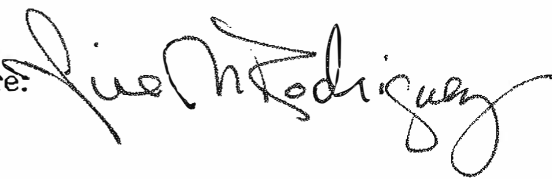


Ericson Elementary

10621666006217

Principal's Name: Tina Rodriguez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <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	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Tina Rodriguez	X				
2. Chairperson - Amy Ryan		X			
3. Cynthia Badger		X			
4. Lorna Lewis		X			
5. Leticia Marrufo			X		
6. Ana Maciel				X	
7. Jamie Lucero				X	
8. Alexandria Taylor				X	
9. Bobette Smith				X	
10. Jose Muniz				X	
11.					

12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.

☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Ericson Elementary

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Tina Rodriguez		2/26/25

SSC Chairperson	Amy Ryan	Ar Ry	2/26/25
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Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

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

FY 2025/26

Ericson - 0150

ON-SITE ALLOCATION

3010	Title I	\$95,082 *
7090	LCFF Supplemental & Concentration	\$294,792
7091	LCFF for English Learners	\$69,300

TOTAL 2025/26 ON-SITE ALLOCATION

\$459,174

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,756
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Program Budget	\$92,326
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Total Title I Allocation	\$95,082
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ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 28, 2025

Ericson Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		45.2 %	2023-2024	46.3 %
SBAC ELA- Average distance from standard	✓	-32 pts	-33.1 pts	2023-2024	-18.1 pts
SBAC ELA- percentage of students met/exceeded standard	✓	43 %	39.9 %	2023-2024	45 %
SBAC Math - Average distance from standard	✓	51 pts	-54.1 pts	2023-2024	-39.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	34 %	32.4 %	2023-2024	37 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Goal 1 Actions 1 and 2: At our school, a significant number of students are not achieving at challenging levels in both English Language Arts (ELA) and Mathematics. Specifically, the following major student groups are underperforming significantly below grade level based on 2024 SBAC results in ELA and Math: students with disabilities. In addition, the following student groups are also performing below grade level standards in ELA and Math: Asian, English Learners, Hispanic and Socioeconomically Disadvantaged.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. **Limited academic interventions** prevent students with disabilities, English Learners, and socioeconomically disadvantaged students from receiving targeted support to close learning gaps.
- 2. **Chronic absenteeism** disrupts learning, especially for English Learners and at-risk students, leading to inconsistent skill development in ELA and Math.
- 3. **Insufficient language support for English Learners and newcomers** limits their ability to engage with rigorous content, requiring stronger scaffolding and academic discourse strategies.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. **Strengthen targeted interventions** through PLC collaboration, data-driven instruction, and progress monitoring to support students with disabilities, English Learners, and socioeconomically disadvantaged students.
- 2. **Address chronic absenteeism** with proactive attendance initiatives, family outreach, and goal-setting strategies to improve student engagement and consistency in learning.
- 3. **Enhance language support for English Learners and newcomers** by integrating ELD strategies into PLC planning, providing professional development, and fostering structured academic discourse.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: TK-6 Comprehensive Reading and Intervention Program

Fully Implemented

The **2024-25 SPSA actions** were fully implemented, resulting in a **26.6-point increase** in the site's Distance from Standard based on the **2024 SBAC results**. To further improve outcomes, there is a need to **refine the use of instructional minutes** for both intervention and grade-level content. **PLCs will continue implementing a comprehensive reading program** with a strong emphasis on **early literacy and foundational skills in PK-2** to ensure all students are reading by **3rd grade**. The focus of PLC work will remain on **reading strategies and targeted interventions** to accelerate literacy growth. Additionally, **site SEL supports, will be strengthened** to enhance student well-being and engagement.

Action 2: TK-6 Math Strategies and Interventions

Fully Implemented

The **2024-2025 SPSA actions** were fully implemented, leading to a **20.3-point increase** in the site's Distance from Standard on the **2024 SBAC Math results**. This growth reflects the effectiveness of targeted interventions, PLC work, and coaching support.

However, **refinements are needed** in the **use of instructional minutes** to ensure a balanced approach between **intervention time and grade-level content**. Strengthening **PLC collaboration, instructional coaching, and site SEL supports** will further enhance student learning and overall achievement.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: TK-6 Comprehensive Reading and Intervention Program

Partially Effective

- **ELPI - LTEL Growth (Partially Effective)**
 - Progress unclear without data. EL tutoring and structured language support helped, but more targeted interventions are needed.
- **SBAC ELA - Avg. Distance from Standard (Partially Effective)**
 - Slight improvement (-33.1 vs. -32 target). PLC collaboration and writing strategies helped, but more comprehension support is needed.
- **SBAC ELA - %Met/Exceeded Standard (Partially Effective)**
 - Reached 39.9% (target 43%). Gains made, but gaps in academic vocabulary and reading comprehension.

Action 2: TK-6 Math Strategies and Interventions

Partially Effective

- **SBAC Math - Avg. Distance from Standard (Ineffective)**
 - Widening gap (-54.1 vs. -51 target) suggests math interventions were insufficient. More foundational skill-building needed.
- **SBAC Math - %Met/Exceeded Standard (Partially Effective)**
 - Small improvement (32.4% vs. 34% target). Conceptual understanding and real-world applications need strengthening.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- **ELPI - LTEL Growth**
 - Implement individualized progress monitoring and targeted small-group instruction.
 - Increase structured academic conversations and writing opportunities for ELs.
- **SBAC ELA - Distance from Standard & %Met/Exceeded**
 - Strengthen comprehension strategies through close reading and academic discourse.
 - Expand writing across content areas and reinforce academic vocabulary instruction.
- **SBAC Math - Distance from Standard & %Met/Exceeded**
 - Enhance small-group interventions focusing on foundational math skills.
 - Incorporate real-world problem-solving tasks and math discourse routines.
- **General Strategies**
 - Increase data-driven PLC collaboration to adjust instruction in real time.
 - Utilize formative assessments more frequently to target individual needs.
 - Provide additional tutoring and after-school supports for struggling students.

Section D: 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.

SSC: 16 SSC and ELAC Parents/Staff Responded to Survey SSC & ELAC Parent Survey Trends Top Priorities: • Certificated Tutors for Foundational Skills & English Learner Support consistently ranked highest. • Technology & Software and Supplemental Materials for Instruction were frequently prioritized. • Goal-Setting Incentives and Fresno State Teaching Fellows received strong support. Mid-Priority Investments: • SEL Support Staff (Mentors, Coaches, Counselors) ranked in the middle. • Substitutes for Academic Planning Time had moderate importance. Lower Priorities: • Tutoring Contracts and Behavior Incentives ranked lower. • Substitutes for SPED IEP/SST Meetings consistently received the least prioritization. Overall, parents emphasized academic support, technology, and instructional resources over behavioral or administrative investments. Analysis & Recommendations for ATSI Subgroup Support Key Needs Identified: • Parent Involvement & Incentives – More engagement opportunities and rewards. • Extra Academic Support – Additional tutoring and support programs. • Bilingual Staff & Language Support – More bilingual personnel for better communication. Recommendations: 1. Strengthen parent involvement through workshops and mentorship. 2. Expand tutoring and after-school programs.	ELAC: 16 SSC and ELAC Parents Responded to Survey SSC & ELAC Parent Survey Trends Top Priorities: • Certificated Tutors for Foundational Skills & English Learner Support consistently ranked highest. • Technology & Software and Supplemental Materials for Instruction were frequently prioritized. • Goal-Setting Incentives and Fresno State Teaching Fellows received strong support. Mid-Priority Investments: • SEL Support Staff (Mentors, Coaches, Counselors) ranked in the middle. • Substitutes for Academic Planning Time had moderate importance. Lower Priorities: • Tutoring Contracts and Behavior Incentives ranked lower. • Substitutes for SPED IEP/SST Meetings consistently received the least prioritization. Overall, parents emphasized academic support, technology, and instructional resources over behavioral or administrative investments. Analysis & Recommendations for ATSI Subgroup Support Key Needs Identified: • Parent Involvement & Incentives – More engagement opportunities and rewards. • Extra Academic Support – Additional tutoring and support programs. • Bilingual Staff & Language Support – More bilingual personnel for better communication. Recommendations: 1. Strengthen parent involvement through workshops and mentorship. 2. Expand tutoring and after-school programs.	Staff: 19 Staff Survey Responses Staff Survey Trends Top Priorities: • Certificated Tutors for Foundational Skills & EL Support • SEL Support Staff (Mentors, Coaches, Counselors) • Supplemental Materials & Classroom Supplies Mid-Priority Investments: • Substitutes for Academic Planning Time • Technology & Software Lower Priorities: • Tutoring Contracts & Behavior Incentives • Fresno State Teaching Fellows • Substitutes for SPED IEP/SST Meetings Investments should focus on direct student support, instruction, and engagement rather than administrative or incentive-based programs. Supporting African American Students in ATSI Academic Supports: • In-school and after-school tutoring (reading, math, writing) • Explicit instruction in core subjects • Certificated tutors during the school day Social-Emotional & Behavioral Supports: • Mentorship programs • SEL supports and behavior incentives • Lunch with the Principal initiative Family & Community Engagement: • Strengthening relationships with families • Parent workshops on homework help & resources • Collaboration with non-profits for additional student support Key Takeaway: A holistic approach—combining academic, SEL, and family
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- 3. Increase bilingual staffing for better family support.
- 4. Improve awareness and outreach to engage more families.

Student Academic Achievement

Key Needs Identified:

- Student Goal-Setting & Feedback – Encourage students to set goals and seek support.
- Motivation & Incentives – Competitions, rewards, and ongoing encouragement.
- Targeted Academic Support – Additional help in challenging areas.
- Collaboration with Families – Strengthen school-home partnerships.
- Expanded Support Programs – More resources tailored to student needs.

Recommendations:

- 1. Implement goal-setting activities and student check-ins.
- 2. Introduce competitions and recognition programs for motivation.
- 3. Provide targeted academic interventions and tutoring.
- 4. Strengthen family-school collaboration through workshops and engagement events.
- 5. Expand specialized academic support programs.

- 3. Increase bilingual staffing for better family support.
- 4. Improve awareness and outreach to engage more families.

Student Academic Achievement

Key Needs Identified:

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Recommendations:

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- 3. Provide targeted academic interventions and tutoring.
- 4. Strengthen family-school collaboration through workshops and engagement events.
- 5. Expand specialized academic support programs.

engagement—is essential for improving outcomes.

Student Academic Achievement

Academic Support Needs:

- Strengthening foundational math proficiency (more manipulatives, less screen time in K-2)
- Increased Tier 3 academic interventions (expanded tutoring beyond A4)
- Explicit teaching of reading, writing, and core academic skills
- Accelerated Reader program integration with library resources
- RTI support for struggling students

Behavior & Engagement Strategies:

- Setting high academic and behavioral expectations
- Improved behavior management strategies
- Continued student incentives (ribbons, medals, "Principal for a Day," lunch with the Principal)

Technology & Learning Environment Improvements:

- Regulated technology use (approved apps/sites only)
- Full-time aides to support instruction
- More EL support for newcomers

Parent & Community Involvement:

- Workshops for parents on supporting learning at home
- More opportunities for parent involvement in academics

Key Takeaway:

A comprehensive approach—including academic support, behavior strategies, tech regulations, and family engagement—will drive student success.

Action 1 :

PK-6 Comprehensive Reading and Intervention Program

Action Details:

Ericson PLCs (Professional Learning Communities) will implement a TK-6 comprehensive reading program with a strong emphasis on early literacy and foundational skills for grades PK-2.

PLCs will utilize the Guaranteed Viable Curriculum (GVC) to implement school-wide reading strategies and interventions aimed at ensuring all students are reading at grade level by 3rd grade.

ELA instruction and PLC work for grades TK-6 will focus on the Instructional Practice Guide (IPG) Tenets 2B, 2C, 3, and 4:

- **Tenet 2B (Challenging Content):** Lessons will integrate standards through oral and written questions/tasks that build students' comprehension of texts and their meanings.
- **Tenet 2C (Challenging Content):** Foundational skills lessons will develop skills that support comprehension.
- **Tenet 3 (Ownership):** Students will take responsibility for their thinking and learning in the classroom.
- **Tenet 4 (Every Student):** Lessons will address the specific needs of students working to close reading gaps.

Differentiation and targeted supports will be implemented for English Learners to help them achieve reclassification.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

Teachers in grades K-6 will implement the following supports for all students:

- **Core Reading Block:** Instruction will follow the Guaranteed Viable Curriculum (GVC) in reading and writing.
- **Technology Integration:** Technology will support student learning of the Common Core State Standards. Instructional support technology will be purchased as funds allow.
- **Materials and Supplies:** Funds will support the purchase of instructional supplies, including supplementary materials for ELA and Math.
- **Goal-setting Incentives:** Materials will be purchased to support academic goal-setting based on district and state assessments.
- **Classroom Incentives:** Incentives will be provided for meeting academic and behavioral goals.
- **ELD Reclassification Recognition:** Recognition will be given to students and families who meet reclassification criteria.
- **Substitutes:** Substitutes will be provided for instructional talks, data analysis, and coaching as needed.
- **PLC Planning:** Funds will support substitutes for 2 PLC planning days for GE teachers.
- **Professional Learning:** Instructional coach will support professional learning in ELA and Math.
- **Substitute Support:** Substitutes will allow teachers to collaborate with district coaches on ELA professional development.
- **Parent Engagement:** Funds will support materials, refreshments, babysitting, and translators for parent engagement activities.
- **Climate and Culture Specialist:** This position will support teachers with classroom management, observations, and feedback.
- **Professional Learning Opportunities:** As funding allows, professional development in ELA and Math will be explored.

Tier 2

- **Intervention Block:** A 30-45 minute intervention block will focus on targeted support based on formative assessment data.
- **ELD Support:** English learners will receive targeted intervention with Wonders ELD Curriculum to address reclassification needs.
- **Certificated Tutors:** Three certificated tutors will focus on foundational skills and English Learner support (funded by the Ericson Literacy Grant). Tutors will also administer the ELPAC assessment.
- **Interact Fellows:** Four Interact Fellows (3.5 hours/day) will provide extra support in ELA and Math, focusing on students based on academic data.
- **After-School Tutoring:** After-school tutoring contracts will support ELA proficiency, particularly for EL students.
- **Targeted Support Team (TST):** Students with ongoing academic, health, attendance, or behavioral concerns will be referred to the TST for further intervention.
- **Social-Emotional Support:** Two .875 Resource Counselors will provide social-emotional support, and a Restorative Practice Counselor will address behavioral issues.
- **Intervention Specialist:** This position will lead social skills groups and provide individual support.
- **Safety Support:** A .75 Campus Safety Assistant will support safety during the instructional day and after-school programs.

Tier 3

- **Student Success Team (SST):** Students not responding to Tier 1 and 2 interventions will be referred for SST meetings.
- **504 and Special Education Testing:** Based on data analysis, students may be referred for 504 accommodations or Special Education testing.
- **Behavior Intervention:** Students with ongoing behavioral issues may be referred to ICET (Inter-agency Child Empowerment Team). District Behavior Intervention Specialists will support students with individual behavior plans.
- **Substitutes:** Substitutes will be provided for classroom coverage during SST meetings.
- **SST Management:** A supplemental contract will be offered to a certificated staff member to manage and plan SST meetings.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Ericson provides targeted support for all English Learner (EL) students, including newcomers, Long-Term English Learners (LTELs), and reclassified students, through the following actions:
- **Designated and Integrated Instruction:** Teachers will provide designated and integrated instruction using the GVC and the ELA/ELD State Standards to meet the needs of EL students (90-120 minutes daily).
 - **ELD Instruction:** Students will receive designated ELD instruction aligned with their proficiency levels.
 - **Reading Intervention for LTELs:** LTELs will be specifically targeted for additional reading interventions to support their language development.
 - **Monitoring and Support:** District EL Coaches will collaborate with administrative teams and PLCs to monitor progress, ensure acceleration of student achievement, and support reclassification efforts.
 - **Reclassification Goal Setting:** Teachers will use the Reclassification Goal Setting report to set individualized goals for EL students, focusing on areas of growth.
 - **Family Engagement:** Parents will be invited to Parent Engagement Meetings, ELAC, and SSC meetings to discuss their children's academic progress and EL status.
 - **Professional Development:** As funding allows, teachers will have access to conferences and professional learning opportunities to enhance their knowledge of ELA and Math strategies for EL students.
 - **Home-School Liaison Support:** The Home-School Liaison will assist in communicating academic progress and attendance to families, ensuring they are well-informed and involved.

These services aim to ensure that EL students receive the necessary support for academic success and timely reclassification.

Student Groups

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Asian (AS):

Students with Disabilities (SWD):

Tutoring Contracts

Technology to support student learning

Interact Teaching Fellows

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Asian (AS):

Students with Disabilities (SWD):

Instructional Planning time/Data Chats

IEP/SST Meetings for Tier 2 and 3 supports

Materials and supplies

Kinder Ricoh Lease

Graphics

Professional Learning

2 Resource Counselors

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Asian (AS):

Students with Disabilities (SWD):

Tier 1

Teachers in grades K-6 will implement the following supports for all students:

- **Core Reading Block:** Instruction will follow the Guaranteed Viable Curriculum (GVC) in reading and writing.
- **Technology Integration:** Technology will support student learning of the Common Core State Standards. Instructional support technology will be purchased as funds allow.
- **Materials and Supplies:** Funds will support the purchase of instructional supplies, including supplementary materials for ELA and Math.
- **Goal-setting Incentives:** Materials will be purchased to support academic goal-setting based on district and state assessments.
- **Classroom Incentives:** Incentives will be provided for meeting academic and behavioral goals.
- **ELD Reclassification Recognition:** Recognition will be given to students and families who meet reclassification criteria.
- **Substitutes:** Substitutes will be provided for instructional talks, data analysis, and coaching as needed.
- **PLC Planning:** Funds will support substitutes for 2 PLC planning days for GE teachers.
- **Professional Learning:** Instructional coach will support professional learning in ELA and Math.
- **Substitute Support:** Substitutes will allow teachers to collaborate with district coaches on ELA professional development.
- **Parent Engagement:** Funds will support materials, refreshments, babysitting, and translators for parent engagement activities.
- **Climate and Culture Specialist:** This position will support teachers with classroom management, observations, and feedback.
- **Professional Learning Opportunities:** As funding allows, professional development in ELA and Math will be explored.

Tier 2

- **Intervention Block:** A 30-45 minute intervention block will focus on targeted support based on formative assessment data.
- **ELD Support:** English learners will receive targeted intervention with Wonders ELD Curriculum to address reclassification needs.
- **Certificated Tutors:** Three certificated tutors will focus on foundational skills and English Learner support (funded by the Ericson Literacy Grant). Tutors will also administer the ELPAC assessment.
- **Interact Fellows:** Four Interact Fellows (3.5 hours/day) will provide extra support in ELA and Math, focusing on students based on academic data.
- **After-School Tutoring:** After-school tutoring contracts will support ELA proficiency, particularly for EL students.
- **Targeted Support Team (TST):** Students with ongoing academic, health, attendance, or behavioral concerns will be referred to the TST for further intervention.
- **Social-Emotional Support:** Two .875 Resource Counselors will provide social-emotional support, and a Restorative Practice Counselor will address behavioral issues.
- **Intervention Specialist:** This position will lead social skills groups and provide individual support.
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- **504 and Special Education Testing:** Based on data analysis, students may be referred for 504 accommodations or Special Education testing.
- **Behavior Intervention:** Students with ongoing behavioral issues may be referred to ICET (Inter-agency Child Empowerment Team). District Behavior Intervention Specialists will support students with individual behavior plans.

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

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback • Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention. • Goalsetting: School/Grade Level/Teacher/Student • Outcomes monitored by Principal, VPs, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments • Outcomes measured by growth from assessment-to-assessment stretch growth goals. • Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data. • Review of PK/TK/K FSA Assessment Progress • Goalsetting Progress Monitoring • Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC Results: decrease the distance from meeting standards in ELA by 15 points. Outcomes measured by growth from distance from standard. • SBAC Results: increase the percentage of students that are proficient from 39.9% to 44.9% • K-6 iReady3 Results: Increase by 10% from prior year • TK/K FSA Assessment Progress Results: Increase by 10% from prior year • Outcomes monitored by Principal, VPs and teachers.

Action 2 :

PK-6 Math Strategies and Interventions

Action Details:

Ericson PLCs will implement TK-6 instructional math strategies and intervention opportunities with a focus on interactive activities, real-life applications, and problem-solving.

PLCs will use the Guaranteed Viable Curriculum (GVC) to apply school-wide math strategies and interventions, aiming for all students to achieve academic proficiency.

Math instruction and PLC work in grades TK-6 will focus on the Instructional Practice Guide (IPG) Tenets 2A, 2B, 3, and 4:

- **Tenet 2A (Challenging Content):** Lessons will align with the shifts required by the CCSS for Mathematics, ensuring the content is challenging and relevant.
- **Tenet 2B (Challenging Content):** Instructional practices will ensure all students have the opportunity to learn and engage with the content.

- **Tenet 3 (Ownership):** Students will be responsible for their thinking and apply mathematical practices to solve problems.
- **Tenet 4 (Every Student):** Lessons will target gaps in students' skills or understanding, focusing on their specific needs rather than reinforcing what they already know.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

Teachers in grades K-6 will implement the following supports for all students:

- **Core Math block using Guaranteed Viable Curriculum (GVC)**
- **Technology** to support student learning of Common Core State Standards (CCSS)
- **Instructional support technology** will be purchased as funds allow
- Funds will also be used for **technology repairs** and **software**
- **Supplies and materials**, including supplementary materials for CCSS in ELA and Math
- **Goal-setting incentives** to support academic progress based on district and state assessments
- **Classroom incentives** for meeting academic and behavior goals
- **Substitutes** provided for instructional talks, data analysis, and coaching as needed
- **Substitutes for 2 planning days** for PLC teams
- **Instructional coach support** for professional learning in ELA and Math based on current data
- **Substitutes for teachers** working with district coaches on ELA and Math professional development
- **Refreshments** during professional learning
- **Parent communication** on student progress (see parent engagement actions), with funds allocated for: materials, supplies, refreshments, babysitting, and translators
- **Climate and Culture Specialist** to support teachers with classroom management, observations, and feedback
- As funding allows, **professional learning opportunities** in ELA and Math

Tier 2

- **30-45 minute intervention block**
- **Math interventions** based on formative assessment data of student progress
- **4 Interact Fellows** (@3.5 hours per day/5 days per week) providing extra support in ELA and Math, based on academic data
- **After-school tutoring contracts** for teachers to provide additional support in Math, focusing on EL students
- Students with ongoing issues (academics, health, attendance, behavior, or suspensions) may be referred to the **Targeted Support Team (TST)**
- **2 .8750 Resource Counselors** to provide social-emotional support
- District-provided **Restorative Practice Counselor** for behavioral intervention
- **Intervention Specialist** to support social-emotional needs through social skills groups and individual supports
- **.75 site-funded Campus Safety Assistant** for safety during the instructional day and After School Program

Tier 3

- **Student Success Team (SST)** for students not responding to Tier 1 and 2 interventions
- Students may be referred for **504 accommodations** or **Special Education Testing**, based on data analysis from Tier 1 and 2 interventions
- Students with ongoing behavioral issues may be referred to district **ICET (Inter-agency Child Empowerment Team)**
- District-assigned **Behavior Intervention Specialists** to support individual behavior plans and teacher guidance
- **Substitutes** for classroom coverage during SST meetings
- **Supplemental contract** for certificated staff to manage and plan SST meetings

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learner (EL) Students:

1. **Integrated and Designated Instruction:**
Teachers will provide both integrated and designated instruction for English Learners (ELs) to ensure academic success across subjects.
2. **Academic Math Vocabulary:**
Special focus will be placed on **Academic Math Vocabulary** to enhance EL students' understanding of math concepts and foster language acquisition in the content area.
 - **Understanding the Problem:** Teachers will encourage students to state the problem in their own words, identify unknowns, and distinguish relevant from irrelevant information. This will help students break down math problems and improve comprehension.
3. **Opportunities to Improve Test Scores:**
EL students will be provided with opportunities to improve their test scores through **reteach sessions** and **make-up tests** to ensure mastery of content and skills.
4. **Parental Engagement:**
 - **Parent Involvement:** Parents will be invited to attend **ELAC (English Learner Advisory Committee)** and **SSC (School Site Council)** meetings to discuss the academic progress of their children and receive updates on EL performance. These meetings will provide parents with vital data about their children's educational development.
 - **Home-School Liaison Support:** A **1.0 Home-School Liaison** will facilitate communication with families regarding attendance, academic progress, and other pertinent information. This ensures a direct line of support between school and home, especially for EL families.
5. **Designated ELD Instruction:**
 - Students will receive **designated English Language Development (ELD) instruction** tailored to their English proficiency levels during the intervention block. This ensures that EL students receive targeted support to meet their specific language development needs.
6. **Professional Learning Opportunities:**
As funding allows, **professional learning opportunities** will be explored to support ongoing development in both **ELA and Math** specifically designed for English Learners. This includes training that focuses on strategies for effective instruction, differentiation, and assessment practices for EL students, ensuring continuous improvement in their academic progress.

Student Groups

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

Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):
Asian (AS):
Students with Disabilities (SWD):
Tutoring Contracts
Technology to support student learning
Interact Teaching Fellows

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

Socio-economically Disadvantaged (SED):
Hispanic (HI):
English Learner (EL):

Asian (AS):

Students with Disabilities (SWD):

- Instructional Planning time/Data Chats
- IEP/SST Meetings for Tier 2 and 3 supports
- Materials and supplies
- Kinder Ricoh Lease
- Graphics
- Professional Learning
- 2 Resource Counselors .875

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

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

Asian (AS):

Students with Disabilities (SWD):

Tier 1

Teachers in grades K-6 will implement the following supports for all students:

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Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback • Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention. • Goalsetting: School/Grade Level/Teacher/Student • Outcomes monitored by Principal, VPs, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments • Outcomes measured by growth from assessment-to-assessment stretch growth goals. • Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data. • Review of PK/TK/K FSA Assessment Progress • Goalsetting Progress Monitoring • Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC Results: decrease the distance from meeting standards in ELA by 15 points. Outcomes measured by growth from distance from standard. • SBAC Results: increase the percentage of students that are proficient by 5% from prior year results. • K-6 iReady3 Results: Increase by 10% from prior year • TK/K FSA Assessment Progress Results: Increase by 10% from prior year • Outcomes monitored by Principal, VPs and teachers.

2025-2026 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-Supp			Tutoring Contracts (170 hours) **No IEPs or 504s**	9,808.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF 4 Fellows @ 3.5 hours M-F	69,055.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Instructional Planning/Data Chats-2 Days 62 subs: GE Teachers	15,744.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SST Meetings Tier 2-3 supports 80 sub days=40 days	16,697.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			SST Extra Pay Contract 70 Hours **No IEPs or 504s**	4,033.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	56,626.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Kinder RICOH Lease	6,325.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			travel/conferences/professional learning	5,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4390		34,595.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4360		34,357.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,500.00
G1A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		34,860.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: materials and supplies	83.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		34,860.00

\$337,043.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	83.6 %	2024-2025	90 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in our current goal, the **percent favorable** in the **Student-Centered/Real-World Experiences** domain of the Fall Climate & Culture Student Survey increased by **2% from Spring 2024**. Throughout the **2024-2025 school year**, Ericson will enhance student engagement by providing **diverse career exploration opportunities**, including **field trips, career-focused activities, and research projects**. Students will also have access to **community service and leadership experiences** through **student council initiatives**. Additionally, Ericson will foster a **positive school culture** by recognizing students who **exemplify strong character and contribute to a supportive school environment**.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited Student Participation:** Students with **chronic attendance issues** may have missed key **Goal 2 engagement activities**, reducing their exposure to career exploration, leadership opportunities, and recognition programs.
- After-School Program (ASP) Capacity:** Due to **limited space and staffing requirements**, ASP enrollment was **capped at approximately 200 students** during the **2024-2025 school year**, restricting access to extended learning and engagement opportunities.
- Sustained Efforts Needed:** While current actions have led to some progress, continued implementation in **2025-2026** is necessary to maintain momentum and further increase student engagement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Areas for Continued Growth:

- **Expanding Inclusion:** Despite increased participation, **chronic absenteeism** limited some students’ access to these opportunities. Strategies to **reach absent students** through alternative programming, virtual options, or mentorship may be needed.
- **ASP Accessibility:** The **after-school program (ASP)** served approximately 200 students, but **limited space and staffing** prevented broader participation. Expanding ASP capacity or integrating engagement activities within the school day could help more students benefit.
- **Increasing Impact Toward 90% Goal:** While progress is evident, continued refinement and **additional targeted outreach efforts** will be necessary to reach the **90% favorable response target** on the Student Climate & Culture Survey.

Ericson Elementary is committed to expanding **student-centered and real-world learning experiences** to enhance student engagement and career exploration. To achieve this, the school will **continue to plan and advocate** for increased student participation in **hands-on learning opportunities, leadership initiatives, and community service projects**. Additionally, **recruiting and supporting staff members** dedicated to these initiatives is essential to ensuring all students have equitable access to meaningful engagement opportunities that foster **academic, social, and personal growth**.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Character and Career Opportunities

Partially Implemented

Current data reflects **84% favorable responses** in the **Student-Centered/Real-World Experiences** domain, marking a **2% increase from Spring 2024**. Ericson continues to prioritize **student-centered opportunities** and will **refine and expand initiatives** to ensure **all students** have access to these experiences, with the goal of achieving **90% positive responses** on the **Student Climate & Culture Survey**.

During the **2024-2025 school year**, the following actions were implemented:

- **TK-6th Grade:** *Read Across America* with community volunteers
- **TK-6th Grade:** *Character Counts & Student of the Month* awards
- **1st Grade:** Police Chaplain mentorship opportunities
- **Kindergarten-2nd Grade:** Junior League partnership for community and career exploration
- **3rd-6th Grade:** District-funded career engagement programs
- **Social-Emotional Learning:** *Second Step* class meetings, Growth Mindset, and Goal Setting lessons
- **Schoolwide Events:** *Red Ribbon Week*, Quarterly Cultural Events reflecting the school community
- **Community & Leadership:** Volunteer/service opportunities, *Student Council* leadership roles
- **Academic & Extracurricular Activities:** *Spelling Bee*, *Peach Blossom Festival*, after-school clubs based on staff interests
- **Fun Committee:** Development of community-based experiences for students
- **VAPA (Visual and Performing Arts):** Dance, Music, Choir, Band, Strings, and Arts engagement opportunities

These initiatives have contributed to **increased student engagement and participation** in real-world learning experiences. Moving forward, Ericson will **continue to refine and expand these programs** to ensure all students can fully engage in meaningful opportunities that support their **academic, social, and personal growth**

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Character and Career Opportunities

Partially Effective

The **student-centered and real-world experiences initiatives** at Ericson Elementary have contributed to a **2%increase** in favorable responses on the **Student Climate & Culture Survey**, reaching **84%positive feedback** in this domain. This progress indicates that students are benefiting from expanded engagement opportunities, leadership experiences, and career exploration activities.

Key Indicators of Effectiveness:

- **Increased Student Engagement:**
 - The variety of **career exploration programs**, such as the **Junior League partnership** (K-2) and **district-funded career engagement initiatives** (3-6), provided students with early exposure to real-world applications of learning.
 - **Volunteer and leadership opportunities** through **Student Council** and service projects empowered students to take active roles in their school and community.
- **Recognition and Motivation:**
 - The **Character Counts & Student of the Month awards** reinforced **positive behavior and values**, contributing to a stronger school culture.
 - **Academic and extracurricular activities** (e.g., **Spelling Bee, Peach Blossom Festival, and after-school clubs**) fostered student confidence and provided additional avenues for engagement.
- **Social-Emotional and Cultural Impact:**
 - The **Second Step program, Growth Mindset lessons, and Goal Setting activities** helped students develop essential SEL skills, improving their **resilience and goal orientation**.
 - **Quarterly cultural events** and schoolwide initiatives like **Red Ribbon Week** strengthened students' sense of **belonging and inclusivity** within the school community.
- **Access to Arts and Enrichment Programs:**
 - The **VAPA programs** (Dance, Music, Choir, Band, Strings, and Arts) enriched students' educational experiences, offering **creative outlets** that contribute to overall well-being and engagement.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Areas for Continued Growth:

- **Expanding Inclusion:** Despite increased participation, **chronic absenteeism** limited some students' access to these opportunities. Strategies to **reach absent students** through alternative programming, virtual options, or mentorship may be needed.
- **ASP Accessibility:** The **after-school program (ASP)** served **approximately 200 students**, but **limited space and staffing** prevented broader participation. Expanding ASP capacity or integrating engagement activities within the school day could help more students benefit.
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-

Section D: 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.

SSC:

16 SSC and ELAC Parents/Staff Responded to Survey
SSC & ELAC Parent Survey Trends

ELAC:

16 SSC and ELAC Parents Responded to Survey
SSC & ELAC Parent Survey Trends

Staff:

19 Staff Survey Responses
Staff Survey Trends

Top Priorities:

- Certificated Tutors for Foundational Skills & English Learner Support consistently ranked highest.
- Technology & Software and Supplemental Materials for Instruction were frequently prioritized.
- Goal-Setting Incentives and Fresno State Teaching Fellows received strong support.

Mid-Priority Investments:

- SEL Support Staff (Mentors, Coaches, Counselors) ranked in the middle.
- Substitutes for Academic Planning Time had moderate importance.

Lower Priorities:

- Tutoring Contracts and Behavior Incentives ranked lower.
- Substitutes for SPED IEP/SST Meetings consistently received the least prioritization.

Overall, parents emphasized academic support, technology, and instructional resources over behavioral or administrative investments.

Analysis & Recommendations for ATSI Subgroup Support

Key Needs Identified:

- Parent Involvement & Incentives – More engagement opportunities and rewards.
- Extra Academic Support – Additional tutoring and support programs.
- Bilingual Staff & Language Support – More bilingual personnel for better communication.

Recommendations:

1. Strengthen parent involvement through workshops and mentorship.
2. Expand tutoring and after-school programs.
3. Increase bilingual staffing for better family support.
4. Improve awareness and outreach to engage more families.

Student Academic Achievement

Key Needs Identified:

- Student Goal-Setting & Feedback – Encourage students to set goals and seek support.
- Motivation & Incentives – Competitions, rewards, and ongoing encouragement.
- Targeted Academic Support – Additional help in challenging areas.
- Collaboration with Families – Strengthen school-home

Top Priorities:

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Top Priorities:

- Certificated Tutors for Foundational Skills & EL Support
- SEL Support Staff (Mentors, Coaches, Counselors)
- Supplemental Materials & Classroom Supplies

Mid-Priority Investments:

- Substitutes for Academic Planning Time
- Technology & Software

Lower Priorities:

- Tutoring Contracts & Behavior Incentives
- Fresno State Teaching Fellows
- Substitutes for SPED IEP/SST Meetings

Investments should focus on direct student support, instruction, and engagement rather than administrative or incentive-based programs.

Supporting African American Students in ATSI

Academic Supports:

- In-school and after-school tutoring (reading, math, writing)
- Explicit instruction in core subjects
- Certificated tutors during the school day

Social-Emotional & Behavioral Supports:

- Mentorship programs
- SEL supports and behavior incentives
- Lunch with the Principal initiative

Family & Community Engagement:

- Strengthening relationships with families
- Parent workshops on homework help & resources
- Collaboration with non-profits for additional student support

Key Takeaway:

A holistic approach—combining academic, SEL, and family engagement—is essential for improving outcomes.

Student Academic Achievement

Academic Support Needs:

- Strengthening foundational math proficiency (more manipulatives, less screen time in K-2)
- Increased Tier 3 academic interventions (expanded tutoring beyond A4)
- Explicit teaching of reading, writing, and core academic skills
- Accelerated Reader program integration with library resources
- RTI support for struggling students

partnerships.

- Expanded Support Programs – More resources tailored to student needs.

Recommendations:

1. Implement goal-setting activities and student check-ins.
2. Introduce competitions and recognition programs for motivation.
3. Provide targeted academic interventions and tutoring.
4. Strengthen family-school collaboration through workshops and engagement events.
5. Expand specialized academic support programs.

Analysis & Recommendations for Addressing Chronic Attendance Issues

- Student Engagement & Incentives – Use rewards and student input to boost attendance.
- Parent Communication & Involvement – Increase direct conversations and meetings with families.
- Understanding Root Causes – Identify barriers to attendance and provide support.
- Teacher & School Collaboration – Work with staff to create intervention strategies.
- Academic Support for Absent Students – Provide resources to help students catch up.
- Limited Engagement – Multiple "N/A" responses suggest a need for broader outreach.

Recommendations:

1. Develop an incentive-based attendance program with student input.
2. Strengthen parent-school communication through regular check-ins and attendance meetings.
3. Conduct root-cause analyses for chronic absenteeism and provide targeted support.
4. Facilitate teacher-parent collaboration to create personalized attendance plans.
5. Offer academic catch-up resources for frequently absent students.

Analysis and Recommendations for Addressing Student Suspension Rates

1. Buddy System & Peer Support: Encouraging peer relationships to foster accountability and reduce behavior issues.
2. Increased Student-Staff Engagement: Strengthening staff connections with students to build positive relationships.
3. Emotional Workshops: Providing emotional talks and

partnerships.

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Behavior & Engagement Strategies:

- Setting high academic and behavioral expectations
- Improved behavior management strategies
- Continued student incentives (ribbons, medals, "Principal for a Day," lunch with the Principal)

Technology & Learning Environment Improvements:

- Regulated technology use (approved apps/sites only)
- Full-time aides to support instruction
- More EL support for newcomers

Parent & Community Involvement:

- Workshops for parents on supporting learning at home
- More opportunities for parent involvement in academics

Key Takeaway:

A comprehensive approach—including academic support, behavior strategies, tech regulations, and family engagement—will drive student success.

Supporting Students with Chronic Attendance Issues

Incentive-Based Strategies:

- Individual Rewards – Pizza coupons, zoo/skating passes, big prize raffles
- Classroom Incentives – Pizza parties, extra recess, banners/flags for attendance pride
- Schoolwide Events – Picnics, dances, fun pencils/stickers for weekly attendance
- Fast-Track Rewards – Ribbons, medals, "Principal for a Day" experience

Parental Engagement & Communication:

- Regular Check-Ins – Newsletters, meetings, home visits when needed
- Informative Outreach – Letters, calls, and SARB intervention for chronic absenteeism
- Parental Incentives – Raffles for families of students with perfect attendance

Accountability & Expectations:

- Set High Standards – Reward students with no more than two absences per quarter
- Identify Barriers – Check in with parents about transportation or home challenges

Key Takeaway: A mix of engaging incentives, strong parental communication, and clear expectations will improve attendance.

Reducing Student Suspensions at Ericson

workshops to help students manage their behavior.

- 4. Parent Involvement: Collaborating with parents to ensure consistent behavioral support.
- 5. Proactive Measures: Implementing preventive actions and clear rules to avoid suspensions.
- 6. Psychological Support: Offering counseling services to address underlying issues.
- 7. Raising Awareness: Increasing student awareness to help them understand the consequences of their actions.

These strategies focus on support, engagement, and prevention to create a positive school culture.

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These strategies focus on support, engagement, and prevention to create a positive school culture.

Restorative and Accountability Practices:

- Re-entry Circles – Teach responsibility and repair harm
- Clear Q1 Expectations – Firm discipline to set behavior norms
- In-School Suspension and After-School Detention – Keep students accountable without missing learning

Behavior Support and Motivation:

- Check-ins and Behavior Plans – Address social-emotional needs
- Positive Reinforcement – Student-driven incentives such as field trips and prizes
- Proactive Strategies – Morning motivation, leadership roles, and structured activities

Key Focus: Balance accountability with support and motivation to improve behavior outcomes.

Action 1 :

Student Character and Career Opportunities

Action Details:

Ericson will provide students with diverse career exploration opportunities through field trips, career-focused activities, and research projects. Students will also have access to community service and leadership experiences through student council initiatives. Additionally, students will be recognized for exemplifying strong character and contributing to a positive school environment.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Schoolwide Career and Character Development Opportunities

Students will participate in a variety of experiences designed to introduce them to diverse career paths and character-building activities.

- **TK-6th Grade:** Read Across America with community volunteers
- **TK-6th Grade:** Character Counts & Student of the Month awards
- **1st Grade:** Police Chaplain mentorship opportunities
- **Kindergarten-2nd Grade:** Junior League partnership for community and career exploration
- **3rd-6th Grade:** District-funded career engagement programs
- **Social-Emotional Learning:** Second Step class meetings, Growth Mindset, and Goal Setting lessons
- **Schoolwide Events:** Red Ribbon Week, Quarterly Cultural Events reflecting the school community
- **Community & Leadership:** Volunteer/service opportunities, Student Council leadership roles
- **Academic & Extracurricular Activities:** Spelling Bee, Peach Blossom Festival, after-school clubs based on staff interest
- **Fun Committee:** Development of community-based experiences for students
- **VAPA:** Dance, Music, Choir, Band, Strings and Arts engagement opportunities

Tier 2 & Tier 3: Targeted Student Support

Additional interventions will be implemented to strengthen relationships, character development, and career readiness for students needing extra support.

- **Behavior Supports:** Structured interventions to foster positive relationships and career-related skills
- **Resource Allocation:** Materials and supplies to enhance student engagement in character-building and career activities
- **Staffing Support:** Extra pay contracts funded through Goal 2 to expand student engagement opportunities

Ericson remains committed to providing all students with meaningful experiences that promote career awareness, leadership, and character development.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Ericson provides enhanced services for English Learner (EL) students through targeted academic support, career exposure, leadership opportunities, and ongoing parent engagement.
 1. **Academic Support & Intervention:**
 - EL students receive differentiated instruction, including structured literacy interventions focused on phonics, fluency, and comprehension.
 - Long-Term English Learners (LTELs) receive additional support through small-group instruction and designated ELD time.
 - Reclassified students continue to be monitored to ensure sustained academic progress.
 - **Student engagement data of EL students will be monitored for disproportionality** to ensure equitable participation in all programs.
 2. **Career & Community Engagement:**
 - Students explore career opportunities through field trips, guest speakers, and research presentations.
 - Community service and leadership roles in student council empower EL students to develop confidence and communication skills.
 3. **Parent & Community Involvement:**
 - **Parent information regarding Goal 2** will be shared during ELAC, SSC, and Parent Engagement meetings.
 - **Communications will be sent out in all languages via Parent Square** through monthly newsletters and Weekly Update announcements to ensure families stay informed and engaged.
 4. **Positive School Climate & Recognition:**
 - EL students are acknowledged for their achievements in language growth and character development.
 - School-wide initiatives promote inclusivity, celebrating linguistic diversity and student success.

Ericson remains committed to fostering an engaging and supportive environment where all EL students thrive academically and socially.

Student Groups

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

African American (AA):

?Materials and Supplies

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

African American (AA):

?Materials and Supplies

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

Tier 1: Schoolwide Career and Character Development Opportunities

Students will participate in a variety of experiences designed to introduce them to diverse career paths and character-building activities.

- **TK-6th Grade:** Read Across America with community volunteers
- **TK-6th Grade:** Character Counts & Student of the Month awards
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- **Kindergarten-2nd Grade:** Junior League partnership for community and career exploration
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Tier 2 & Tier 3: Targeted Student Support

Additional interventions will be implemented to strengthen relationships, character development, and career readiness for students needing extra support.

- **Behavior Supports:** Structured interventions to foster positive relationships and career-related skills
- **Resource Allocation:** Materials and supplies to enhance student engagement in character-building and career activities
- **Staffing Support:** Extra pay contracts funded through Goal 2 to expand student engagement opportunities

Ericson remains committed to providing all students with meaningful experiences that promote career awareness, leadership, and character development.

African American (AA):

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Promote student engagement in activities

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Review Fall Student Survey results on student engagement
- Develop actions based on data review

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Review Spring Student Survey Results on student engagement
- Achieve a goal of a 2-4% gain in positive responses
- Develop actions based on data review

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		32.1 %	2023-2024	27.1 %
Chronic Absenteeism - (African American)	✓		39.7 %	2023-2024	34.7 %
Suspension Rate	✓	1 %	2.9 %	2023-2024	2.57 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Current data indicates that **chronic absenteeism** at Ericson Elementary remains a significant challenge, with an overall rate of 24.4% a decrease from **32.1%in 2023-2024**, yet still impacting student learning and engagement. Chronic absenteeism among **African American students** has also declined from **39.7%to 31.7%** but disparities persist. Additionally, the **suspension rate** has decreased from 2.9%**to 2.57%** highlighting the continued need for proactive behavioral interventions.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic Absenteeism (24.4% Overall, 31.7% African American Students)

- **Family & Socioeconomic Barriers:** Transportation, housing instability, and work schedules impact attendance.
- **Student Engagement:** Lack of meaningful school connections reduces motivation to attend.
- **Health Concerns:** Illness, mental health, and limited healthcare access contribute to absences.
- **Disparities Among Student Groups:** Higher absenteeism among African American students may reflect systemic barriers and engagement gaps.
- **Suspension Rate Increase (2.57%)**
- **Behavioral Challenges:** Increased incidents require stronger interventions.
- **Restorative Practices:** Inconsistent implementation leads to disciplinary action.
- **Supervision & Classroom Management:** Gaps contribute to behavior issues.
- **Equity Concerns:** Disproportionate suspensions highlight the need for culturally responsive discipline.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Addressing these challenges will require a **multi-tiered approach** that includes:

- **Targeted attendance outreach and mentorship programs** for students with chronic absences.
- **Strengthening school climate and engagement efforts** to make students feel more connected.
- **Expanding social-emotional learning and restorative justice practices** to reduce suspensions.
- **Enhancing family partnerships and support services** to address underlying attendance barriers.

By implementing these strategies, Ericson can **further reduce chronic absenteeism and suspension rates**, ensuring **greater equity and access to learning opportunities for all students**.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Establishing a Positive Culture Through Student Engagement

Partially Implemented

Ericson is committed to supporting **District Goal 2** by implementing a comprehensive program designed to increase student participation in after-school and extracurricular activities. This initiative will focus on expanding opportunities in **athletics, clubs, academic competitions, leadership programs, music and band, service projects, field trips, and other school-wide activities**.

Action 2: Attendance and Positive Behavior Supports

Partially Implemented

The SPSA and budget effectively support student success through schoolwide assemblies, CHAMPS management, and weekly class meetings that reinforce expectations and SEL skills. Recognition programs like Student of the Month, Sea King Tickets, and attendance incentives promote engagement. Attendance is closely monitored by the Office Assistant and HSL, while a 0.75 FTE CSA enhances campus safety. Resource Counselor and Mentors provide SEL and behavioral support at all tiers, with targeted interventions such as restorative practices and Tier II specialist support. SST meetings address intensive student needs, including IEPs, 504 Plans, and mental health services. Funding is allocated for materials, staffing, and incentives, while professional learning and family engagement are supported through training refreshments and translation services. Further refinement of structures are needed to improve chronic attendance rates.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Establishing a Positive Culture Through Student Engagement

Partially Effective

The goal of increasing student engagement through extracurricular activities and structured support has shown **partial effectiveness** based on current data. Below is an evaluation of each action, along with its level of effectiveness.

Metrics Summary:

- **Chronic Absenteeism** decreased from **32.1%to 24.4%** but remains a challenge, particularly for African American students (**39.7%to 31.7%**).
- **Suspension Rate** improved slightly from **2.9%to 2.57%** showing progress in behavioral interventions.

Action 2: Attendance and Positive Behavior Supports

Partially Effective

Current data shows progress in reducing chronic absenteeism at Ericson Elementary, which declined from 32.1% to 24.4%, though it remains a challenge, particularly for African American students, whose rate decreased from 39.7% to 31.7%. The suspension rate also improved slightly from 2.9% to 2.57%, demonstrating the impact of behavioral interventions.

Effectiveness of Actions:

- **Schoolwide Assemblies & CHAMPS Implementation:** Effective – Reinforces behavioral expectations, contributing to a lower suspension rate.
- **Attendance Incentives & Daily Monitoring:** Partially Effective – Absenteeism rates have improved but remain high, requiring continued intervention.
- **SEL & Restorative Practices Support:** Effective – Proactive SEL support has contributed to a reduction in suspensions.
- **Targeted Tier 2 & 3 Interventions:** Partially Effective – While behavioral and attendance interventions have shown progress, disparities persist, indicating a need for sustained efforts.

Overall, SPSA strategies are making a positive impact, but chronic absenteeism remains a concern, requiring ongoing targeted support.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1 and Action 2 have been combined into 1 action Attendance and Positive Behavior Supports

Based on the analysis from Sections A and B, the following major changes will be implemented to achieve this Current Goal:

- Addition of another Resource Counselor to enhance student support and intervention efforts.
- Refinement of tiered supports with a stronger emphasis on Tier 1 interventions to proactively address student needs.
- Increased professional development opportunities for staff to strengthen implementation of SEL, CHAMPS, and restorative practices.
- Continued focus on reducing chronic absenteeism through targeted attendance initiatives and engagement strategies.
- Expansion of recognition and incentive programs to reinforce positive student behavior and academic success.

Section D: 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.

SSC:

16 SSC and ELAC Parents/Staff Responded to Survey

ELAC:

16 SSC and ELAC Parents Responded to Survey

Staff:

19 Staff Survey Responses

SSC & ELAC Parent Survey Trends

Analysis & Recommendations for Addressing Chronic Attendance Issues

- Student Engagement & Incentives – Use rewards and student input to boost attendance.
- Parent Communication & Involvement – Increase direct conversations and meetings with families.
- Understanding Root Causes – Identify barriers to attendance and provide support.
- Teacher & School Collaboration – Work with staff to create intervention strategies.
- Academic Support for Absent Students – Provide resources to help students catch up.
- Limited Engagement – Multiple "N/A" responses suggest a need for broader outreach.

Recommendations:

1. Develop an incentive-based attendance program with student input.
2. Strengthen parent-school communication through regular check-ins and attendance meetings.
3. Conduct root-cause analyses for chronic absenteeism and provide targeted support.
4. Facilitate teacher-parent collaboration to create personalized attendance plans.
5. Offer academic catch-up resources for frequently absent students.

Analysis and Recommendations for Addressing Student Suspension Rates

1. Buddy System & Peer Support: Encouraging peer relationships to foster accountability and reduce behavior issues.
2. Increased Student-Staff Engagement: Strengthening staff connections with students to build positive relationships.
3. Emotional Workshops: Providing emotional talks and workshops to help students manage their behavior.
4. Parent Involvement: Collaborating with parents to ensure consistent behavioral support.
5. Proactive Measures: Implementing preventive actions and clear rules to avoid suspensions.
6. Psychological Support: Offering counseling services to address underlying issues.
7. Raising Awareness: Increasing student awareness to help them understand the consequences of their actions.

These strategies focus on support, engagement, and prevention to create a positive school culture.

SSC & ELAC Parent Survey Trends

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- Student Engagement & Incentives – Use rewards and student input to boost attendance.
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These strategies focus on support, engagement, and prevention to create a positive school culture.

Staff Survey Trends

Supporting Students with Chronic Attendance Issues

Incentive-Based Strategies:

- Individual Rewards – Pizza coupons, zoo/skating passes, big prize raffles
- Classroom Incentives – Pizza parties, extra recess, banners/flags for attendance pride
- Schoolwide Events – Picnics, dances, fun pencils/stickers for weekly attendance
- Fast-Track Rewards – Ribbons, medals, "Principal for a Day" experience

Parental Engagement & Communication:

- Regular Check-Ins – Newsletters, meetings, home visits when needed
- Informative Outreach – Letters, calls, and SARb intervention for chronic absenteeism
- Parental Incentives – Raffles for families of students with perfect attendance

Accountability & Expectations:

- Set High Standards – Reward students with no more than two absences per quarter
- Identify Barriers – Check in with parents about transportation or home challenges

Key Takeaway: A mix of engaging incentives, strong parental communication, and clear expectations will improve attendance.

Reducing Student Suspensions at Ericson

Restorative and Accountability Practices:

- Re-entry Circles – Teach responsibility and repair harm
- Clear Q1 Expectations – Firm discipline to set behavior norms
- In-School Suspension and After-School Detention – Keep students accountable without missing learning

Behavior Support and Motivation:

- Check-ins and Behavior Plans – Address social-emotional needs
- Positive Reinforcement – Student-driven incentives such as field trips and prizes
- Proactive Strategies – Morning motivation, leadership roles, and structured activities

Key Focus: Balance accountability with support and motivation to

improve behavior outcomes.

Action 1 :

Attendance and Positive Behavior Supports

Action Details:

Ericson is committed to **District Goal 2 engagements** by expanding **after-school and extracurricular activities**, including **athletics, clubs, academic competitions, leadership, music/band, service projects, and field trips**. To support student success, Ericson will implement a **tiered system of support** to address **chronic attendance and suspension rates**, fostering a **positive school culture**.

To **promote attendance**, students will benefit from **incentives, individualized supports, and strengthened relationships** with staff and the community. **Schoolwide positive behavior supports** will reinforce **social skills, growth mindset, goal-setting, and bully prevention**, creating a **safe and structured environment**. Additionally, **targeted tiered interventions** will provide **personalized support** to reduce suspensions and improve engagement. These efforts aim to build an **inclusive, supportive, and thriving school community** for all students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Schoolwide Supports & Direct Instructional Services

Students will be encouraged to participate in **all extracurricular engagement activities**, including **music classes (grades 1-6), after-school athletics (grades 3-6, with cross country for grades 3-4), and student clubs** before, during, and after the school day. **Direct Instructional Services** will include **Curriculum, Instruction, and Multi-Tiered System of Supports (MTSS)** to promote student success.

To ensure a **structured, positive learning environment**, the following schoolwide supports will be implemented:

- **Schoolwide Assemblies (K-6)** to review expectations, behavior structures, and academic success strategies.
- **CHAMPS Classroom Management** in all classrooms to establish consistent behavior expectations.
- **Weekly Class Meetings** focused on:
 - *Class Meetings That Matter* lessons
 - *Olweus Anti-Bullying Program* (10 lessons)
 - Reinforcing schoolwide expectations and procedures
 - Student **SEL skill development**

Recognition & Incentives:

- **Student of the Month/Character Counts Awards** presented monthly
- **Sea King Tickets** to reinforce positive behavior
- **Attendance Incentives** to support all three attendance tiers
- **Quarterly Academic Awards** recognizing student achievement
- **Goal-Setting Reward Parties & Incentives** for K-6 students meeting benchmarks in:
 - iReady
 - SBAC
 - EL Assessments & Reclassification
 - Attendance

Daily Attendance Monitoring & School Safety:

- **Office Assistant & Home School Liaison (HSL)** will conduct **daily attendance calls and documentation**.
- **Campus Safety Assistant (CSA) (0.75 FTE site-funded)** to support campus safety during the instructional day and after-school programs.

- **Increased Social-Emotional Support:**
 - **2.0 - 0.875 FTE Site-Funded Resource Counselors** providing proactive **SEL and behavioral support**.

Additional Engagement Supports:

- All students will be encouraged to participate in various school activities.
- **Supplemental & Extra Pay Contracts** will be provided for staff to lead clubs, including **Peach Blossom, Science Olympiad, Athletics, Reading Clubs, and Student Clubs** that support **academic and social-emotional needs**.
- **Materials & Supplies** will be provided to support **Goal 2 engagement activities**.

Tier 2: Targeted Support & Intervention

For students needing additional support, targeted interventions will be provided:

- **Resource Counselor (0.875 FTE)** will work with students struggling with social-emotional and behavioral difficulties.
- **SEL Staff** will provide **behavioral coaching, relationship-building, and SEL instruction**, with necessary materials and supplies.
- **District-Provided Restorative Practice Counselor** will offer **social-emotional counseling and classroom-based restorative interventions**.
- **District-Provided Tier II Intervention Specialist** will support students with **attendance, behavior, and SEL needs**.
- **Targeted Support Team (TST)** will meet **monthly** to review student referrals and determine appropriate **Tier 2 supports**.

Tier 3: Intensive Student Support

For students requiring intensive interventions:

- **Student Success Team (SST)** will assess and support students after **Tier 1 and Tier 2 interventions have been implemented**.
- **Supplemental SST Contract** will be provided to facilitate SST meetings.
- **Individualized Student Supports:**
 - **Individualized Education Plans (IEPs)**
 - **504 Plans**
 - **ICET Referrals**
 - **Behavior Support Plans (BSPs)**

Mental Health Services:

- **On-site All For Youth Mental Health Support** for qualifying students.

Funding Allocation (as available):

- **Substitutes, materials, supplies, food, and student incentives** to enhance all levels of tiered interventions.

Professional Learning & Family Engagement:

- **Refreshments for Professional Learning Sessions** to support staff development.
- **Translator Supplemental Contracts** for **SST, IEP, and 504 meetings** to ensure **parent communication and engagement**.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Enhanced Services for English Learners (ELs):

- **Intervention Specialist/Home School Liaison:** Provides translation services for parent meetings, conducts home visits for attendance and behavioral concerns, and fosters positive parent communication.
- **Parent Engagement:** Parents of EL students, including newcomers, LTELs, and reclassified students, will be invited to ELAC, SSC, and other engagement meetings with translators available.
- **Dedicated Communication Support:** A **1.0 Home School Liaison** will proactively communicate with EL families about attendance, academic progress, and available supports.

Site-Based Actions to Support EL Students

Attendance & Engagement Strategies:

- **All teachers** will reinforce the importance of school attendance during **Back-to-School Night, parent conferences, and regular communications.**
- **Home School Liaison** will conduct **home visits for chronically absent EL students**, focusing on African American ELs and EL Students with Disabilities, who have the highest need.

Tiered Behavioral & SEL Supports:

Tier 2 Supports:

- **2-.875 Resource Counselors** – Classroom-based SEL and behavioral support.
- **SEL Staff** – Building student relationships and behavior intervention skills.
- **Restorative Practice Counselor (District Provided)** – Social-emotional counseling and restorative interventions.
- **Intervention Specialist – Tier II (District Provided)** – EL-specific support for attendance, behavior, and SEL.
- **Targeted Support Team (TST)** – Monthly meetings to review referrals and implement EL-focused interventions.

Tier 3 Supports:

- **Student Success Team (SST) Meetings** – Focused interventions for EL students with chronic attendance or behavioral challenges.
- **IEPs, 504 Plans, ICET Referrals, and Behavior Plans** – Tailored supports for EL students.
- **Mental Health Referrals** – On-site **All For Youth** services for high-need ELs.
- **Incentives & Materials** – Providing engagement-based rewards for students and families.

Professional Learning & Family Engagement:

- **Refreshments for Staff PD** – To support professional learning focused on EL strategies.
- **Translator Contracts for SST, IEP, and 504 Meetings** – Ensuring EL families receive clear communication.

Student Groups

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

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

Socio-economically Disadvantaged (SED):

African American (AA):

Students with Disabilities (SWD):

Extra Pay Contracts for student engagement activities

Materials and supplies

Attendance incentives/Cultural Events

Professional Learning

NTAextra Supervision

Mileage for HSL/Home visits

.75 Safety Assistant

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

Socio-economically Disadvantaged (SED):

African American (AA):

Students with Disabilities (SWD):

Direct Instructional Services to Students: Curriculum, Instruction, and Multi-Tiered System of Supports (MTSS)

Tier 1: Schoolwide Supports & Direct Instructional Services

- **Schoolwide Assemblies (K-6)** will be held to review **expectations, structures, and procedures** for behavior and academic success.
- **CHAMPS Classroom Management** will be implemented in all classrooms to establish consistent behavior expectations and promote a positive learning environment.
- **Weekly Class Meetings** will take place in every classroom to support:
 - *Class Meetings that Matter* lessons
 - *Olweus Anti-Bullying Program* (10 lessons)
 - Reinforcement of schoolwide expectations and procedures
 - Student SEL skill development
- **Recognition & Incentives:**
 - **Student of the Month/Character Counts** awards presented monthly
 - **Sea King Tickets** used to reinforce positive behavior and expectations
 - **Attendance Incentives** implemented to support students at all three attendance tiers
 - **Quarterly Academic Awards** to recognize student achievement
 - **Goal-Setting Reward Parties & Incentives** for K-6 students meeting benchmarks in:
 - iReady
 - SBAC
 - EL Assessments & Reclassification
 - Attendance
- **Daily Attendance Monitoring:**
 - Office Assistant and Home School Liaison (HSL) will conduct **daily attendance calls and documentation**
- **School Safety:**
 - A 0.75 FTE site-funded **Campus Safety Assistant (CSA)** will support campus safety **during the instructional day and After-School Program**.
- **Increased Social-Emotional Support:**
 - 2.0- .875 FTE **Site-Funded Resource Counselors** will provide proactive social-emotional and behavioral support for students.

Tier 2: Targeted Support & Intervention

- **.875 FTE Resource Counselor** will work with students experiencing social-emotional and behavioral difficulties in the classroom.
- **SEL Staff** will provide **behavioral coaching, relationship-building, and SEL instruction**, with materials and supplies provided.
- **District-Provided Restorative Practice Counselor** will support students with **social-emotional counseling and classroom-based restorative interventions**.
- **District-Provided Tier II Intervention Specialist** will provide student **support for attendance, behavior, and SEL needs**.
- **Targeted Support Team (TST)** will meet **monthly** to **review student referrals** and determine appropriate Tier 2 supports.

Tier 3: Intensive Student Support

- **Student Success Team (SST)** will meet **monthly** to assess students requiring intensive academic and behavioral interventions. SST meetings will only be conducted **after Tier 1 and Tier 2 interventions have been implemented**.
- **Supplemental SST Contract** will be provided to schedule and facilitate SST meetings.
- **Individualized Student Supports:**
 - Individualized Education Plans (IEPs)
 - 504 Plans

- ICET Referrals
- Behavior Support Plans (BSPs)
- **Mental Health Referrals & Services:**
 - On-site **All For Youth** mental health support available for qualifying students.
- **Funding Allocation (as available):**
 - **Substitutes, materials, supplies, food, and student incentives** to enhance all levels of tiered interventions.

Professional Learning & Family Engagement

- **Refreshments will be provided** during professional learning sessions to support staff development.
- **Translator Supplemental Contracts** will be provided for **SST, IEP, and 504** meetings to ensure clear parent communication and engagement.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • • Decrease in chronic absenteeism rate monthly compared to last year. • Measured by: Monthly meetings to review and analyze attendance data by school, grade level, and teacher. • Monitored by: Admin Team, Teachers, and SST Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate by semester compared to last year. • Measured by: Monthly meetings to review and analyze attendance data by school, grade level, and teacher. • Monitored by: Admin Team, Teachers, and SST Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease in chronic absenteeism rate from this year to last year. • Measured by: Monthly meetings to review and analyze attendance data by school, grade level, and teacher. • Monitored by: Admin Team, Teachers, and SST Team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Extra Pay Contracts for Student Engagement Activities: Fun Committee, Student Engagement extra pay contracts	4,292.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to promote student/family engagement	8,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Quarterly Cultural Events/Attendance Incentives/iReady Incentives	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Professional Learning Food/Supplies	5,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	250.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		61,954.00
G3A1	Sup & Conc	Security	Cls Sup-Sup			NTAs-Safety, Supervision support, Professional Learning	31,416.00

\$115,912.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	86.3 %	2024-2025	87.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Building a Collaborative Staff Culture

N/A

Not Implemented

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Building a Collaborative Staff Culture

Ineffective

N/A

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA.

Section D: 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.

SSC:

N/A

ELAC:

N/A

Staff:

N/A

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	93 %	2024-2025	93 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Ericson provides several opportunities for parents to engage in activities and events. Our goal is to provide opportunities for parents to be actively involved in their education. Current data indicates that 93% of parents gave a favorable response on our Fall Climate and Culture family survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Ericson offers multiple opportunities for parents to engage in school events and activities, with the goal of fostering active participation in their child's education. Despite these efforts, some barriers to family engagement may include:

- **Work and Time Constraints:** Many parents have demanding work schedules or other commitments that make attending school events challenging.
- **Language Barriers:** Non-English-speaking families may feel hesitant to participate due to limited language support.
- **Lack of Awareness:** Some parents may not be fully aware of available engagement opportunities or may miss communication about events.
- **Comfort Level with School Environment:** Parents who had negative school experiences themselves or feel unfamiliar with the school system may be less likely to engage.
- **Transportation or Childcare Challenges:** Families with limited access to transportation or additional childcare may struggle to attend school activities.

Despite these challenges, **93% of parents provided a favorable response** in our Fall Climate and Culture Family Survey, reflecting overall positive sentiment toward school engagement efforts. Ericson remains committed to increasing accessibility, communication, and inclusive opportunities to further strengthen family involvement.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Work and Time Constraints** – Offer flexible event times and virtual options.
- **Language Barriers** – Provide translation services and multilingual communications.
- **Lack of Awareness** – Increase outreach through ParentSquare, social media, and parent liaisons.

- **Comfort Level with School** – Host informal meet-and-greet events
- **Transportation/Childcare Challenges** – Provide on-site childcare and explore transportation support.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Parent Involvement at Ericson

Partially Implemented

Ericson continues to make progress on this goal. During the 25-26 school year we will resume and continue to expand a range of parent engagement opportunities to further engage parents in their child's education.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Parent Involvement at Ericson

Partially Effective

The ILT, CCT, and Fun Committee created a comprehensive calendar to increase parent participation in school activities. While this effort has structured engagement opportunities, participation levels vary due to external barriers (e.g., work schedules, language, and transportation). **Fall Climate and Culture Family Survey data showing 93% favorable responses** indicates positive perceptions but does not fully reflect attendance rates or active involvement.

To improve effectiveness, **additional outreach strategies** (multilingual communication, virtual engagement, childcare support) are needed to ensure equitable access and increased participation across all student groups.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. **Flexible Event Scheduling:** Offer events at varied times and provide virtual options.
2. **Improved Communication:** Increase multilingual outreach through ParentSquare and social media.
3. **Support Services:** Provide childcare and explore transportation options.
4. **Personalized Outreach:** Engage families through parent ambassadors and liaisons.
5. **Track Engagement:** Monitor participation trends and adjust strategies based on data.

These changes aim to enhance parent involvement and create a more inclusive school community.

Section D: 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.

SSC: 16 SSC and ELAC Parents/Staff Responded to Survey SSC & ELAC Parent Survey Trends Top Priorities: • Certificated Tutors for Foundational Skills & English Learner Support consistently ranked highest. • Technology & Software and Supplemental Materials for Instruction were frequently prioritized. • Goal-Setting Incentives and Fresno State Teaching Fellows received strong support. Mid-Priority Investments: • SEL Support Staff (Mentors, Coaches, Counselors) ranked in the middle. • Substitutes for Academic Planning Time had moderate importance. Lower Priorities: • Tutoring Contracts and Behavior Incentives ranked lower. • Substitutes for SPED IEP/SST Meetings consistently received the least prioritization. Overall, parents emphasized academic support, technology, and instructional resources over behavioral or administrative investments. Analysis & Recommendations for ATSI Subgroup Support Key Needs Identified: • Parent Involvement & Incentives – More engagement opportunities and rewards. • Extra Academic Support – Additional tutoring and support programs. • Bilingual Staff & Language Support – More bilingual personnel for better communication. Recommendations: 1. Strengthen parent involvement through workshops and mentorship. 2. Expand tutoring and after-school programs. 3. Increase bilingual staffing for better family support.	ELAC: 16 SSC and ELAC Parents Responded to Survey SSC & ELAC Parent Survey Trends Top Priorities: • Certificated Tutors for Foundational Skills & English Learner Support consistently ranked highest. • Technology & Software and Supplemental Materials for Instruction were frequently prioritized. • Goal-Setting Incentives and Fresno State Teaching Fellows received strong support. Mid-Priority Investments: • SEL Support Staff (Mentors, Coaches, Counselors) ranked in the middle. • Substitutes for Academic Planning Time had moderate importance. Lower Priorities: • Tutoring Contracts and Behavior Incentives ranked lower. • Substitutes for SPED IEP/SST Meetings consistently received the least prioritization. Overall, parents emphasized academic support, technology, and instructional resources over behavioral or administrative investments. Analysis & Recommendations for ATSI Subgroup Support Key Needs Identified: • Parent Involvement & Incentives – More engagement opportunities and rewards. • Extra Academic Support – Additional tutoring and support programs. • Bilingual Staff & Language Support – More bilingual personnel for better communication. Recommendations: 1. Strengthen parent involvement through workshops and mentorship. 2. Expand tutoring and after-school programs. 3. Increase bilingual staffing for better family support.	Staff: 19 Staff Survey Responses Staff Survey Trends Top Priorities: • Certificated Tutors for Foundational Skills & EL Support • SEL Support Staff (Mentors, Coaches, Counselors) • Supplemental Materials & Classroom Supplies Mid-Priority Investments: • Substitutes for Academic Planning Time • Technology & Software Lower Priorities: • Tutoring Contracts & Behavior Incentives • Fresno State Teaching Fellows • Substitutes for SPED IEP/SST Meetings Investments should focus on direct student support, instruction, and engagement rather than administrative or incentive-based programs. Supporting African American Students in ATSI Academic Supports: • In-school and after-school tutoring (reading, math, writing) • Explicit instruction in core subjects • Certificated tutors during the school day Social-Emotional & Behavioral Supports: • Mentorship programs • SEL supports and behavior incentives • Lunch with the Principal initiative Family & Community Engagement: • Strengthening relationships with families • Parent workshops on homework help & resources • Collaboration with non-profits for additional student support Key Takeaway: A holistic approach—combining academic, SEL, and family engagement—is essential for improving outcomes.
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4. Improve awareness and outreach to engage more families.

Student Academic Achievement

Key Needs Identified:

- Student Goal-Setting & Feedback – Encourage students to set goals and seek support.
- Motivation & Incentives – Competitions, rewards, and ongoing encouragement.
- Targeted Academic Support – Additional help in challenging areas.
- Collaboration with Families – Strengthen school-home partnerships.
- Expanded Support Programs – More resources tailored to student needs.

Recommendations:

1. Implement goal-setting activities and student check-ins.
2. Introduce competitions and recognition programs for motivation.
3. Provide targeted academic interventions and tutoring.
4. Strengthen family-school collaboration through workshops and engagement events.
5. Expand specialized academic support programs.

Analysis & Recommendations for Addressing Chronic Attendance Issues

- Student Engagement & Incentives – Use rewards and student input to boost attendance.
- Parent Communication & Involvement – Increase direct conversations and meetings with families.
- Understanding Root Causes – Identify barriers to attendance and provide support.
- Teacher & School Collaboration – Work with staff to create intervention strategies.
- Academic Support for Absent Students – Provide resources to help students catch up.
- Limited Engagement – Multiple "N/A" responses suggest a need for broader outreach.

Recommendations:

1. Develop an incentive-based attendance program with student input.
2. Strengthen parent-school communication through regular check-ins and attendance meetings.
3. Conduct root-cause analyses for chronic absenteeism and provide targeted support.
4. Facilitate teacher-parent collaboration to create personalized attendance plans.

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Student Academic Achievement

Academic Support Needs:

- Strengthening foundational math proficiency (more manipulatives, less screen time in K-2)
- Increased Tier 3 academic interventions (expanded tutoring beyond A4)
- Explicit teaching of reading, writing, and core academic skills
- Accelerated Reader program integration with library resources
- RTI support for struggling students

Behavior & Engagement Strategies:

- Setting high academic and behavioral expectations
- Improved behavior management strategies
- Continued student incentives (ribbons, medals, "Principal for a Day," lunch with the Principal)

Technology & Learning Environment Improvements:

- Regulated technology use (approved apps/sites only)
- Full-time aides to support instruction
- More EL support for newcomers

Parent & Community Involvement:

- Workshops for parents on supporting learning at home
- More opportunities for parent involvement in academics

Key Takeaway:

A comprehensive approach—including academic support, behavior strategies, tech regulations, and family engagement—will drive student success.

Supporting Students with Chronic Attendance Issues

Incentive-Based Strategies:

- Individual Rewards – Pizza coupons, zoo/skating passes, big prize raffles
- Classroom Incentives – Pizza parties, extra recess, banners/flags for attendance pride
- Schoolwide Events – Picnics, dances, fun pencils/stickers for weekly attendance
- Fast-Track Rewards – Ribbons, medals, "Principal for a Day" experience

Parental Engagement & Communication:

- Regular Check-Ins – Newsletters, meetings, home visits when needed
- Informative Outreach – Letters, calls, and SARB intervention for chronic absenteeism
- Parental Incentives – Raffles for families of students with

5. Offer academic catch-up resources for frequently absent students.

Analysis and Recommendations for Addressing Student Suspension Rates

1. Buddy System & Peer Support: Encouraging peer relationships to foster accountability and reduce behavior issues.
2. Increased Student-Staff Engagement: Strengthening staff connections with students to build positive relationships.
3. Emotional Workshops: Providing emotional talks and workshops to help students manage their behavior.
4. Parent Involvement: Collaborating with parents to ensure consistent behavioral support.
5. Proactive Measures: Implementing preventive actions and clear rules to avoid suspensions.
6. Psychological Support: Offering counseling services to address underlying issues.
7. Raising Awareness: Increasing student awareness to help them understand the consequences of their actions.

These strategies focus on support, engagement, and prevention to create a positive school culture.

5. Offer academic catch-up resources for frequently absent students.

Analysis and Recommendations for Addressing Student Suspension Rates

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7. Raising Awareness: Increasing student awareness to help them understand the consequences of their actions.

These strategies focus on support, engagement, and prevention to create a positive school culture.

perfect attendance

Accountability & Expectations:

- Set High Standards – Reward students with no more than two absences per quarter
- Identify Barriers – Check in with parents about transportation or home challenges

Key Takeaway: A mix of engaging incentives, strong parental communication, and clear expectations will improve attendance.

Reducing Student Suspensions at Ericson

Restorative and Accountability Practices:

- Re-entry Circles – Teach responsibility and repair harm
- Clear Q1 Expectations – Firm discipline to set behavior norms
- In-School Suspension and After-School Detention – Keep students accountable without missing learning

Behavior Support and Motivation:

- Check-ins and Behavior Plans – Address social-emotional needs
- Positive Reinforcement – Student-driven incentives such as field trips and prizes
- Proactive Strategies – Morning motivation, leadership roles, and structured activities

Key Focus: Balance accountability with support and motivation to improve behavior outcomes.

Action 1 :

Parent Involvement at Ericson

Action Details:

Ericson will strengthen parent engagement by providing families with strategies to support student success and fostering a positive academic culture. A comprehensive communication and outreach program will increase parent participation in school events, enhancing attendance, achievement, and home-school connections.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

To support **parent engagement** through a **tiered system of support**, Ericson will implement a variety of initiatives that actively involve parents in their children's education and school activities.

- **Student-Centered Learning:** Parents will be invited to **chaperone college and career field trips**, connecting students' learning to real-world experiences.
- **Student Engagement:** Parents are encouraged to attend and **cheer on their children at sports games**, clubs, and activities such as **Peach Blossom** and **Science Olympiad**, fostering a sense of community and school spirit.

- **Title I Meetings:** These meetings will provide an opportunity for families to understand **educational goals, funding sources, parent rights**, and the role of **parent involvement** in supporting student success.
- **Communication:** A variety of platforms will be used to **inform and engage parents**, including **email, ParentSquare, phone calls, Peachjar, social media, school website**, and the **school marquee**. Parent communication will be translated as needed using the **ParentSquare app** to ensure accessibility for all families.
- **ELAC Meetings:** These meetings will focus on helping families understand the **ELPAC process**, how to interpret **summative scores**, and ways to support their children in **becoming proficient** in reading, writing, listening, and speaking.
- **Quarterly Evaluations:** The school will evaluate **students' academic performance**, social-emotional needs, and overall program improvement plans with **educational partners** at **quarterly meetings**. **SSC meetings** will be scheduled at times that are most convenient for the majority of families.
- **Parent Engagement Meetings:** Parents will be invited to monthly parent engagement meetings at Ericson

Additional supports include:

- **Materials and Supplies** to host events and encourage parent involvement.
- **Extra Pay/Overtime and Mileage** for staff to support events.
- **Translators and Babysitters** for parent meetings to ensure all families can participate.
- **Intervention Specialist** (district-funded) for additional support.
- **2 Resource Counselors (.875)** to assist with translation and parent communications.
- **1.0 district funded Home School Liaison**

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To enhance support for **English Learner (EL) students**, Ericson will continue to implement strategies that increase parent engagement and ensure effective communication with families.

- **Ongoing Support of ELAC:** We will maintain active support for the **English Learner Advisory Committee (ELAC)** to ensure families are engaged and informed about their students' academic progress and resources available for support.
- **Home School Liaison:** The Home School Liaison will continue to provide **Spanish-language support** for meetings and communications, helping to ensure that Spanish-speaking families are fully involved in their children's education.
- **Resource Counselor:** The **Resource Counselor** will assist with **Hmong-language translation** and communication to ensure Hmong-speaking families are informed and supported in their engagement. An additional **Resource Counselor** will be hired to assist with parent communication.
- **Increase Parent Involvement:** Efforts will be made to increase **parent involvement** in **SSC, ELAC, and DELAC** meetings by providing clear communication and accessible meeting times to encourage attendance.
- **ELPAC Administration: Certificated Tutors** will administer the **ELPAC** (English Language Proficiency Assessment for California), ensuring students' progress is accurately measured.
- **After-School Tutoring:** After-school tutoring will be provided based on data for **students who demonstrate a need**, supporting their academic growth and helping to address learning gaps.
- **Materials and Supplies:** Necessary materials and supplies will be provided to support **family participation** in events, ensuring a welcoming and accessible environment for all families.
- **Babysitting Services:** **Babysitting services** will be offered during parent meetings to ensure that families with young children can participate without barriers.

These efforts align with our commitment to providing comprehensive support to **newcomer, Long-Term English Learner (LTEL)**, and **reclassified** students, ensuring all families have the tools and support they need to engage in their children's education and success.

Student Groups

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

Hispanic (HI):

English Learner (EL):

Asian (AS):

English Learner (EL):

Socio-economically Disadvantaged (SED):

African American (AA):

Translation/Babysitting contracts for parent meetings

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

Hispanic (HI):

English Learner (EL):

Asian (AS):

English Learner (EL):

Socio-economically Disadvantaged (SED):

African American (AA):

Materials and Supplies

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

Hispanic (HI):

English Learner (EL):

Asian (AS):

English Learner (EL):

Socio-economically Disadvantaged (SED):

African American (AA):

To support **parent engagement** through a **tiered system of support**, Ericson will implement a variety of initiatives that actively involve parents in their children's education and school activities.

- **Student-Centered Learning:** Parents will be invited to **chaperone college and career field trips**, connecting students' learning to real-world experiences.
- **Student Engagement:** Parents are encouraged to attend and **cheer on their children at sports games**, clubs, and activities such as **Peach Blossom** and **Science Olympiad**, fostering a sense of community and school spirit.
- **Title I Meetings:** These meetings will provide an opportunity for families to understand **educational goals, funding sources, parent rights**, and the role of **parent involvement** in supporting student success.
- **Communication:** A variety of platforms will be used to **inform and engage parents**, including **email, ParentSquare, phone calls, Peachjar, social media, school website**, and the **school marquee**. Parent communication will be translated as needed using the **ParentSquare app** to ensure accessibility for all families.
- **ELAC Meetings:** These meetings will focus on helping families understand the **ELPAC process**, how to interpret **summative scores**, and ways to support their children in **becoming proficient** in reading, writing, listening, and speaking.
- **Quarterly Evaluations:** The school will evaluate **students' academic performance**, social-emotional needs, and overall program improvement plans with **educational partners** at **quarterly meetings**. **SSC meetings** will be scheduled at times that are most convenient for the majority of families.

Additional supports include:

- **Materials and Supplies** to host events and encourage parent involvement.

- **Extra Pay/Overtime and Mileage** for staff to support events.
- **Translators and Babysitters** for parent meetings to ensure all families can participate.
- **Intervention Specialist** (district-funded) for additional support.
- **Resource Counselor (.875)** to assist with translation and parent communications.

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Short-Term (Learning)

Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Conduct family outreach and engagement events.
- Distribute surveys to gather initial feedback.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Analyze participation trends and survey responses.
- Identify areas for improvement and adjust engagement strategies.
- Share understanding of ELPI growth metric

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Measure the **Family Engagement domain** increase in the **Fall Climate & Culture Family Survey** (target: 4% improvement).
- Refine future engagement plans based on survey results.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/Translation Contracts	1,571.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Engagement materials and Supplies. **No food or incentives**	4,648.00

\$6,219.00

2025-2026 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-Supp			Tutoring Contracts (170 hours) **No IEPs or 504s**	9,808.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF 4 Fellows @ 3.5 hours M-F	69,055.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Instructional Planning/Data Chats-2 Days 62 subs: GE Teachers	15,744.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SST Meetings Tier 2-3 supports 80 sub days=40 days	16,697.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			SST Extra Pay Contract 70 Hours **No IEPs or 504s**	4,033.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	56,626.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Kinder RICOH Lease	6,325.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			travel/conferences/professional learning	5,000.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4390		34,595.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4360		34,357.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,500.00
G1A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		34,860.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: materials and supplies	83.00
G1A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		34,860.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Extra Pay Contracts for Student Engagement Activities: Fun Committee, Student Engagement extra pay contracts	4,292.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to promote student/family engagement	8,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Quarterly Cultural Events/Attendance Incentives/iReady Incentives	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Professional Learning Food/Supplies	5,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	250.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	PERSACTHST – CHANGE: VR 1036395 - Martinez,Salvador: POSCHANGE - NEW PRM 04/09/2025	61,954.00
G3A1	Sup & Conc	Security	Cls Sup-Sup			NTAs-Safety, Supervision support, Professional Learning	31,416.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/Translation Contracts	1,571.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Engagement materials and Supplies. **No food or incentives**	4,648.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$95,082.00
Sup & Conc	7090	\$294,792.00
LCFF: EL	7091	\$69,300.00
Grand Total		\$459,174.00

\$459,174.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$337,043.00
G3 - Increase student engagement in their school and community	\$115,912.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,219.00
Grand Total	\$459,174.00