tier 2-

- 3 Certificated tutors (.4375) will focus on K-2 foundational skills support and English Learner support in ELA
 - Certificated tutors will administer ELPAC assessment
- 9 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 AC teams to accelerate student progress and reclassification
- Teachers will utilize the **Redesignation Goal Setting report: EL status** and set goals in areas of needed growth
- Certificated Tutors, TSA, and teaching fellows will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening
- Parents will be invited to Parent Coffee Hours, ELAC, and SSC meetings to inform them of current data related to the academic progress of their children
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math for English Learners
- 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 2018-19 end of year data and 2021-22 District iReady assessment data the following subgroups require additional supports for achievement in ELA:

- **English Learners**
- **Socioeconomically Disadvantaged**
- **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 the pacing guide and grade level standards, which are integrated into IEP goals.
- **Hispanic**
 - Prior to the EL Assessments and ELPAC testing, discuss with individual students their current status and areas of needed growth in Reading and set goals for the ELPAC, i-Ready, and SBAC assessments
 - Utilize Reclassification Goal Setting report: EL status and set goals in areas of needed growth in Reading, Writing, Speaking, and Listening
 - Goal-setting and student incentives for academic progress

- Staff identification of students and learning gaps; teachers provide small group support based on identified learning gaps
- Priority for after school tutoring opportunities
- Staff professional development in addressing gaps and disproportionality
- Data analysis and action plans aligned to support these specific subgroups
- Newcomer ELs receive appropriate language support for initial language development from Certificated Tutors
- 2020-21 SBAC Data not available due to COVID school closures

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 (KAIG, 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
- UnboundEd Training will be attended by grade level PLCs

Owner(s):

Administrative Team, Teachers, FCOE and UnboundEd trainers

Timeline:

FCOE PL being offered currently
UnboundEd training to begin in August, 2021

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

Tier 2-

- 9 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
- 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

Specify enhanced services for low-performing student groups:

Based on 2018-19 end of year data the following subgroups require additional supports for achievement in Math:

- English Learners
- Students with Disabilities
- Socioeconomically Disadvantaged
 - Prior to the EL Assessments, and ELPAC testing:
 - Discuss with individual students their current areas of needed growth in Reading and set goals for the iReady assessment, ELPAC, SBAC, and EL Assessments
 - Utilize Redesignation Goal Setting report to set goals in areas of needed growth in Reading, Writing, Speaking, and Listening.
 - Goal setting and student incentives for academic progress
 - Staff identification of students and learning gaps
 - Priority for after school tutoring opportunities
 - Staff professional development in addressing gaps and disproportionality
 - Data analysis and action plans aligned to support these specific subgroups

2022-2023 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 | 42,030.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology | 2,290.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows (9) | 31,265.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.0625 | Certificated Tutor | 5,272.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.4375 | Certificated Tutor (open position) | 40,504.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | SST contract 60 hours | 2,971.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : Software/site license | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials and supplies | 39,176.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology | 21,544.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology maintenance | 3,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 3,000.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.3750 | Certificated Tutor | 31,644.00 |
| G1A1 | One-time School | Instruction | Teacher-Subs | | | Subs for SST, IEP, Data chats, instructional coaching, student assessment, SWUM Math (60 days) | 25,614.00 |
| G1A1 | One-time School | Instruction | Teacher-Supp | | | After school tutoring | 13,383.00 |
| G1A1 | One-time School | Instruction | Nc-Equipment | | | : Technology | 25,502.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching fellows | 78,091.00 |

\$367,786.00

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 | ✓ | | 89.85 % | 2021-2022 | 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.

Student-centered real world learning experience - 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.

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 experience - Site Defined

During the 2021-22 school year, opportunities for student engagement were limited due to health and safety measures. Disproportionality was effected by reduced opportunities to engage in activities due to health concerns. Sports, clubs, and trips were limited and sometimes cancelled during pandemic surges.

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.

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 2022-23 SPSA.

Reduced health and safety restrictions and re-opening of venues will support increased student engagement in real world learning experiences. Expanded covid testing by the district has allowed students to participate in field trips again.

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 February 25, 2022 and delegated the writing of the 2022-23 SPSA to the site leadership team. Current academic progress and a needs assessment was shared at the February 25, 2022, SSC meeting. Lead teachers met to write, review and provide feedback on the 2022-23 SPSA on February 14, 2022, and on March 14, 2022. Lead teachers met with PLC teams on February 28 and March 4, 2022, for review and feedback on SPSA. The SSC met on March 25, 2022, to review and finalize the 2022-23 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment on February 22, 2022. A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on 2/14/22 and 2/28/22 in the site newsletter and in teacher communications to families. **22 responses were received.** Parent coffee Hour was held on March 11, 2022 to elicit feedback from 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 a February 14 Lead Teacher Meeting. All staff members were given the opportunity to provide feedback through an online survey that was opened on February 28, 2022 through March 4, 2022. During the March 4, 2022 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners. A final review of the 2022-23 SPSA was done by Principal Tina Rodriguez at a Lead Teacher meeting on March 14, 2022.

Action 1

Title: Student Character and Career Opportunities

Action Details:

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

Student Participation Rates using Goal 2 Student Engagement tool.

Owner(s):

Attendance

Timeline:

As needed for events

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

Tier 1

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

- TK-6th Grade-Read Across America : Community Volunteers
- TK-6th Grade-Character Counts/Student of the month awards
- 1st grade Police Chaplain opportunities
- 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
- Sea King Tickets
- Community Volunteer/Service Opportunities
- Student Council Leadership Opportunities

- Spelling Bee
- Peach Blossom Festival
- After school clubs based on student 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 opportunities.

Specify enhanced services for EL students:

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

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

Student engagement data of EL students will be monitored for disproportionality

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 and lunch schedules, and inviting SPED students into the general education classroom for academics 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 | ✓ | | 56.27 % | 2021-2022 | 10 % |
| Suspension Rate - Semester 1 | ✓ | | 0.66 % | 2021-2022 | 0.33 % |

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 an increase in chronic absences due to a surging pandemic and Fresno County Department of Health guidelines during the 2021-22 school year. Overall Attendance Status Percentages:

Good Attendance- 18.3%

Manageable Attendance- 22.3%

Chronic Attendance- 31.7%

Severely Chronic-27.7%

Key factors supporting the current rate can be contributed to the following actions:

- Child Welfare Attendance 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-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Incentives for attendance Implementation-No Implementation
 - Effectiveness-No Effectiveness
- Goal 2 Field Trips Implementation-incomplete and inconsistent due to changing regulations during Covid-19 surges
 - Effectiveness-Moderately 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:

Overall- 446/750 students fall within the Chronic or Severely Chronic realm

- Illness due to Covid-19 surges
- Fresno County Department of Health guidelines requiring 10 day quarantine and up to 20 day isolation for close contacts
- Parent concern over safety amid pandemic

Suspensions students with 1 or more

- Lack of social skills and coping strategies due to being out of school for a prolonged period

- A2A Meetings with administrative team
 - Implementation- No implementation
 - Effectiveness-Not effective
- TST Meetings- case manager assignment
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- School-wide Engagement (see Goal 3)
 - Implementation-Partial and inconsistent
 - Effectiveness-Moderately Effective
- Opportunity for Saturday Academy attendance
 - Implementation-No Implementation
 - Effectiveness-No Effectiveness

Suspensions students with 1 or more

- Current data not available as a result of changes in requirements due to COVID-19.
- Climate and Culture Team/Levels of Behavior/SEL Lessons
 - Implementation- Consistent
 - Effectiveness-Decreased behaviors
- Weekly class meetings school wide
 - 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-Partial and inconsistent
 - Effectiveness-Unknown
- Resource Counselor
 - Implementation-Partial and inconsistent
 - Effectiveness-No Effectiveness
- Trauma Informed Sensitivity Training provided to staff
 - Implementation-Partial and inconsistent
 - Effectiveness-No Effectiveness
- Student Assemblies and Presentations (Expectations, Guidelines for Success, etc...)
 - Implementation-Complete and consistent
 - Effectiveness-Decreased misbehaviors in hallways and on the playground
- 2 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 2021-22 school year, quarantine requirements and staffing shortages related to Covid-19 prevented the full implementation of actions planned to support student attendance and positive behaviors.

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 2022-23 SPSA.

To support the transition of students returning to in-person learning structures, 2 additional Hand in Hand Mentors will be added as an SEL resource for student support.

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 February 25, 2022 and delegated the writing of the 2022-23 SPSA to the site leadership team. Current academic progress and a needs assessment was shared at the February 25, 2022, SSC meeting. Lead teachers met to write, review and provide feedback on the 2022-23 SPSA on February 14, 2022, and on March 14, 2022. Lead teachers met with PLC teams on February 28 and March 4, 2022, for review and feedback on SPSA. The SSC met on March 25, 2022, to review and finalize the 2022-23 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment on February 22, 2022. A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on 2/14/22 and 2/28/22 in the site newsletter and in teacher communications to families. 22 responses were received. Parent coffee Hour was held on March 11, 2022 to elicit feedback from 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 a February 14 Lead Teacher Meeting. All staff members were given the opportunity to provide feedback through an online survey that was opened on February 28, 2022 through March 4, 2022. During the March 4, 2022 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners. A final review of the 2022-23 SPSA was done by Principal Tina Rodriguez at a Lead Teacher meeting on March 14, 2022.

Action 1

Title: Attendance and Positive Behavior Supports

Action Details:

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

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

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

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

Reasoning for using this action:

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/Referral Data

Attendance Data

SST-Student Study Team (Tier 3) Referrals

TST- Targeted Support Team (Tier 2) Referrals

Positive Behavior Support Participation Data

Survey Data-Parents/Staff/Students

Student SEL Data

Resource Counselor/Restorative Counselor

Owner(s):

Administrative Team

Climate and Culture Team

SST -Student Study Team

TST-Targeted Support Team

Teachers, Students and Parents

Timeline:

Ongoing weekly administrative meetings

Monthly CCT, SST, TST Meetings

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

Tier 1

- School wide 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 encourage attendance and reinforce behavior expectations
- Attendance Recognition and Incentives will be ongoing to support students at all 3 tiers of attendance levels
 - Excellent attendance picnics
- Academic awards assemblies will be held quarterly to recognize student achievement
- Goal setting reward parties and incentives will be held quarterly to recognize students in grades K-6 that have met goals set for:
 - iReady
 - SBAC
 - EL Assessments
 - Reclassification
 - Attendance
- .25(2 hours) per day will be added to Office Assistant hours to supports 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
- K1 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 Child Welfare and Attendance 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. Supplemental contracts will be provided for team members

Tier 3

- A Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support. SST meetings will be conducted after all classroom and school wide interventions have been utilized 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.

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 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 Coffee Hours 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:

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

Action 2

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: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

Explain the Progress Monitoring and data used for this Action

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

Quarterly monitoring of Student Engagement Data

Monthly monitoring of student attendance rates

Owner(s):

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

Timeline:

Quarterly monitoring of student engagement data
ATLAS Attendance Reports

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

Tier 1

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

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

Students in grades 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 receive awards and incentives to encourage participation and attendance in various school activities

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

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

Tier 2 and 3

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

Specify enhanced services for EL students:

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

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.

2022-2023 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 | School Administration | Cl&Tech-Reg | Assistant, School Office | 0.2500 | Didn't Make enrollment 3rd year of not making it -GG | 16,132.00 |
| G3A1 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentors : Hand in Hand Mentors (4) | 66,980.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Services | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.8250 | Resource Counselor | 55,011.00 |
| G3A1 | LCFF: EL | Guidance & Counseling Services | Subagreements | | | Hand In hand Mentors : Hand in Hand Mentors (4) | 25,021.00 |
| G3A1 | LCFF: EL | Attendance & Social Work Services | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.0500 | Resource Counselor | 3,335.00 |
| G3A1 | One-time School | Instruction | Subagreements | | | : Krazy Karen events for attendance, school culture | 3,000.00 |
| G3A2 | Sup & Conc | Instruction | Mat & Supp | | | : climate and culture student incentives/engagement | 10,000.00 |

\$179,479.00

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 | ✓ | | 94.41 % | 2021-2022 | 95.51 % |

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%

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 3 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.

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 was able to implement this goal as intended.

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 2022-23 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.

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 February 25, 2022 and delegated the writing of the 2022-23 SPSA to the site leadership team. Current academic progress and a needs assessment was shared at the February 25, 2022, SSC meeting. Lead teachers met to write, review and provide feedback on the 2022-23 SPSA on February 14, 2022, and on March 14, 2022. Lead teachers met with PLC teams on February 28 and March 4, 2022, for review and feedback on SPSA. The SSC met on March 25, 2022, to review and finalize the 2022-23 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment on February 22, 2022. A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on 2/14/22 and 2/28/22 in the site newsletter and in teacher communications to families. 22 responses were received. Parent coffee Hour was held on March 11, 2022 to elicit feedback from 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 a February 14 Lead Teacher Meeting. All staff members were given the opportunity to provide feedback through an online survey that was opened on February 28, 2022 through March 4, 2022. During the March 4, 2022 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners. A final review of the 2022-23 SPSA was done by Principal Tina Rodriguez at a Lead Teacher meeting on March 14, 2022.

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 subject area PLCs focused on instructional goals.
- Professional development during Buyback Days and Staff PL Meetings, focused on district and site-level goals.
- Number of teachers attending off-site learning conferences (IB trainings and other)
- Teachers using technology and technology programs to support student engagement and learning
- Teachers supported 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 and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Student Academics: GVC Wonder 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 literacy illustrated in classrooms which support a student-centered learning experience.
- Tutorials that include technology based learning programs, teaching fellows, after school program, supplemental contracts for teachers

Specify Professional Development or Staff Services to support 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 redesignation Goal, iReady, and SBAC data.
- Professional learning on working with English Learners to break down complex sentence structures to increase comprehension of texts.
- CWAS will continue to provide Spanish support at meetings and through parent communication

Specify Professional Development or Staff Services to support low-performing student groups:

- On-going cultural proficiency training as part of scheduled staff meetings designed for PL.
- Professional learning opportunities provided to staff focused on the SEL needs of students.
- CWAS 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 EL strategies and will provide feedback on implementation to teachers
- SPED, English Learners, Foster Youth, and our African-American sub-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 | ✓ | | 89.23 % | 2021-2022 | 90.33 % |

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
- Parent Teacher Conferences
- Grade level performances
- Open House
- Coffee Hours
- Assemblies
- Parent volunteer opportunities
- Chaperones for field trips

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%

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 due to Covid-19 restrictions, we were unable to provide in-person family engagement opportunities.

Parent Survey- Respected and welcomed

Key factors that contributed to disproportionality or lack of parent engagement were:

- Covid-19 restrictions preventing parents from entering campus
- Lack of technology/wifi or technology skills
- Change in traditional school structures to engage parents

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 we will resume implementation of traditional parent engagement opportunities as well as virtual opportunities to 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 2022-23 SPSA.

During the 22-23 school year we have added additional SEL supports as families transition back to the traditional school experience as restrictions are lifted.

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 February 25, 2022 and delegated the writing of the 2022-23 SPSA to the site leadership team. Current academic progress and a needs assessment was shared at the February 25, 2022 SSC meeting. Lead teachers met to write, review and provide feedback on the 2022-23 SPSA on February 14, 2022 and on March 14, 2022. Lead teachers met with PLC teams on February 28 and March 4, 2022 for review and feedback on SPSA. The SSC met on March 25, 2022 to review and finalize the 2022-23 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and review current needs assessment on February 22, 2022. A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on 2/14/22 and 2/28/22 in the site newsletter and in teacher communications to families. **22 responses were received.** Parent coffee Hour was held on March 11, 2022 to elicit feedback from 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 a February 14 Lead Teacher Meeting. All staff members were given the opportunity to provide feedback through an online survey that was opened on February 28, 2022 through March 4, 2022. During the March 4, 2022 Buyback Day, the staff met to give their SPSA input and review feedback from Educational Partners. A final review of the 2022-23 SPSA was done by Principal Tina Rodriguez at a Lead Teacher meeting on March 14, 2022.

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:

- Coffee Hours
- Parent Classes through Parent University
- SSC Meetings
- ELAC Meetings
- Parent Meetings
- Parent University Workshops
- Responses on the Parent Survey in the Spring of 2022 will be used as interim evidence.
- Parent Conferences
- Back to School Night
- Open House
- Monthly Parent Newsletters

Owner(s):

Administrative Team/TSA
Certificated Teachers
CWAS

Timeline:

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

- Attendance logs
- Survey Responses
- Meeting agendas and documents

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Student Academics: GVC such as Wonders and Go Math are now available online. Laptops are sent home daily to help families connect with school and curriculum.
- 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, School Messenger, phone calls, Peachjar, social media platforms, school site website, school marquee, and WaaG will be utilized to inform all stakeholders of school events and activities. Parent communication will be provided in English and Spanish, 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 for classified employees to support events and parent involvement
- Translators/babysitting for parent meetings
- CWAS-Intervention Specialist(district funded)
- Resource Counselor .875 to assist in translation and parent communications
- 4 Hand in Hand Tutors

Specify Direct Service and Opportunities for parents and families to support EL students:

- Continue on-going support of ELAC
- Intervention Specialist (CWAS) 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.
- EL Afterschool Tutoring
- Materials and supplies provided to support family participation.
- Babysitting

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Family surveys for 2021-22 reflected approximately 95% parent positivity. Due to pandemic conditions, no current data on low-performing sub-group disproportionality. Will continue to with family engagement structures and outreach as planned prior to COVID school closure.

Families are informed of the meaning of ELPAC, reclassification, RFEP monitoring, and other terms the school uses as a means of tracking progress for EL students.

2022-2023 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 | 2,975.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials and supplies, parent involvement. No food/ incentives. | 1,000.00 |
| G5A1 | Sup & Conc | Instruction | Local Mileag | | | local mileage | 250.00 |

\$4,225.00

2022-2023 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 | 42,030.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology | 2,290.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows (9) | 31,265.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.0625 | Certificated Tutor | 5,272.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.4375 | Certificated Tutor (open position) | 40,504.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | SST contract 60 hours | 2,971.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | : Software/site license | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Materials and supplies | 39,176.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology | 21,544.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology maintenance | 3,500.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 3,000.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.3750 | Certificated Tutor | 31,644.00 |
| G1A1 | One-time School | Instruction | Teacher-Subs | | | Subs for SST, IEP, Data chats, instructional coaching, student assessment, SWUM Math (60 days) | 25,614.00 |
| G1A1 | One-time School | Instruction | Teacher-Supp | | | After school tutoring | 13,383.00 |
| G1A1 | One-time School | Instruction | Nc-Equipment | | | : Technology | 25,502.00 |
| G1A1 | One-time School | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching fellows | 78,091.00 |
| G3A1 | Sup & Conc | School Administration | Cl&Tech-Reg | Assistant, School Office | 0.2500 | Didn't Make enrollment 3rd year of not making it -GG | 16,132.00 |
| G3A1 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentors : Hand in Hand Mentors (4) | 66,980.00 |
| G3A1 | Sup & Conc | Attendance & Social Work Services | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.8250 | Resource Counselor | 55,011.00 |
| G3A1 | LCFF: EL | Guidance & Counseling Services | Subagreements | | | Hand In hand Mentors : Hand in Hand Mentors (4) | 25,021.00 |
| G3A1 | LCFF: EL | Attendance & Social Work Services | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.0500 | Resource Counselor | 3,335.00 |
| G3A1 | One-time School | Instruction | Subagreements | | | : Krazy Karen events for attendance, school culture | 3,000.00 |
| G3A2 | Sup & Conc | Instruction | Mat & Supp | | | : climate and culture student incentives/engagement | 10,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | | Extra pay contracts, translators, babysitters | 2,975.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials and supplies, parent involvement. No food/incentives. | 1,000.00 |
| G5A1 | Sup & Conc | Instruction | Local Mileag | | | local mileage | 250.00 |

\$551,490.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$79,560.00 |
| Sup & Conc | 7090 | \$266,340.00 |
| LCFF: EL | 7091 | \$60,000.00 |
| One-time School | 7099 | \$145,590.00 |
| Grand Total | | \$551,490.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - Improve academic performance at challenging levels | \$367,786.00 |
| G3 - Increase student engagement in their school and community | \$179,479.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$4,225.00 |
| Grand Total | \$551,490.00 |