

Ericson Elementary

10621666006217

Principal's Name: Tina Rodriguez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 - Lorna Lewis		X			
3. Sabreen Zaghmouri		X			
4. Amy Ryan		X			
5. Leslee Lieberg			X		
6. Ana Maciel				X	
7. Jamie Lucero				X	
8. Alexandria Taylor				X	
9. Janice Howard				X	
10. Rotdina Yourm				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 School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tina Rodriguez		4/8/2026
SSC Chairperson	Lorna Lewis		4/8/2026

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

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

FY 2026/27

Ericson - 0150

ON-SITE ALLOCATION

3010	Title I	\$97,290 *
7090	LCFF Supplemental & Concentration	\$273,792
7091	LCFF for English Learners	\$58,880

TOTAL 2026/27 ON-SITE ALLOCATION

\$429,962

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,820
Program Budget	\$94,470
Total Title I Allocation	\$97,290

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

January 30, 2026

Ericson Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review					
School Level Dashboard					
Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		11.9 %	2024-2025	13 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		43.4 %	2024-2025	44.5 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		49.5 %	2025-2026	50.6 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		48.8 %	2025-2026	49.9 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		62.7 %	2025-2026	63.8 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.6 %	2025-2026	64.7 % 
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		34.3 %	2025-2026	35.4 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		63.6 %	2025-2026	64.7 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.2 %	2025-2026	50.3 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		76 %	2025-2026	77.1 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.3 %	2025-2026	64.4 % 
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		21.5 %	2025-2026	22.6 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	-18.1 pts	-38.2 pts	2024-2025	-23.2 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		36.6 %	2024-2025	41.6 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-39.1 pts	-61.4 pts	2024-2025	-46.4 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.8 %	2024-2025	31.8 % 
Goal 2	Chronic Absenteeism - (English Learner)		30.4 %	2024-2025	29.8 % 

Goal 2	Chronic Absenteeism (ALL) Semester 1	27.1 %	24 %	2025-2026	23.4 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	93 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	87.4 %	89 %	2025-2026	90.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		83 %	2025-2026	85 %	↑
Goal 2	Suspension Rate - (African American)		14.8 %	2024-2025	14.47 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		5 %	2024-2025	4.67 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		8 %	2024-2025	7.67 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	2.57 %	2 %	2025-2026	1.67 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

While Tier 1 instructional expectations are clearly defined, inconsistent implementation of grade-level rigor, intervention precision, and progress monitoring is limiting student achievement in ELA and math. A significant number of students particularly English Learners and other underserved groups are not yet meeting grade-level standards.

Tier 2 and Tier 3 systems are in place but are not yet fully positioned to close achievement gaps due to scheduling conflicts, limited staffing capacity, and inconsistent data cycles. Chronic absenteeism and behavior challenges continue to reduce instructional access for some student groups.

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

- Inconsistent calibration of grade-level expectations, particularly in writing rigor.
- Lack of systematic 6–8 week progress monitoring cycles tied to intervention adjustments.
- Master schedule conflicts that limit protected Tier 1 and intervention time.
- Limited clarity and coordination in Tier 2/Tier 3 ownership and support staff roles.
- Attendance and behavior systems not consistently aligned to academic goals.

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.

- A protected master schedule that prioritizes uninterrupted Tier 1 instruction and clearly defined intervention blocks.
- A clearly articulated Tier 2/Tier 3 framework with grade-level ownership and standardized progress monitoring cycles.

- Calibration of writing expectations and instructional rigor across classrooms.
- Clear role alignment for intervention staff to maximize targeted support.
- Strengthened alignment between attendance, SEL, behavior systems, and academic outcomes.
- Protected PLC time focused on student-level data and instructional refinement.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

PK-6 Comprehensive Reading and Intervention Program

Fully Implemented

The reading program was implemented schoolwide through PLCs, a Guaranteed Viable Curriculum, structured intervention blocks, certificated tutors, and targeted ELD supports. Metrics show improvement in ELA outcomes, including gains in SBAC Distance from Standard and steady growth on interim assessments. While proficiency targets were not fully met, the action was implemented as planned and produced measurable academic growth, particularly in foundational literacy and early grades.

PK-6 Math Strategies and Interventions

Partially Implemented

Math strategies and interventions were implemented through PLC collaboration, instructional coaching, and intervention blocks. However, SBAC Math metrics indicate that growth was insufficient to close gaps, with Distance from Standard widening and proficiency remaining below targets. This suggests implementation occurred, but refinements are needed in instructional focus, use of time, and foundational skill development to achieve the intended outcomes. Feedback from PLC Leads indicates that while math strategies were implemented, intervention precision, foundational skill targeting, and protected instructional time require refinement to translate into measurable student gains.

Student Character and Career Opportunities

Partially Implemented

Student character and career activities were implemented through schoolwide events, partnerships, leadership opportunities, and enrichment programs. Student Climate & Culture survey results increased by 2%, indicating a positive impact on student engagement. However, chronic absenteeism limited consistent participation for some students. As a result, not all students had equitable access to these opportunities, preventing full realization of expected outcomes.

Attendance and Positive Behavior Supports

Partially Implemented

Attendance monitoring, incentives, restorative practices, and SEL supports were implemented consistently. Chronic absenteeism and suspension rates decreased compared to the prior year, indicating progress. However, rates remain above targets, particularly for African American students, demonstrating that while systems are in place, additional targeted and tiered supports are needed for full effectiveness.

Parent Involvement at Ericson

Fully Implemented

Parent involvement actions were fully implemented through ELAC, SSC, workshops, bilingual communication, and engagement supports. Survey data shows high favorability and strong participation, particularly among families of English Learners. While increased engagement has not yet fully translated into academic outcomes, the action itself was implemented as designed and reflects a strength of the school program.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

PK-6 Comprehensive Reading and Intervention Program

Partially Effective

ELA metrics show improvement, including a reduction in SBAC ELA Distance from Standard and growth on interim assessments; however, the percentage of students meeting or exceeding standards remains below targets. While foundational literacy instruction and interventions supported student growth particularly in early grades outcomes indicate that gains were not sufficient to achieve grade-level proficiency for a majority of students.

PK-6 Math Strategies and Interventions

Ineffective

SBAC Math results indicate that the average distance from standard widened and proficiency rates did not meet targets. Although math strategies and interventions were implemented, the metrics suggest that current approaches did not adequately address foundational skill gaps or translate into improved student outcomes, indicating limited effectiveness in achieving expected results.

Student Character and Career Opportunities

Partially Effective

Student Climate & Culture survey results increased by 2% in the student-centered/real-world learning domain, demonstrating positive impact on student engagement. However, the overall percentage remains below the 90% target, and access to opportunities was limited by chronic absenteeism preventing full realization of expected outcomes.

Attendance and Positive Behavior Supports

Partially Effective

Chronic absenteeism and suspension rates decreased compared to the prior year, indicating progress toward improved attendance and behavior. Despite these improvements, rates remain above targets, particularly for African American students, demonstrating that while supports are yielding positive trends, they have not yet fully achieved the intended outcomes.

Parent Involvement at Ericson

Effective

Family engagement metrics show high participation and favorable survey results, including strong engagement among families of English Learners. Communication systems, workshops, and advisory committees were well utilized, meeting the intended outcomes for parent involvement, even though academic impacts will require continued alignment with instructional actions.

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.

- Conduct a master schedule redesign to protect Tier 1 instruction and intervention blocks.
- Implement a standardized 6–8 week Tier 2 progress monitoring cycle with grade-level ownership.
- Align writing expectations and rubrics across grade levels with quarterly calibration.
- Clarify intervention staff roles and data tracking responsibilities.
- Reduce initiative overload and prioritize intervention precision and PLC data cycles.

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:	ELAC:	Staff:
1/21/2026 SSC Survey feedback • Strong prioritization of campus safety and supervision • Protection of classroom instruction and academic intervention supports • Continued investment in student social-emotional and mental health supports • Recognition of the importance of professional learning and planning time Overall Summary: SSC parents emphasized protecting core academic instruction and campus safety as top priorities. There is strong support for maintaining counseling and SEL supports. SSC feedback reflects a balanced focus on academic rigor, student well-being, and maintaining safe learning environments despite budget reductions. 3/4/2026 Draft Copy of 26-27 SPSA was shared with SSC	1/14/2026 Parent Survey • Strong priority placed on classroom instruction and academic intervention • Continued support for campus safety • Importance of family engagement and communication • Interest in maintaining access to technology and instructional materials Overall Summary: ELAC members emphasized protecting direct instructional supports and academic interventions to ensure English Learners continue to receive needed services. Families highlighted the importance of safety and family engagement, reflecting concern for both academic success and supportive school-community partnerships. 3/4/2026 Draft of 26-27 SPSA was shared with ELAC parents during ELAC Meeting	2/2/2026 Lead Teacher Meeting Needs assessment and current SPSA data and goals were reviewed. 2/2/2026 Climate and Culture Meeting: The Climate and Culture Team recommends implementing initiatives to strengthen student engagement and school connectedness. Proposed actions include attendance incentives (such as an attendance picnic and perfect attendance recognition), classroom community-building activities like morning meetings, and research-based skill-building programs such as Second Step. The team also suggests increasing family participation in Family Engagement Hours through refreshments and expanding outreach beyond Spanish-speaking families. Additional strategies include inviting guest readers for Read Across America, implementing programs like CART Kids and Best Buddies, and enhancing career exploration opportunities, particularly for 5th-grade students. 2/2/2026 Survey Data • Strong protection of classroom instruction and intervention supports • High priority on professional learning, planning time, and collaboration • Continued support for special education meeting coverage and substitutes

- Support for maintaining **SEL and counseling services**
- Emphasis on maintaining adequate **materials and operational resources**

Overall Summary:

Staff feedback strongly prioritized protecting instructional quality, planning time, and intervention systems. Teachers emphasized the need for professional learning and collaboration time to maintain effective Tier 1 instruction. Staff also highlighted the importance of SEL supports and maintaining operational resources necessary for effective classroom implementation.

2/24/26 PLC Feedback- PLC Leads reviewed draft SPSA with Teams and contributed feedback. SPSA Revisions of draft copy were completed to incorporate feedback.

Feedback from PLC Leads and educational partners consistently emphasized protecting core instruction, strengthening intervention systems, and maintaining adequate planning time. These priorities directly informed revisions to the Problem of Practice and the identification of structural needs for 2026–27.



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

TK–2 Comprehensive Foundational Literacy Implementation

Action Details

Early Literacy

Ericson will implement a TK–2 comprehensive foundational literacy program aligned to the Guaranteed Viable Curriculum (GVC) with a protected, uninterrupted Tier 1 literacy block and clearly defined Tier 2 and Tier 3 intervention systems. Instruction will emphasize structured phonics, phonemic awareness, grade-level writing aligned to calibrated rubrics, and integrated/designated ELD strategies to accelerate literacy development for all students.

Direct Instructional Services

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 – Core Literacy Block

Teachers in TK–2 will implement:

- Protected, uninterrupted daily literacy block aligned to GVC
- Structured phonics and phonemic awareness instruction
- Quarterly writing calibration using common grade-level rubrics
- PLC data cycles focused on foundational literacy and writing growth
- Technology integration to support learning of Common Core State Standards
- Instructional materials and supplemental literacy resources
- Academic goal-setting aligned to district and state assessments
- Classroom incentives tied to literacy growth
- Recognition for students meeting reclassification criteria
- PLC planning time focused on literacy data analysis
- Instructional coaching to strengthen literacy practices
- **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.
- **Parent Engagement:** Funds will support materials, refreshments, babysitting, and translators for parent engagement activities.

Tier 2 – Targeted Support

- 30–45 minute intervention block that supplements (does not replace) Tier 1 instruction
- 6–8 week progress monitoring cycles with regrouping based on data
- Coordinated data review prior to referral to SST by TST Team Referral
- Designated grade-level intervention lead to monitor student progress
- Targeted ELD aligned to proficiency levels
- Certified tutors focused on foundational skills and EL support
- After-school tutoring to strengthen ELA proficiency
- **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 – Intensive Intervention

- SST process for non-responders after two intervention cycles
- 504 and Special Education referrals as appropriate
- Behavior intervention coordination if literacy is impacted

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.

- Designated and integrated ELD aligned to ELA/ELD standards (90–120 minutes as appropriate)
- Targeted foundational literacy intervention for EL students below grade level
- 6–8 week monitoring of ELPAC progress and reclassification goals
- Collaboration with district ELD coaches to ensure instructional alignment
- Family meetings to inform parents of current progress (ELAC, SSC, Parent Engagement)

Student Groups

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

- Hispanic (HI):
- Students with Disabilities (SWD):
- Socio-economically Disadvantaged (SED):
- African American (AA):

English Learner (EL):

- Parent Engagement materials and supplies
- Babysitting/Translation contracts
- 4-3.5 hour ELF (Interact Fellows) to support identified students
- Extra Pay contracts for Babysitting/Translation to support parent engagement
- Substitutes for Data Chats to review ongoing progress monitoring data and develop action plans
- Substitutes for PLC Planning Days for Instructional Planning to improve Literacy Skills

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

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

African American (AA):

English Learner (EL):

- Substitutes for Student Study Team/IEP Student Meetings to plan and support Tier 2/3 students
- K-6 SST manager contract
- Food for teacher professional learning meetings
- Graphics materials and supplies
- Technology
- Substitutes for additional coaching/instructional support as needed
- Materials and Supplies to support literacy instruction and family engagement
- Materials and Supplies/Food to support professional development in literacy and intervention
- Ricoh Lease to support instruction

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

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

African American (AA):

English Learner (EL):

English Learners

- Daily Designated and Integrated ELD aligned to ELA standards
- Targeted small-group literacy intervention
- 6–8 week monitoring of literacy and ELPAC progress

Students Below Grade Level

- Protected Tier 1 structured literacy instruction
- 30–45 minute Tier 2 intervention block (supplements core instruction)
- Regrouping every 6–8 weeks based on data

Students with Disabilities

- IEP-aligned literacy supports
- Small-group or individualized intervention
- SST review after two intervention cycles if needed

Socioeconomically Disadvantaged, and Foster Youth

- Immediate literacy assessment and placement
- Access to targeted interventions and materials
- Family communication and literacy resources

Monitoring

- 6–8 week PLC data cycles
- Review of iReady and foundational literacy screeners
- Quarterly writing calibration

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Literacy workshops and parent meetings
- Communication of literacy progress and attendance
- Home-school liaison support
- Parent conferences aligned to benchmark data

Professional Learning

Describe Professional Learning related to this action.

TK–2 teachers will participate in ongoing professional learning focused on structured literacy, writing calibration, and ELD integration. PLCs will conduct 6–8 week data cycles reviewing iReady, foundational literacy screeners, and benchmark writing samples to adjust instruction and intervention groupings.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

- Implementation of protected literacy block
- Walkthrough evidence of structured phonics and aligned writing instruction
- Completion of quarterly writing calibration

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.

- 6–8 week intervention regrouping based on data
- Increased percentage of students meeting typical or stretch growth on iReady
- Improved foundational literacy screener results

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.

- Increased TK–2 literacy proficiency aligned to District Goal 1
- Accelerated growth for English Learners and students below grade level

Grades 3–6 Literacy Acceleration and Intervention Framework

Action Details

Literacy Intervention

Ericson will implement a Grades 3–6 literacy acceleration framework aligned to the Guaranteed Viable Curriculum (GVC) with a protected, uninterrupted Tier 1 ELA block and clearly defined Tier 2 and Tier 3 intervention structures. Instruction will emphasize standards-aligned comprehension, text-based writing, explicit academic vocabulary, and scaffolded support to ensure students below benchmark demonstrate accelerated growth.

Direct Instructional Services

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 – Core Literacy Instruction

- Protected daily ELA block aligned to GVC
- Standards-aligned comprehension and text-based writing tasks
- Quarterly cross-grade writing calibration using common rubrics
- PLC data cycles focused on benchmark and writing growth
- Instructional coaching aligned to IPG focus areas
- Technology integration supporting literacy growth
- Supplemental instructional materials
- Instructional coaching support

Tier 2 – Targeted Intervention

- 30–45 minute intervention block that supplements (does not replace) Tier 1 instruction
- 6–8 week progress monitoring and regrouping cycle
- Designated grade-level intervention lead responsible for tracking student growth
- Structured data review prior to referral to SST by TST
- Targeted ELD intervention aligned to proficiency levels
- Coordinated support from tutors and Teaching Fellows aligned to identified skill gaps
- After-school tutoring to support ELA growth
- Social-emotional supports (Resource Counselors)
- Campus Safety Assistant to ensure instructional time protection

Tier 3 – Intensive Support

- SST review after two intervention cycles for non-responders
- Coordinated academic and behavioral intervention planning
- 504 and Special Education testing referrals
- District Behavior Intervention Specialist support
- SST management and structured progress review

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.

- Designated and integrated ELD aligned to grade-level standards
- Targeted literacy intervention for LTEL and students below proficiency
- 6–8 week monitoring of ELPAC progress and reclassification goals
- Collaboration between PLCs and administration to monitor EL growth data

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Parent Engagement materials and supplies
- Babysitting/Translation contracts
- 4-3.5 hour ELF (Interact Fellows) to support identified students
- Extra Pay contracts for Babysitting/Translation to support parent engagement
- Substitutes for Data Chats to review ongoing progress monitoring data and develop action plans
- Substitutes for PLC Planning Days for Instructional Planning to improve Literacy Skills

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Substitutes for Student Study Team/IEP Student Meetings to plan and support Tier 2/3 students
- K-6 SST manager contract
- Food for teacher professional learning meetings
- Graphics materials and supplies
- Technology
- Substitutes for additional coaching/instructional support as needed
- Materials and Supplies to support literacy instruction and family engagement
- Materials and Supplies/Food to support professional development in literacy and intervention
- Ricoh Lease to support instruction

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

English Learners

- Designated and Integrated ELD aligned to grade-level standards
- Targeted small-group literacy intervention focused on comprehension and academic vocabulary
- 6–8 week monitoring of ELA growth and ELPAC progress

Students Below Grade Level

- Protected Tier 1 ELA instruction aligned to GVC
- 30–45 minute Tier 2 intervention block (supplements core instruction)
- Regrouping every 6–8 weeks based on iReady and formative assessment data

Students with Disabilities

- IEP-aligned literacy accommodations and supports
- Small-group or individualized intervention aligned to identified skill gaps
- SST review after two intervention cycles if progress is limited

Socioeconomically Disadvantaged, Foster Youth, and Mobile Students

- Immediate assessment and placement in appropriate intervention groups
- Access to literacy materials and structured academic support
- Family communication regarding progress and available supports

Monitoring

- 6–8 week PLC data cycles
- Review of iReady diagnostics, SBAC interim assessments, and writing samples
- Quarterly writing calibration to ensure rigor and consistency

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Parent literacy meetings
- Progress monitoring conferences
- Attendance and academic communication support
- Engagement events focused on literacy growth

Professional Learning

Describe Professional Learning related to this action.

Grades 3–6 teachers will participate in professional learning focused on literacy acceleration, text-based writing rigor, vocabulary development, and effective 30–45 minute intervention design. PLCs will engage in structured 6–8 week data cycles reviewing iReady diagnostics, SBAC interim assessments, and writing samples to adjust instruction and regroup students based on need.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

-
- Evidence of protected ELA block implementation
 - Walkthrough data aligned to IPG literacy focus areas
 - Completion of quarterly writing calibration

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.

-
- 6–8 week intervention regrouping cycles implemented
 - Increase in students meeting typical or stretch growth on iReady
 - Improved performance on SBAC interim assessments (iReady, IAB, FIAB, CFAs)

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.

-
- Increase in percentage of students demonstrating more than one year's growth in ELA
 - Increased SBAC ELA proficiency rates
 - Accelerated progress for English Learners and students below benchmark

TK-6 Math Strategies and Interventions

Action Details

Equitable Access

Ericson will implement a TK–6 math framework aligned to the Guaranteed Viable Curriculum (GVC) with a protected, uninterrupted Tier 1 math block and clearly defined Tier 2 and Tier 3 intervention systems. Instruction will emphasize standards alignment, mathematical discourse, problem-solving, and targeted foundational skill development to accelerate growth for students below benchmark.

Direct Instructional Services

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 TK-6 will implement the following supports for all students:
- Protected daily core math block aligned to GVC
 - Standards-aligned lessons focused on conceptual understanding and problem-solving
 - Explicit academic math vocabulary instruction
 - PLC data cycles focused on benchmark and iReady math growth
 - Instructional coaching aligned to IPG math focus areas
 - Technology and Software to support student learning of Common Core State Standards (CCSS)
- Tier 2
- 30–45 minute math intervention block that supplements (does not replace) Tier 1 instruction
 - 6–8 week progress monitoring and regrouping cycle
 - Designated grade-level intervention lead responsible for tracking student growth
 - Targeted foundational skill intervention based on formative assessment data
 - Coordinated support from (4) Interact Teaching Fellows and tutors aligned to identified skill gaps
 - Reflex/Frax Software purchase
- Tier 3
- SST review after two intervention cycles for non-responders
 - Structured TST data review prior to referral

- Coordinated academic and behavioral intervention planning

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.

- Integrated and designated supports to strengthen academic math vocabulary and problem comprehension
- Targeted small-group math intervention aligned to proficiency levels
- 6–8 week monitoring of math growth for EL students
- Family communication regarding math progress and available supports

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Parent Engagement materials and supplies
- Babysitting/Translation contracts
- 4-3.5 hour ELF (Interact Fellows) to support identified students
- Extra Pay contracts for Babysitting/Translation to support parent engagement
- Substitutes for Data Chats to review ongoing progress monitoring data and develop action plans
- Substitutes for PLC Planning Days for Instructional Planning to improve Literacy Skills
- Reflex/Frax software license

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Substitutes for Student Study Team/IEP Student Meetings to plan and support Tier 2/3 students
- K-6 SST manager contract
- Food for teacher professional learning meetings
- Graphics materials and supplies
- Technology
- Substitutes for additional coaching/instructional support as needed
- Materials and Supplies to support math literacy instruction and family engagement
- Materials and Supplies/Food to support professional development in literacy and intervention
- Ricoh Lease to support instruction

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

English Learners

- Integrated and designated supports to strengthen academic math vocabulary and problem comprehension
- Targeted small-group math intervention aligned to language proficiency levels
- 6–8 week monitoring of math growth and subgroup performance

Students Below Grade Level

- Protected Tier 1 core math instruction aligned to GVC
- 30–45 minute Tier 2 math intervention block (supplements core instruction)
- Targeted foundational skill groups based on formative assessment data
- Regrouping every 6–8 weeks based on iReady and benchmark data

Students with Disabilities

- IEP-aligned math accommodations and supports
- Small-group or individualized intervention targeting identified skill gaps

- SST review after two intervention cycles if progress is limited

Socioeconomically Disadvantaged, Foster Youth, and Mobile Students

- Immediate math assessment and placement upon enrollment
- Access to targeted intervention and instructional materials
- Family communication regarding math progress and available supports

Monitoring

- 6–8 week PLC data cycles
- Review of iReady diagnostics and district benchmark assessments
- Ongoing monitoring of subgroup growth and proficiency rates

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family math workshops focused on strategies to support problem-solving and math fluency at home
- Communication of math growth data during conferences
- Resources provided to families to reinforce foundational skills

Professional Learning

Describe Professional Learning related to this action.

TK–6 teachers will participate in professional learning focused on standards-aligned math instruction, effective intervention design, mathematical discourse, and foundational skill acceleration. PLCs will engage in structured 6–8 week data cycles reviewing iReady diagnostics, district benchmarks, and formative assessments to adjust instruction and regroup students based on need.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

- Evidence of protected core math block implementation
- Walkthrough data aligned to IPG math focus areas
- Completion of 6–8 week PLC data cycles

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.

- Increase in students meeting typical or stretch growth on iReady Math
- Improved district benchmark performance
- Documented intervention regrouping cycles

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.

- Decrease in SBAC Math distance from standard
- Increase in SBAC Math proficiency rates
- Accelerated growth for English Learners and students below benchmark

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Planning Days for PLC Teams- Sept/Jan 28 subs-GE Teachers **NO IEPs OR 504s** **Budget lines for personnel include salaries and related benefits	7,053.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 4-3.5 hour Interact Fellows for intervention support as needed k-6	69,055.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting/Translation Contracts **Budget lines for personnel include salaries and related benefits	1,065.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement Materials and Supplies **NO FOOD OR INCENTIVES**	2,820.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes to support tier 2/3 SST IEP meetings (28 days-2 subs per day) **Budget lines for personnel include salaries and related benefits	14,104.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			16 days of sub support for additional instructional support/coaching as needed **Budget lines for personnel include salaries and related benefits	4,031.00
G1A1	Sup & Conc	Instruction	Mat & Supp			TK-2 Materials and Supplies	25,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Food for Professional Learning	5,768.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease Kinder/Office/SPED	18,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies	2,198.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Planning Days for PLC Teams Sept/Jan 28 subs **NO IEPs OR 504s** **Budget lines for personnel include salaries and related benefits	7,053.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			K-6 PLC Data chats 3 days Fall/3 days Spring (24 sub days) **NO IEPs OR 504s** **Budget lines for personnel include salaries and related benefits	6,045.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex/Frax Software License	4,199.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			K-6 SST Manager Contract 70 hours @ 48.30 **Budget lines for personnel include salaries and related benefits	4,148.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: 3-6 Materials and Supplies	25,000.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics materials and supplies. Graphics Dept closing, moved from object 5725 to 5899.	1,500.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			: Technology	6,000.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	1,500.00
G1A3	Sup & Conc	Parent Participation	Mat & Supp			: Family Engagement Materials and Supplies: Take home folders ect...	3,117.00

\$207,656.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Whole Child Engagement, Attendance & Life Skills Development

Action Details

College & Career Readiness

Ericson will implement a comprehensive Whole Child framework aligned to MTSS that strengthens attendance, positive behavior systems, social-emotional learning (SEL), and student engagement to increase instructional access and academic success. Systems will prioritize reducing chronic absenteeism, decreasing suspension rates, and strengthening student connectedness while protecting core instructional time.

Direct Instructional Services

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: Universal Supports (All Students)

Schoolwide Climate & SEL

- Weekly SEL instruction (Second Step, class meetings, goal-setting)
- CHAMPS classroom management structures implemented schoolwide
- Schoolwide expectations explicitly aligned to academic readiness
- Quarterly review of engagement and behavior data
- Attendance & Engagement Daily attendance monitoring with early outreach after 2 absences
- Schoolwide attendance incentives tied to instructional access
- Monthly attendance data review by grade-level teams
- Student Leadership & Enrichment Inclusive access to clubs, leadership, and enrichment opportunities
- Monitoring of subgroup participation to address disproportionality
- Student Incentives

Tier 2: Targeted Supports

- Monthly Targeted Support Team (TST) meetings to review attendance and behavior data
- Small-group SEL and attendance intervention led by counselors or Intervention Specialist
- Structured check-in/check-out systems for identified students
- Home outreach for chronically absent students, prioritizing ELs and historically underserved groups
- 6–8 week monitoring cycle for attendance and behavior intervention
- 2 RCAs to support student SEL needs

Tier 3: Intensive Supports

- SST meetings for students not responding to Tier 2 interventions
- Individual attendance intervention plans
- Coordinated academic and behavioral support plans
- Mental health referrals as needed

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.

- Monitoring of EL attendance and engagement data for disproportionality
- Multilingual family communication regarding attendance and behavior expectations
- Translation support for SST/IEP/504 meetings
- Inclusion of EL students in leadership and enrichment opportunities
- Alignment of SEL supports with designated and integrated ELD

Student Groups

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

Hispanic (HI):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

African American (AA):

English Learner (EL):

- Parent Engagement materials and supplies
- Babysitting/Translation contracts
- 4-3.5 hour ELF (Interact Fellows) to support identified students
- Extra Pay contracts for Babysitting/Translation to support parent engagement
- Substitutes for Data Chats to review ongoing progress monitoring data and develop action plans
- Substitutes for PLC Planning Days for Instructional Planning to improve SEL/Math and Literacy Skills

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

- Materials and supplies to support parent engagement, attendance and cultural events
- Contracts for Fun Committee to plan student engagement events
- Family engagement materials and supplies
- 2-.875 Resource Counseling Assistants for Tier 2 Social Emotional Support, Student engagement and attendance
- 1-.75 Campus Safety Assistant to support a safe school learning environment
- Mileage for home visits
- Materials and Supplies to engage 6th grade students
- Materials and supplies/food for professional learning
- 6th grade promotion/t-shirts and end of year field trip
- Extra hours for NTA support above baseline

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

English Learners

- Monitoring of attendance and behavior data for disproportionality
- Multilingual communication with families regarding attendance expectations and supports
- Targeted small-group SEL and engagement supports as needed

Students with Chronic Absenteeism or Behavior Concerns

- Daily attendance monitoring with early outreach after multiple absences
- Tier 2 small-group SEL or check-in/check-out systems
- 6–8 week monitoring of attendance and behavior interventions

- Individualized attendance plans and SST review if needed

Students with Disabilities

- Behavioral and social-emotional supports aligned to IEP goals
- Collaboration between classroom teachers, counselors, and support staff
- Coordinated academic and behavioral intervention planning

Socioeconomically Disadvantaged, Foster Youth, and Mobile Students

- Early identification of attendance concerns
- Family outreach and connection to school and community resources
- Monitoring of engagement and participation in enrichment opportunities

Monitoring

- Monthly review of attendance and behavior data by grade-level teams
- 6–8 week monitoring cycles for Tier 2 interventions
- Review of suspension rates, chronic absenteeism, and subgroup trends

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Attendance awareness workshops and early intervention communication
- Family literacy and life skills events aligned to academic goals
- ELAC, SSC, and parent input meetings focused on attendance and engagement data
- Multilingual outreach and home visits for attendance concerns

Professional Learning

Describe Professional Learning related to this action.

- Training in CHAMPS, restorative practices, and SEL integration
- PLC data cycles reviewing attendance, behavior, and engagement trends
- Cultural proficiency and equity training
- Staff collaboration to refine MTSS supports based on 6–8 week data reviews

Progress Monitoring Outcomes

Progress Monitoring. Outcomes

Reasoning for using this action:

 Moderate 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.

- Implementation of weekly SEL lessons and CHAMPS structures
- Monthly attendance and behavior data reviews
- Increased participation in enrichment and leadership 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.

- Decrease in chronic absenteeism by semester
- Reduction in suspension rates
- Increased EL participation in leadership and enrichment
- Improved student connectedness survey results

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.

- Year-over-year decrease in chronic absenteeism
- Increased positive responses on Spring Student Survey
- Increased life skills benchmark performance
- Improved academic growth correlated to improved instructional access

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Proposition 28

Action Details

College & Career Readiness

Ericson will utilize Proposition 28 (VAPA) funds to implement a structured, standards-aligned TK–6 Visual and Performing Arts (VAPA) program that supports student engagement, language development, and school connectedness. Arts instruction will be integrated within the MTSS framework to promote equitable access, strengthen academic vocabulary, and increase instructional engagement without disrupting protected Tier 1 core instructional blocks.

Direct Instructional Services

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 – Universal Access (All Students)

- Standards-aligned TK–6 music and dance instruction
- Sequential arts curriculum focused on performance, collaboration, and creative expression
- Explicit academic vocabulary instruction embedded in arts lessons
- Public performance opportunities to build confidence and school connectedness
- Scheduled to protect uninterrupted core ELA and Math instructional blocks
- Materials and Supplies to support arts instruction

Tier 2 – Targeted Supports

- Small-group scaffolds during rehearsals for students needing additional academic or behavioral support
- Monitoring of subgroup participation (EL, SED, SWD, Foster Youth) to ensure equitable access
- Coordinated communication with grade-level teams to support attendance and engagement

Tier 3 – Intensive Supports

- Individualized scaffolds for students with IEPs or specific learning needs
- Collaboration with SST teams when engagement or attendance concerns impact participation

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.

- Structured academic language development through music and arts vocabulary
- Embedded language objectives and sentence frames during instruction
- Performance-based opportunities to strengthen oral language development
- Monitoring EL participation and engagement data to address disproportionality
- Translation services and multilingual communication for performances and events

Student Groups

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

N/A

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

N/A

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

African American (AA):

Using VAPA Proposition 28 Funds:

Planned expenditures include:

- VAPA instructors (music and dance)
- Instrument purchases and repairs
- Sheet music and curriculum
- Performance-related expenses

As a Site:

The school will ensure equitable participation for:

- Socioeconomically disadvantaged students
- English Learners
- Students with disabilities
- Foster youth

Instruments will be provided at no cost to families to remove financial barriers.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Fall and Spring performances showcasing student growth
- Multicultural arts events aligned to schoolwide engagement goals
- Family communication through ParentSquare and newsletters
- Monitoring family participation data to ensure equitable access

Professional Learning

Describe Professional Learning related to this action.

- Collaboration between classroom teachers and VAPA instructors
- Training on integrating arts into core academic content
- Strategies for supporting EL and SPED students in arts instruction
- Ongoing reflection on engagement, attendance, and participation data

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

- Increased student participation in arts instruction
- Evidence of academic vocabulary use during performances
- Completion of scheduled arts instruction within protected instructional framework

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.

- Increased collaboration and student persistence
- Improved attendance and school connectedness data
- Increased enrollment in upper-grade performing ensemble

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.

- Increased overall student engagement schoolwide
- Improved school climate survey results
- Correlated improvements in attendance and academic growth due to increased instructional engagement

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			3 \$800 contracts for Fun Committee- St Engagement **Budget lines for personnel include salaries and related benefits	2,944.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Cultural Events	3,225.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: 6th Grade Field Trip/T-shirts/Promotion	4,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		32,752.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5840		48,025.00
G2A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for home visits	250.00
G2A1	Sup & Conc	Other Pupil Services	Oth Cls-Sub			Extra NTA hours above baseline 16 hours per week @ 36 weeks **Budget lines for personnel include salaries and related benefits	10,079.00
G2A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500	.75 CSA **Budget lines for personnel include salaries and related benefits	64,349.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		32,752.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2910		23,930.00

\$222,306.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0150 Ericson Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0150	1110	1000	1120	Teacher-Subs					G1A1	Planning Days for PLC Teams- Sept/Jan 28 subs-GE Teachers **NO IEPs OR 504s** **Budget lines for personnel include salaries and related benefits	7,053.00
060	3010	0150	1110	1000	1120	Teacher-Subs					G1A2	Planning Days for PLC Teams Sept/Jan 28 subs **NO IEPs OR 504s** **Budget lines for personnel include salaries and related benefits	7,053.00
060	3010	0150	1110	1000	1120	Teacher-Subs					G1A2	K-6 PLC Data chats 3 days Fall/3 days Spring (24 sub days) **NO IEPs OR 504s** **Budget lines for personnel include salaries and related benefits	6,045.00
060	3010	0150	1110	1000	4200	Bks & Ref					G1A2	: Reflex/Frax Software License	4,199.00
060	3010	0150	1110	1000	5110	Subagreements					G1A1	Education and Leadership Foundation : 4-3.5 hour Interact Fellows for intervention support as needed k-6	69,055.00
060	3010	0150	1110	2495	2960	Oth Cis-Supp					G1A1	Babysitting/Translation Contracts **Budget lines for personnel include salaries and related benefits	1,065.00
060	3010	0150	1110	2495	4300	Mat & Supp					G1A1	Parent Engagement Materials and Supplies **NO FOOD OR INCENTIVES**	2,820.00
030	7090	0150	1110	1000	1120	Teacher-Subs					G1A1	Substitutes to support tier 2/3 SST IEP meetings (28 days-2 subs per day) **Budget lines for personnel include salaries and related benefits	14,104.00
030	7090	0150	1110	1000	1120	Teacher-Subs					G1A1	16 days of sub support for additional instructional support/coaching as needed **Budget lines for personnel include salaries and related benefits	4,031.00
030	7090	0150	1110	1000	1160	Teacher-Supp					G2A1	3 \$800 contracts for Fun Committee- St Engagement **Budget lines for personnel include salaries and related benefits	2,944.00
030	7090	0150	1110	1000	1160	Teacher-Supp					G1A2	K-6 SST Manager Contract 70 hours @ 48.30 **Budget lines for personnel include salaries and related benefits	4,148.00
030	7090	0150	1110	1000	4300	Mat & Supp					G1A1	TK-2 Materials and Supplies	25,000.00
030	7090	0150	1110	1000	4300	Mat & Supp					G1A2	: 3-6 Materials and Supplies	25,000.00
030	7090	0150	1110	1000	4300	Mat & Supp					G1A1	: Food for Professional Learning	5,768.00
030	7090	0150	1110	1000	4300	Mat & Supp					G2A1	: Cultural Events	3,225.00
030	7090	0150	1110	1000	4300	Mat & Supp					G2A1	: 6th Grade Field Trip/T-shirts/Promotion	4,000.00
030	7090	0150	1110	1000	4400	Nc-Equipment					G1A3	: Technology	6,000.00
030	7090	0150	1110	1000	5631	Off Eq Lease					G1A1	Ricoh Lease Kinder/Office/SPED	18,000.00
030	7090	0150	1110	1000	5723	Direct-Maint					G1A3	Technology Maintenance	1,500.00
030	7090	0150	1110	1000	5899	Cons Svc/Oth					G1A2	TBD : Graphics materials and supplies. Graphics Dept closing, moved from object 5725 to 5899.	1,500.00
030	7090	0150	1110	2495	4300	Mat & Supp					G1A3	: Family Engagement Materials and Supplies: Take home folders ect...	3,117.00
030	7090	0150	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Hernandez, Ty	0.4375	G2A1		32,752.00
030	7090	0150	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Lor, Zoua	0.5840	G2A1		48,025.00
030	7090	0150	1110	3130	5211	Local Mileag					G2A1	Mileage for home visits	250.00
030	7090	0150	1110	3900	2920	Oth Cis-Sub					G2A1		10,070.00

030	7090	0150	1110	3900	2920	Oth Cls-Sub					G2A1	Extra NTA hours above baseline 16 hours per week @ 36 weeks **Budget lines for personnel include salaries and related benefits	10,079.00
030	7090	0150	1110	8300	2210	Cls Sup-Reg	Assistant,Campus Safety	W061	Martinez, Salvador	0.7500	G2A1	.75 CSA **Budget lines for personnel include salaries and related benefits	64,349.00
030	7091	0150	4760	1000	4300	Mat & Supp					G1A1	materials and supplies	2,198.00
030	7091	0150	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Hernandez, Ty	0.4375	G2A1		32,752.00
030	7091	0150	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Lor, Zoua	0.2910	G2A1		23,930.00
													\$429,962.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$97,290.00
Sup & Conc	7090	\$273,792.00
LCFF: EL	7091	\$58,880.00
Grand Total		\$429,962.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$207,656.00
G2 - The Whole Child (SEL and Engagement)	\$222,306.00
Grand Total	\$429,962.00