THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ERICSON ELEMENTARY SCHOOL

2020-21

37-68338-6089015
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Ashton, Darius
Contact Person: Ashton, Darius
Position: Principal
Telephone Number:
Address: 11174 Westonhill Dr, Ericson Elementary, San Diego, CA, 92126-1943,
E-mail Address: dashton@sandi.net

The following items are included:
- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.
2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Ericson Elementary
SITE CONTACT PERSON: Darius Ashton
PHONE: 619-605-1600
FAX: 
E-MAIL ADDRESS: dashton@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)  
- CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC)  Date of presentation: October 2nd
- Community Advisory Committee for Special Education Programs (CAC)
- Gifted and Talented Education Program Advisory Committee (GATE)
- Site Governance Team (SGT)
- Other (list): 

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: September 29th, 2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Darius Ashton
Type/Print Name of School Principal

Hannah Lehman
Type/Print Name of SSC Chairperson

Seng Thibault
Type/Print Name of ELAC Chairperson

LAMONT JACKSON
Type/Print Name of Area Superintendent

Signature of School Principal / Date

Signature of SSC Chairperson / Date

Signature of ELAC Chairperson / Date

Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

Revised 9/7/2020
# Table of Contents

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
   - A. Budget Summary
   - B. Parent & Family Engagement Policy
   - C. School Parent Compact
   - D. Data Reports
   - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a school-wide comprehensive budgeting plan for supporting Title I students based on our school achievement plan.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)
Ericson Elementary School Site Council and Site Governance Team met throughout the 2019-2020 school year to discuss all LCAP goals that guide and are central to our SPSA goals. Our ILT and grade level teaching meetings regularly look at the data to determine how we can align our actions to close the achievement gap. All committees provided input on the review of our 2019-20 SPSA and our development of the 2020-21 school budget. The SSC approved the 2020-21 budget in February 2020. The SSC continues to meet monthly to review and align budget decisions to the SPSA goals. Our SSC and SGT met in the spring of 2020, even when schools were closed to provide feedback. SSC met in October 2020 to approve the goals crafted by the principal using available data and feedback from these multiple committees. In the SSC meeting, members were able to participate in providing feedback and voted to approve the SPSA for the 2020-2021 school year. The site's ELAC committee met on 10/2/2020 to provide feedback on the SPSA with a focus on ELL and ELAC goals within the SPSA.

RESOURCE INEQUITIES
Ericson Elementary school serves a diverse group of approximately 720 students in the Mira Mesa community of San Diego, California. We are committed to providing quality education to every student. We have identified our students with disabilities, black students, and English language learners as a focused area of need in both ELA and Math.

After an extensive review of district and state-level data as well as site-based data collected throughout the year, we were able to identify the specific inequities in regards to the needs of our students. We have a growing understanding of the continued inequities that exist and are committed to working harder to closing the achievement gap for our students. Key inequities for our site include the following: the achievement of Students with Disabilities, Student Attendance, Mental Health Services, Implementing rigorous Curriculum in areas of Math, and implementing a new Reading
Language Arts program with fidelity. The call to action to support black youth in our school will require collecting more and additional data as right now the percentage is too low to get California Dashboard data with only 2.3% of our population identified which is 13 students.

These inequities for students are addressed where appropriate in this SPSA with a focus on, building strong PLCs, creating additional supports for students, increasing quality and purposeful instruction, and attendance support. Important areas are also in the consistency and frequency of professional development and PLC time offered to Ericson staff. Within our SPSA, we have allocated funds specifically for our STEAM program implementation in the area of Professional Development days for all grade level teachers participating. For the 2020-2021 school year, we will continue to support TK, Kindergarten, and 1st-grade teacher as we grow to support 2nd grade and introduce STEAM to 3rd grade at the end of the year in preparation for next year. By the 2023-2024 school year, all grade levels will be fully implementing the STEAM program. Inequities could exist for teachers who are unable to participate in professional developments. Our STEAM program is funded partially by our Title I program and if we do not qualify for Title I funding this would impact our ability to continue.
### SCHOOL SITE COUNCIL MEMBERSHIP

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darius Ashton</td>
<td>Principal</td>
</tr>
<tr>
<td>Hannah Lehman</td>
<td>Parent- Chair</td>
</tr>
<tr>
<td>Jason Dreas</td>
<td>Teacher</td>
</tr>
<tr>
<td>Misty Cervantes</td>
<td>Parent- Co Chair</td>
</tr>
<tr>
<td>Eddie Jones</td>
<td>Parent</td>
</tr>
<tr>
<td>Jane Sanchez</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mark Peck</td>
<td>Teacher</td>
</tr>
<tr>
<td>Sabrina Hanhlein</td>
<td>Staff/ Non Classroom</td>
</tr>
<tr>
<td>Adena Nguyen</td>
<td>Parent</td>
</tr>
<tr>
<td>Shelly Steely</td>
<td>Parent</td>
</tr>
<tr>
<td>Felicia Jefferson</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Our goal for June 2020 was that we would be able to increase our cumulative attendance from 96 to 98% by the end of the year. We also set a goal for our 5th-grade students reporting increased feelings of safety while on campus and feeling that they have a caring adult on campus as reported on the CAL-SHLS CHKS data. As schools closed mid-March, we do not have reliable attendance data through the end of the school year. The data we do have shown that for the month of February, our last full month of on-site learning, our attendance rate was 95.12%. This was lower than where we ended the 2019 school year. During crisis teaching, we know that we were able to connect with 100% even through school closures. However, not 100% of students participated daily with live in-person instruction, nor did 100% complete all necessary assignments for learning. The CAL-SHLS survey was not completed in the 2019-2020 school year so we do not have that data. With these issues in mind, we will be moving forward with our goals related to cumulative attendance and the CAL-SHLS surveys. We will be continuing goals for this year to include a site-based measurement in addition to the state metrics so that we can continue to assess the progress of our students in these ways at the end of this school year.

The strategies we put in place in the last school year were to focus on relationship building site-wide (unfunded) and to fund two days of a Guidance Assistant (Title I funding). We were able to hire a Guidance Assistant to help support attendance and suspension monitoring. Our guidance assistant was able to implement strong relationships with families when we went into distance learning in March. Our guidance assistant called homes daily to connect with students who were absent. When school sites closed in March, she collaborated with teachers as well to assure that we were connecting with all children.

*Major Differences

There are no major differences.
**Changes**

The changes will only be that the supports will be implemented in an online fashion rather than brick and mortar until we return to onsite learning. The goals of these supports will remain the same.

**Goal 1 - Safe, Collaborative and Inclusive Culture**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>all student grades</td>
<td>Increase cumulative attendance</td>
<td>96%</td>
<td>98%</td>
<td>Attendance</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>5th grade students</td>
<td>Increase students feeling of safety while on campus.</td>
<td>87%</td>
<td>100%</td>
<td>CAL-SCHLS (CHKS)</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>5th grade students</td>
<td>Increase students reporting that they have a caring adult on campus.</td>
<td>44%</td>
<td>55%</td>
<td>CAL-SCHLS (CHKS)</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Decrease chronic absenteeism</td>
<td>9.7%</td>
<td>5.7%</td>
<td>Chronic Absenteeism</td>
<td>annually</td>
</tr>
</tbody>
</table>

**Identified Need**

Based on the current data for student attendance at Ericson, we have room to improve. The district provides the site access to cumulative attendance data for the cluster throughout the school year so we can track our progress towards this goal. For the 2018-2019 school year, we were ranked between 5th and 8th in our cluster out of 10 sites. This data was used to develop the 2019-2020 goals and we will be moving forward these goals for the 2020-2021 school year. We know that in order for students to access curriculum students need to be in school regularly so we will continue to make daily attendance a priority at Ericson.

Through the review of the 2018-2019 California Healthy Kids Survey (CHKS) data, it was identified that 87% of the 5th grade students surveyed feel safe on campus. As a site, we believe it is a need that 100% of students will feel safe at school. If students do not feel safe, they will not come to school and/or will not be prepared to learn once on campus. In addition, the CHKS reported that only 44% of our 5th grade students believe that they have a caring adult that they can be supported by at school. Utilizing this information, we will prioritize counseling and new guidance assistance to prioritize the development of caring relationships between adults and students in all grades across campus. Through having a guidance assistant available every day we hope we will increase the belief in students that they have access to a caring adult on campus when needed. There needs to be opportunities in online learning for children to connect and feel supported by staff within and outside of the academic rigor.

Based on our California Dashboard for 2019 for the indicator Academic Engagement: Chronic Absenteeism, the site is in the Orange Performance Level and for the indicator for Conditions & Climate: Suspension Rate, we are in the Green Performance Level. Looking deeper at our Chronic Absenteeism data, we can see that we have one student group in the Red (Socioeconomically Disadvantaged) and seven groups in the Orange (Asian, Students with...
Disabilities, English Learners, Filipino, Hispanic, Two or More Races, and White). For Suspension Rate, we have two student groups in the Orange: Hispanic and Two or More Races.

In support of district-wide initiatives, we are also including a goal for Black Youth. This population at Ericson, most likely indicated by the "African America" subgroup, is not high enough to have state-level reported data so we will use site-based data to track this group and their attendance at our site.

*Online Learning Implications*

In the areas of mental and social-emotional health, we will be learning how to implement restorative justice circles within our online classrooms. We will be teaching the district adopted social-emotional learning practices in the classroom as well. Staff will be participating in culturally responsive and sustaining practices during professional development throughout the year. We have creating online wellness opportunities for our students 3 times a week online.

*Annual Measurable Outcomes (Closing the Equity Gap)*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Students with Disabilities</td>
<td>decrease suspension rate</td>
<td>2.4%</td>
<td>0%</td>
<td>Suspension</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Socioeconomically Disadvantaged</td>
<td>decrease chronic absenteeism rate</td>
<td>11.3</td>
<td>7</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Asian</td>
<td>decrease chronic absenteeism rate</td>
<td>7.1</td>
<td>5</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Students with Disabilities</td>
<td>decrease chronic absenteeism rate</td>
<td>15.7</td>
<td>12</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>English Learner</td>
<td>decrease chronic absenteeism rate</td>
<td>9.7</td>
<td>5</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Filipino</td>
<td>decrease chronic absenteeism rate</td>
<td>7.6</td>
<td>4</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Hispanic or Latino</td>
<td>decrease chronic absenteeism rate</td>
<td>11.8</td>
<td>8</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Two or More Races</td>
<td>decrease chronic absenteeism rate</td>
<td>12.3</td>
<td>3</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Hispanic or Latino</td>
<td>decrease suspension rate</td>
<td>2.2</td>
<td>1</td>
<td>Suspension</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Two or More Races</td>
<td>decrease suspension rate</td>
<td>3.5</td>
<td>2</td>
<td>Suspension</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>White</td>
<td>decrease chronic absenteeism rate</td>
<td>11.9</td>
<td>7</td>
<td>Chronic Absenteeism</td>
<td>monthly</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Black or African American</td>
<td>increase attendance</td>
<td>baseline</td>
<td>+5%</td>
<td>Attendance</td>
<td>monthly</td>
</tr>
</tbody>
</table>
Tier 2 Classroom Intervention Support

*Students to be served by this Strategy/Activity*

Unduplicated students (UPP = 55.9%)/All students will benefit from this strategy.

*Strategy/Activity - Description*

To support a safe, collaborative, and inclusive environment, Ericson teachers and staff will continue to reflect on practices and create opportunities for students to build relationships that are meaningful and support the desired environment. We believe that through supporting these relationships, we will see an increase in attendance, decreases in suspension rates, and an increased feeling of safety while on site. Our focus on attendance will continue this year to ensure that all students are getting to school. Our attendance clerk and principal will set expected guidelines for parents, make personal phone calls home and send out school messengers to targeted students. The administrators will also work to support attendance with chronic absentee families with the targeted support of school counselors and guidance assistants. The guidance assistant will provide weekly wellness check ins for students.

Teachers and staff at Ericson believe that students need to be in school to gain access to the curriculum and appropriate behaviors. By targeting behavior support for our students with disabilities, we hope to decrease student suspension within that population to zero. We want to exhaust all possible behavior supports to create a safe and inclusive environment. As a site, we will highlight positive behaviors by monthly school-wide celebrations and through monthly student recognition assemblies. Our guidance assistant will begin to support students with a new character trait program and highlight monthly traits through push-in/pull out services for the direct support of our targeted students. The entire Ericson staff is instrumental in recognizing students throughout the day and using site-created VIP slips to continually encourage attendance, positive behaviors, build relationships, and foster a sense of safe behaviors on site.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>F02172B</td>
<td>Guidance Asst</td>
<td>0.21900</td>
<td>$7,121.00</td>
<td>$9,490.16</td>
<td>0217-30100-00-2404-3110-0000-01000-0000</td>
<td>Title I Basic Program</td>
<td>[no data]</td>
<td>Title I Basic Program</td>
<td>GA position to help support all students at Ericson.</td>
</tr>
<tr>
<td>N02179K</td>
<td>Other Support Prsnl PARAS Hrly</td>
<td>$1,506.00</td>
<td>$1,999.81</td>
<td>0217-09800-00-2281-3160-4760-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>English Learners, Foster Youth, Low-Income</td>
<td>[no data]</td>
<td>Additional Hourly GA for weekly wellness day.</td>
<td></td>
</tr>
</tbody>
</table>

*Additional Supports for this Strategy/Activity*

We will work with our PTA and FOE to develop activities to promote and provide opportunities for families to engage in meaningful relationship building activities that support this Goal.
Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Our goals in 2019-2020 for ELA was to increase the CAASPP ELA performance of all of our 3rd, 4th, and 5th-grade students. We also set AMOs for our Students with Disabilities and English Learners related to their CAASPP ELA performance. As we do not have CAASPP 2020 data available due to school closures, we are going to move these goals forward.

Strategies that we put in place last year to help us reach these goals were Instructional Coaching (supported by Title I funding of a Vice-Principal and LCFF funding for visiting teachers) and Reading Intervention (supported by Title I funding for Retired Classroom Teacher hourly and LCFF funding for Pull Out/Push In hourly support). We were able to support students through March 13th with push in and pull out reading intervention. During online learning, we were able to implement some support for pull out in our upper grades. We will continue with these goals for the 2020-2021 school year.

*Major Differences

We did not reach our goal to increase student achievement in all grades over 80%. We are able to identify those students that do not meet or exceed grade level standards by monitoring all students' reading levels monthly. Staff uses limited designated time to discuss the need of students when instructional learning gaps have been identified. Budget is a constraint and master schedule with prep that does not allow time to provide weekly PLC for grade-level partners. Thus, we are limited to a fixed number of PLC and PD days. The fixed number of PLC days was negatively impacted as schools closed down in the beginning of March. Grade levels were unable to spend PLC days that were planned together.
This year we are working with the ILT to determine a way to best plan for instructional planning time, PLC, and PD time for teachers. At Ericson, we intend to collaborate on a regular basis to discuss and align best practices. Teachers will monitor student data through monitor meetings, grade-level meetings, PLC, PD, and the use of Google Docs in a shared folder for easier collaboration. Additionally, teachers will use Google Docs to review a child's history of growth in years prior to. Teachers focus on learning gaps and students outside of the sphere of success. Teachers will identify these students within their classrooms by mid-October. Early identification we believe will lead to more immediate interventions. If students are not showing growth towards their goals, we will explore the option of appointment-based learning. PD will be aligned to support teachers with access needed curricular resources that meet the specific goals of targeted students. Teachers will work together to monitor student growth, identify student needs, set goals, determine how to support when students are not growing academically.

We are also modifying goals for this year to include a site-based measure in addition to the state tests so that we can better assess the progress of our students at the end of this school year. Teachers will be using Lexia software to gain additional data and individualize instruction for all students in grade 3-5.

*Goal 2 - English Language Arts*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>all 3rd grade</td>
<td>meet or exceed</td>
<td>77%</td>
<td>85%</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>all 4th grade</td>
<td>meet or exceed</td>
<td>68%</td>
<td>80%</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>all 5th grade</td>
<td>meet or exceed</td>
<td>78%</td>
<td>85%</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>all 3-5th grade</td>
<td>meet or exceed</td>
<td>78%</td>
<td>85%</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>at or above grade level</td>
<td>new assessment</td>
<td>80%</td>
<td>Site Developed Common Assessments</td>
<td>annually</td>
</tr>
</tbody>
</table>

*Identified Need*

Based on June 2019 CAASPP ELA data, 74% of all 3rd-5th-grade students at Ericson Elementary have met or exceeded standards for their ELA identified standards in the CAASPP. While we do not have new CAASPP data for June 2020, we do have new CA Dashboard data. Based on our California Dashboard for 2019 for the indicator Academic Performance: English Language Arts, the site is in the Blue Performance Level. Looking deeper at our ELA data, we can see that we have no student groups in Red, Orange, or Yellow. While these results are great, we still need to work to maintain our performance levels and help students achieve their full potential.

Through collaboration, grade levels will review and align curriculum and assessments. Teachers will use monitoring documents, PLC data, and common assessments to plan meaningful instruction. ILT will meet monthly to ensure grade levels have needed curriculum and resources to increase student achievement and learning by June 2021.

In support of district-wide initiatives, we are also including goals for Black Youth, Students with Disabilities, and English Learners.
**Online Learning Implications**

As we begin a new year with distance learning, we will maintain the same goals. We will be assessing students and providing interventions for those identified as not meeting or exceeding grade level. Teachers will know these students by name and by need and be utilizing online instructional time to support them in small group explicit instruction online. Teachers' schedules will reflect the implementation of small group instruction in all grade levels.

In preparation for offering both online and onsite learning in the 2020-2021 school year, we will refine our comprehensive assessment plan to include both virtual and in-person assessments as sites open up.

**Annual Measurable Outcomes (Closing the Equity Gap)**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>Students with Disabilities</td>
<td>meet or exceed</td>
<td>36</td>
<td>39</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>English Learner</td>
<td>meet or exceed</td>
<td>32</td>
<td>35</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>Black or African American</td>
<td>meet or exceed</td>
<td>80</td>
<td>85</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
</tbody>
</table>

**Instructional Coaching**

*Students to be served by this Strategy/Activity*

All students will benefit from the instructional leadership of our Vice-Principal.

*Strategy/Activity - Description*

The Vice Principal will focus on ELA and Math for all students with a focus on students with disabilities and our English Language Learners as well. Vice Principal with Principal will lead data driven inquiries with grade levels to discuss and identify students of need.

Teachers will continue to conduct PLCs with their grade level colleagues and a focus on specific instructional practices that will meet the needs of the targeted students. Teachers will continue to work around planning purposeful instruction, monitoring student engagement and checking for understanding. Teachers will continue to align assessments and provide meaningful feedback on instruction. Student data will be collected monthly to show growth of all students into the sphere of success.

Online or face-to-face, teachers are able to successfully identify target students, monitor learning and collect data. This year we will be focusing on identifying five key instructional strategies that will support the needs of the students within the area of reading. These strategies will support the work within PLCs and ILT as teachers identify and monitor the goals of individualized students.
**Reading and Math Intervention**

*Students to be served by this Strategy/Activity*

Unduplicated students/All students in need will be supported by this strategy.

*Strategy/Activity - Description*

With a 55.9% unduplicated pupil percentage, we understand that intervention supports help support over half of our students where they historically struggle the most - in core content area achievement. For the primary support of these unduplicated students, we have developed reading and math interventions that will be supported by retired and certificated teachers. The teacher will work with site data and classroom teachers to determine groups of students to support. Site CAASPP data will also determine students who nearly met both standards in order to be supported. We will learn students by needs and individualize small group explicit instruction to meet their needs. Intervention will be done in the online classroom-by-classroom teacher and para educator supports. Small group learning will be reflected in daily schedules with learning outcomes aligned with student needs. Additionally, identified teachers will do pull out and push in support when we return to face-to-face learning.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N02175L</td>
<td>PullOut/Push in Hrly</td>
<td>$2,000.00</td>
<td>$2,445.80</td>
<td>0217-09800-00-1159-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>English Learners, Foster Youth, Low-Income</td>
<td>Funding to support additional hourly time for student intervention supports.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal 3 - Mathematics

**Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All  
2. Access to Broad and Challenging Curriculum  
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

**Analysis**

Last year teachers worked together to identify students by name and need who were not meeting or exceeding grade level standards. Teachers began to align common assessments in the new math curriculum. Last year we wanted to increase student achievement across all grade levels to 80% or higher. Our goals for Math for 2019-2020 were to increase the CAASPP Math performance of all of our 3rd, 4th, and 5th grade students. We also set AMOs for our Students with Disabilities and English Learners related to their CAASPP Math performance. As we do not have CAASPP 2020 data available due to school closures, we are going to move these goals forward.

Strategies that we put in place last year to help us reach these goals were Instructional Coaching (supported by Title I funding of a Vice Principal and LCFF funding for visiting teachers), NY Engage Math Curriculum (Title I Funded) and Math Intervention (supported by Title I funding for Retired Classroom Teacher hourly and LCFF funding for Pull Out/Push In hourly support). We were able to support students in small group instruction in the area of math with a resource teacher prior to March 13th. After March 13th, small group instruction could not be offered outside of the classroom teacher.

**Major Differences**

We did not reach our goal to increase student achievement in all grades over 85%. We are able to identify those students that do not meet or exceed grade level standards by monitoring all students in the classroom and online. Staff uses limited designated time to discuss the need of students when instructional learning gaps have been identified. Budget is a constraint and master schedule with prep that does not allow time to provide weekly PLC for grade-level partners. Thus, we are limited to a fixed number of PLC and PD days. The fixed number of PLC days was negatively impacted as schools closed down in the beginning of March. Grade levels were unable to spend PLC days that were planned.
*Changes*

This year we are working with the ILT to determine a way to best plan for instructional planning time, PLC, and PD time for teachers. At Ericson, we intend to collaborate on a regular basis to discuss and align best practices. Teachers will monitor student data through monitor meetings, grade-level meetings, PLC, PD, and the use of Google Docs in a shared folder for easier collaboration. Additionally, teachers will use Google Docs to review a child's history of growth in years prior to. Teachers focus on learning gaps and students outside of the sphere of success. Teachers will identify these students within their classrooms by mid-October. Early identification we believe will lead to more immediate interventions. If students are not showing growth towards their goals, we will explore the option of appointment-based learning. PD will be aligned to support teachers with access needed curricular resources that meet the specific goals of targeted students. Teachers will work together to monitor student growth, identify student needs, set goals, determine how to support when students are not growing academically.

We are also modifying goals for this year to include a site-based measure in addition to the state tests so that we can better assess the progress of our students at the end of this school year. Teachers will be using Lexia software to gain additional data and individualize instruction for all students in grade 3-5.

*Goal 3 - Mathematics*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>grade 3</td>
<td>meet or exceed standards</td>
<td>85%</td>
<td>90%</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>grade 4</td>
<td>meet or exceed standards</td>
<td>72%</td>
<td>85%</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>grade 5</td>
<td>meet or exceed standards</td>
<td>76%</td>
<td>85%</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>all grades</td>
<td>meet or exceed standards</td>
<td>76%</td>
<td>85%</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>all grades</td>
<td>meet or exceeds standards</td>
<td>new assessment</td>
<td>85%</td>
<td>Site Developed Common Assessments</td>
<td>annually</td>
</tr>
</tbody>
</table>

*Identified Need*

76% of Ericson students have met or exceeded the standards in the CAASPP Math assessment. Our students start out at very high achievement levels in third grade and seem to drop in fourth grade only to rise again in the fifth grade. It is important that we support the achievement of students and maintain their growth through fifth grade. Teachers, students, and parents will work together to ensure that at least 85% of students will meet or exceed standards in all grade levels.

Based on our California Dashboard for 2019 for the indicator Academic Performance: Mathematics, the site is in the Green Performance Level. Looking deeper at our Math data, we can see that we have no student groups in the Red, Orange, or Yellow.

In support of district-wide initiatives, we are also including goals for Black Youth, Students with Disabilities, and English Learners.
**Online Learning Implications**

As we begin a new year with distance learning, we will maintain the same goals. We will be assessing students and providing interventions for those identified as not meeting or exceeding grade level. Teachers will know these students by name and by need and be utilizing online instructional time to support them in small group explicit instruction online. Teachers' schedules will reflect the implementation of small group instruction in all grade levels. In preparation for offering both online and onsite learning in the 2020-2021 school year, we will refine our comprehensive assessment plan to include both virtual and in-person assessments as sites open up.

**Annual Measurable Outcomes (Closing the Equity Gap)**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>grades 3-5</td>
<td>Students with Disabilities</td>
<td>meet or exceed standards</td>
<td>67%</td>
<td>80%</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>grades 3-5</td>
<td>English Learner</td>
<td>meet or exceed standards</td>
<td>51%</td>
<td>80%</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>grades 3-5</td>
<td>Black or African American</td>
<td>meet or exceeds standards</td>
<td>55%</td>
<td>80%</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
</tbody>
</table>

**Instructional Coaching**

*Students to be served by this Strategy/Activity*

Unduplicated students (UPP = 55.9%)/All students will benefit from this strategy.

*Strategy/Activity - Description*

Teachers will continue to develop PLC protocols with a focus on specific instructional practices that will meet the needs of the targeted students. Teachers will continue to align assessments to provide meaningful feedback on instruction and monitor student progress.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
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<td>English Learners, Foster Youth, Low-Income</td>
<td>Goal 2 - English Language Arts</td>
<td>Funding for professional development to determine needed intervention support</td>
</tr>
<tr>
<td></td>
<td>Vist Tchr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vice Principal</td>
<td></td>
<td></td>
<td></td>
<td>0217-30106-00-1309-2700-0000-01000-0000</td>
<td>Title I Supplmnt Prog Improvmnt</td>
<td>[no data]</td>
<td>Goal 2 - English Language Arts</td>
<td>Funding to support additional FTE of VP to serve all staff and students at Ericson</td>
</tr>
</tbody>
</table>

**NY Engage Math Curriculum**

*Students to be served by this Strategy/Activity*

Grades TK-5 will all have access to the NY Engage curriculum. This includes teacher's editions and all student and classroom materials for the curriculum.
**Strategy/Activity - Description**

Professional development time will be allocated to supporting teachers with using this curriculum. Teachers will collaborate within grade levels to strengthen their practice. Teachers will build on the knowledge of curriculum throughout the year through collaborating, PD, grade level meetings and PLC time. Important to this will be using common assessments to guide instruction.

In PLC work, teachers will identify specific goals after collecting data and identifying the needs of targeted students. Teachers will identify specific instructional practices that they will implement in order to reach these goals. These instructional practices will be monitored through growth data of students.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
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<td>Eureka Math program for all students.</td>
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<td>N0217AT</td>
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<td>Eureka Math Curriculum for all grades.</td>
</tr>
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</table>
Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year we wanted to increase student achievement in our English Language Learners by providing grades K-2 reading interventions. Our goals for our English Learners for 2019-2020 were to increase their CAASPP Math and ELA performance and to have 100% of our students eligible for reclassification to be reclassified. As we do not have CAASPP 2020 or ELPAC data available due to school closures, we are going to move these goals forward.

Strategies that we put in place last year to help us reach these goals were Instructional Coaching (supported by Title I funding of a Vice-Principal and LCFF funding for visiting teachers), Small Group Instruction and ELPAC Testing Support (supported by LCFF), and participation in the OLA English Learner Coaching Cycles (supported by LCFF). We were able to gather fall ELPAC data testing in 2019. We are again able to assess ELPAC in 2020 online.

*Major Differences

In the 2019-2020 school year, we were unable to complete ELPAC testing in the spring. We do not yet know our students current re-classification status, as they have not been tested. We are now able to administer testing in 2020-2021 school year. Schools closing decreased the opportunities teachers had to plan and work together in PLCs.
**Changes**
Within PLCs, teachers will monitor student growth and set specific targets for student learning. Teachers will focus on the needs of students to determine how to support those students outside of the sphere of success. Teachers will be asked to identify individual student goals and call out the specific strategies they will use to support those targeted students.

Teachers will all participate in professional development around the areas of designated and integrated ELD during the 2019-2020 school year. Teachers will prioritize focusing on supporting daily our English Language Learners and identify their various areas of need. Based on our monitoring data students identified will be provided with small group instruction in addition to daily ELD.

We are also modifying goals for this year to include a site-based measure in addition to the state tests so that we can better assess the progress of our students at the end of this school year.

**Integrated English Language Development**
Classroom walkthroughs by the Ericson administration team will look for evidence of daily, integrated instruction of ELD. Teachers will provide daily language clarification and acquisition during regular content area lessons. Teachers will be supported by OLA ELD resources and lessons through participation in an ELD Coaching Cycle that will run the entire year within all grade levels.

**Designated English Language Development**
Classroom walkthroughs by the Ericson administration team will look for evidence of daily, designated instruction of ELD. Teachers will provide daily language clarification and acquisition during explicit small group instruction designated to support ELD students. Teachers will be supported by OLA ELD resources and lessons through participation in an ELD Coaching Cycle that will run the entire year within all grade levels.

**Goal 4 - English Learners**

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>English Learner</td>
<td>meet or exceed grade level standards</td>
<td>32</td>
<td>35</td>
<td>CAASPP ELA</td>
<td>annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>English Learner</td>
<td>meet or exceed grade level standards</td>
<td>50</td>
<td>53</td>
<td>CAASPP Math</td>
<td>annually</td>
</tr>
</tbody>
</table>

**Identified Need**
The last set of data we have available is from the June 2019 CAASPP assessment. For ELA, our English Learner student group was at 31.8% meeting or exceeding the standard. This was an increase of 2.4 percentage points. For Math, this same group was at 50% meeting or exceeding the standard. This was an increase of 2.9 percentage points. As we will not have June 2020 CAASPP data or ELPAC data, we are moving the goals we set in 2019 forward. We are also including site-based assessment goals.
Ericson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

On the CA Dashboard for 2019 shows that in the Academic Performance: ELA indicator, EL students were in the Blue Performance Level at 50.6 points above standard (an increase of 4.4 points). For the Academic Performance: Mathematics indicator, EL students were in the Green Performance Level at 42.5 points above standard (a decline of 8.5 points). For our English Learner Progress, we see that 72.2% of our students are making progress towards English language proficiency. Data shows that our Current English Learners are 18.7 points below standard but this is an increase of 32.1 points. Our Reclassified English Learners and English Only students are both above standard: 91.7 and 68.8 points respectively.

*Online Learning Implications

As we begin the 2020-2021 school year, we will maintain the same goals to support students. We have provided all staff with access to the districts comprehensive lessons that we implemented with coaching from the OLA office in the 2019-2020 school year. In online learning, our staff will use the Integrated Model approach to build educator capacity in effective practices that support best teaching practices and learning interactions as well as strategies to support English language development.

*Annual Measurable Outcomes (Closing the Equity Gap)

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>English Learner</td>
<td>all students who are eligible will be reclassified</td>
<td>80.5%</td>
<td>100%</td>
<td>Other (Describe in Objective)</td>
<td>annual</td>
</tr>
</tbody>
</table>

**Instructional Leadership**

*Students to be served by this Strategy/Activity*

All students will benefit from the instructional leadership of our Vice Principal. Ericson's Vice Principal will work on developing ELA and Math for all students, with a specific focus on Students with Disabilities and our English Language Learners.

*Strategy/Activity - Description*

The Vice Principal will work alongside the Principal to monitor student growth in all grade levels. Working together in the designing of strategically designed professional development opportunities for staff and support of the Instructional Leadership Team. Teachers will be implementing dELD and iELD daily. Teachers will be setting specific goals for student learning and implementing instructional practices aligned with the needs of our ELL students. Teachers through ELA and Math will be identifying key instructional practices they will be using to support growth in our ELL students. Teachers will be supported with online curriculum through our OLA office and participate in staff wide professional development.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Principal</td>
<td>0217-30106-00-1309-2700-0000-01000-0000</td>
<td>Title I Supplmnt Prog Imprvmt</td>
<td>[no data]</td>
<td>Goal 2 - English Language Arts</td>
<td>Ref Id : F02172A</td>
<td>Funding to support additional FTE for the VP to support all staff and students at Ericson. Note name change for Eric Wilson who is now VP at Ericson.</td>
</tr>
</tbody>
</table>
Small Group Instruction

*Students to be served by this Strategy/Activity*

Unduplicated students/EL students who are performing below grade level will receive small group direct support in ELA, Math, and ELD. Those students who are new to the country will receive daily integrated and designated ELD support within the classroom and small pull out sessions.

*Strategy/Activity - Description*

In order to support small group explicit instruction for ELL students within the classroom, teachers will be supported by a four week ELD coaching cycle. Teachers will have access to OLA resource teachers on campus. Teachers will participate in dELD and iELD professional development. Teachers will integrate specific district supported lessons and resources daily for instruction within the class. Daily schedules will reflect ELD time and be monitored by administrative walkthroughs. An emphasis on ELL students will also be supported by grade level PLC work and goal setting with defined strategies to support ELL students.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
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<td>$4,648.00</td>
<td>$4,648.00</td>
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<td>LCFF Intervention Support</td>
<td>English Learners</td>
<td>N02175L</td>
<td>Funding for intervention supports for ELL students</td>
</tr>
<tr>
<td></td>
<td>PullOut/Push in Hrly</td>
<td></td>
<td></td>
<td></td>
<td>0217-09800-00-1159-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>English Learners, Foster Youth, Low-Income</td>
<td>N02175L</td>
<td>Funding for hourly support for student interventions.</td>
</tr>
</tbody>
</table>

ELPAC Testing Support

*Students to be served by this Strategy/Activity*

All students who are tested for ELPAC will benefit from this strategy.

*Strategy/Activity – Description*

ELPAC testing staff will administer Initial ELPAC in the fall and in the Summative ELPAC in the spring.

OLA ELD Coaching Cycle

*Students to be served by this Strategy/Activity*

All EL students

*Strategy/Activity - Description*

Teachers will be supported by a four week ELD coaching cycle and access to OLA resource teacher on campus. Teachers will participate in dELD and iELD professional development. Teachers will integrate specific district supported lessons and resources daily for instruction within the class. Daily schedules will be developed to reflect ELD time and be monitored by administrative walkthroughs. An emphasis on ELL students will also be supported by incorporating learning from the ELD coaching cycle to grade level PLC work and goal setting with defined strategies to support EL students.
Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Our goals for our Students with Disabilities for 2019-2020 were to increase their CAASPP Math and ELA performance and to track their DRA2 performance as well as their progress towards meeting their IEP goals. As we do not have CAASPP 2020 data available due to school closures, we are going to move these goals forward.

Strategies that we put in place last year to help us reach these goals were Professional Development for Ed Specialists (site funded). We were able to attend all staff professional development in the area of implementing IEP goals in online learning prior to the start of the 2020-2021 school year.

*Major Differences

In the 2019-2020 school year, students went to online learning in March. This did not allow us to provide adequate services per their IEPs.

*Changes

We are also modifying goals for this year to include a site-based measure in addition to the state tests so that we can better assess the progress of our students at the end of this school year.

*Goal 5- Students with Disabilities

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>increase student achievement on ELA CAASPP</td>
<td>36</td>
<td>39</td>
<td>Other (Describe in Objective)</td>
<td>CAASPP annually</td>
</tr>
</tbody>
</table>

SPSA Template Revised 12/1/2020
**Ericson Elementary** SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>June 2021</th>
<th>3-5</th>
<th>increase student achievement on Math CAASPP</th>
<th>68</th>
<th>70</th>
<th>Other (Describe in Objective)</th>
<th>CAASPP annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>increase DRA/ARI level</td>
<td>varies</td>
<td>100%</td>
<td>DRA 2</td>
<td>monthly</td>
</tr>
</tbody>
</table>

*Identified Need*

The last set of data we have available is from the June 2019 CAASPP assessment. For ELA, our Students with Disabilities student group was at 36% meeting or exceeding the standard. This was an increase of 2.7 percentage points. For Math, this same group was at 68% meeting or exceeding the standard. This was an increase of 34.7 percentage points. As we will not have June 2020 CAASPP data or ELPAC data, we are moving the goals we set in 2019 forward. We are also including site-based assessment goals. On the CA Dashboard for 2019 for the Academic Performance: ELA and Mathematics indicators, this student group was not large enough to have data.

Students with Disabilities can often not perform their best on standardized tests that is why we will also collect data monthly on DRA/ARI levels and growth. Additionally, we will monitor progress towards IEP goals.

*Online Learning Implications*

As we begin a new year with distance learning, we will maintain the same goals. All staff has attended online training to implement IEP services in an online setting. Educators will be receiving professional learning and support throughout the year. All staff will be working as a team to support students with disabilities. All Educational specialists will collaborate with grade-level general education teachers for ILT, grade level meetings, and PLCs.

*Annual Measurable Outcomes*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Subgroup</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>TK-5</td>
<td>Students with Disabilities</td>
<td>Increase % meeting goals</td>
<td>varies</td>
<td>100%</td>
<td>Progress Reports on IEP Goals</td>
<td>annually</td>
</tr>
</tbody>
</table>

Professional Development for Ed Specialists

*Students to be served by this Strategy/Activity*

Unduplicated students/All students served by Ed Specialists will be served by this strategy.

*Strategy/Activity - Description*

Students with Disabilities must be provided a rigorous environment that is individualized to allow all children to reach their academic potentials. All Ed Specialists will participate in a cluster-wide series of professional development opportunities aligned with the strategies of best practices and inclusion. These professional development opportunities will be planned by cluster administrators in symphony with Central Office Program Managers from the Special Education Department. Throughout these learning opportunities, the teachers will be able to collaborate, grow professionally, reflect and plan together. Teachers will identify specific areas of need and then develop instructional practices that meet the needs of the students. This will occur in PLC groups when teachers are connecting goals to specific instructional strategies.
**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0217AY</td>
<td>Supplies</td>
<td></td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>0217-09800-00-4301-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>English Learners, Foster Youth, Low-Income</td>
<td></td>
<td>intervention supports and resources for classroom support</td>
</tr>
</tbody>
</table>

**Additional Supports for this Strategy/Activity**

In order to support student learning within our Students with Disabilities, Ericson administration and the Ed Specialists will meet regularly with the PARA professional to align best practices, discuss individual student needs and identify strategies that will be used to support our students with disabilities.
Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>3-5</td>
<td>Black Youth</td>
<td>Increase the number of students in Seminar classes.</td>
<td>Baseline</td>
<td>+10%</td>
<td>Grades</td>
<td>Annually</td>
</tr>
<tr>
<td>June 2021</td>
<td>K-5</td>
<td>Black Youth</td>
<td>Improve academic success as measured by grades.</td>
<td>Baseline</td>
<td>+13%</td>
<td>Grades</td>
<td>Annually</td>
</tr>
</tbody>
</table>

*Goal 6 Supporting Black Youth - Additional Goals

✓ 1. Beginning in the Fall of 2020, Ericson Elementary ‘s selection/hiring panel will complete anti-bias training before conducting any interviews.
✓ 2. In 2020-21 school year, Ericson will develop and implement a site-specific system for tracking classroom referrals.
✓ 3. Ericson will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
✓ 4. Ericson will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
✓ 5. In the 2020-21 school year, Ericson will develop and implement a site-specific system for tracking school police detainments.
✓ 6. The staff diversity goal at Ericson is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

At Ericson Elementary we understand the need to support Black Youth. In looking at the data that has been collected previously, we are facing some challenges in determining how to best identify and track the educational supports and progress of this student group. We understand that some of these students might identify themselves as "Two Or More Races" or Black (not an option) instead of using the provided "African American" option. The African American population at Ericson is less than 10% of our student population so state-level data is not reported. We understand at our site that our
Black youth have additional needs that are not being met by the current systems in place and we are working moving forward to establish new systems to better support Black youth and all students of color at Ericson.

**Online Learning Implications**
We will work with the Youth Advocacy department to provide resources and online training for all site staff around Culturally Responsive and Sustaining Practices. Additionally, we will offer a parent workshop to provide student support in the areas of learning, building trusting relationships, identifying trauma, and ensuring all student's needs are met in the classroom. We will continue our work with our staff around Trauma-Informed Care and implications for instruction during online learning.

**Site Equity Team**

*Students to be served by this Strategy/Activity*
Unduplicated students/Black youth and students of color as well as other students at Ericson will benefit from these strategies.

*Strategy/Activity - Description*
The Equity Team at Ericson will work to establish a method of identifying Black Youth so we can better track their academic success, develop site resources, and a plan to support this student group. They will also determine ways to better involve parents in this work at Ericson. They will collaborate with parents as resources to determine what needs to be put in place to ensure these students are successful during online learning and provide additional supports as needed. The Equity Team will share their findings with the other site staff to develop a unified vision of supporting Black youth site-wide. The site might need to use Title I funding for these professional learning opportunities to pay for either visiting teachers or teacher workshop attendance as needed. Supplies needed for this committee could include but not be limited to staff development books and literature that creates a culturally inclusive environment for all students.

*Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N0217AW</td>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td>$2,000.00</td>
<td>$2,445.80</td>
<td></td>
<td>0217-30100-00-1192-1000-1110-01000-0000</td>
<td>Title I Basic Program</td>
<td>[no data]</td>
<td></td>
<td>Funding for visiting teachers or teacher workshop attendance as needed for Equity Team.</td>
</tr>
<tr>
<td>N0217AX</td>
<td>Supplies</td>
<td>$3,550.00</td>
<td>$3,550.00</td>
<td></td>
<td>0217-09800-00-4301-1000-1110-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>Foster Youth, Low-Income</td>
<td></td>
<td>Funding for interventions support and funding for classroom support</td>
</tr>
</tbody>
</table>
## Tier 2 Intervention Support

### *Students to be served by this Strategy/Activity*

Unduplicated students will be the primary focus of this activity including those who are also identified as Black youth and students of color will benefit from this strategy.

### *Strategy/Activity - Description*

Based on the work of the Equity Team, the Ericson staff will look to put in targeted support for Black youth and students of color at Ericson. This will include but is not limited to online classroom intervention support for these students for targeted Tier 2 explicit instruction in areas identified by classroom teacher assessments. Teachers will focus on strategies in their online instruction that have evidence-based support for improving the academic success of these specific student groups such as modeling, checking for understanding, and timely individual feedback. The professional learning the site is participating in based on Doug Fisher’s Distance Learning Playbook will also support this work. The training and professional learning are supported financially through the district. The site is going to use LCFF to fund hours for a retired classroom teacher to provide additional classroom intervention support to students who need targeted assistance. Classroom teachers will use quantitative data to identify students and their progress will be monitored through both the intervention support and classroom teacher.

### *Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N02172E</td>
<td>Retired NonClsrm Tchr Hrly</td>
<td>$17,738.00</td>
<td>$21,691.80</td>
<td>0217-09800-00-1986-3160-4760-01000-0000</td>
<td>LCFF Intervention Support</td>
<td>English Learners, Foster Youth, Low-Income</td>
<td>Funding for Retired Classroom Teacher to offer additional intervention support.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal 7 - Family Engagement

**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

**Analysis**

Last year we hoped to increase parental involvement through working with our PTA and Family Fridays. Working with our PTA we did not get the Konstella platform up and running as we had hoped.

Our goals for our Ericson families were to increase their feeling of involvement at the school and their feeling that the school will promote respect of all cultural beliefs and practices. Both of these goals were to be assessed based on the CAL-SHLS CSPS survey. As we do not have CAL-SHLS data available due to school closures, we are going to move these goals forward. We also set AMOs around increasing the percentage of parents involved in the ELAC and increase participation at the multicultural fair.

Strategies that we put in place last year to help us reach these goals were ongoing Family Engagement through the FOE and PTA and Family Fridays (supported by Title I funding). We were able to connect with parents and families through many onsite foundation and PTA events last year. As schools shut down, we connected with informal principal chats and daily read-aloud for the students by administration and teachers.

**Major Differences**

Despite our efforts, we have not yet had the level of parent involvement that we are hoping for. We have added the platform of Konstella to incorporate all parents through a more diverse communication platform. We are also seeking to strengthen our PTA that will facilitate Ericson offering more community activities and give parents a stronger voice on school-related issues.

**Changes**

This year our Vice Principal will work closely with our new PTA president to support online communication. We collaborate with our NJROTC to support our monthly spirit events where we encourage and support family participation. Our foundation will also be involved in our monthly spirit assemblies to provide coffee and donuts for parents. We will include childcare provided by our Three Treasures after school program for an increase in parent attendance at back to school events. The principal during online learning will facilitate meeting before the start of school with parents. Teachers
**Ericson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

will facilitate meeting with parents prior to the start of school, back to school night and office hours as needed. In the month of October Principal along with specific staff will host a series of parent workshops to build communication and support social emotional wellness and academic support for students/parents.

### *Goal 7- Family Engagement*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Participants</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>Other (Describe in Objective)</td>
<td>Increase parent involvement</td>
<td>82%</td>
<td>90%</td>
<td>CAL - SCHLS (CSPS)</td>
</tr>
<tr>
<td>June 2021</td>
<td>Other (Describe in Objective)</td>
<td>School will promote respect of all cultural beliefs and practices based on CSPS.</td>
<td>39% all</td>
<td>75% all</td>
<td>CAL - SCHLS (CSPS)</td>
</tr>
</tbody>
</table>

#### *Identified Need*

Despite our current efforts, Ericson has not yet been able to establish a large ELAC committee and or have a steady DELAC representative. We launched an ELAC committee last year and need to build upon our efforts for the duration of this school year with fidelity. An effort to include multiple languages in information sent home would continue. Together with the OLA office and administration, we will reach out to our ELL families to continue to improve these committees and build upon our ELAC group and DELAC representative. Our Vice Principal will reach out to the existing members of ELAC, and then build on growing our group early in the school year.

#### *Online Learning Implications*

As we begin the 2020-2021 school year online, we will host a virtual welcome back orientation prior to the start of school, a virtual back to school night, for educators students and families. District resources for staff, students and families with important online learning will be shared. All students will receive a district issued device to ensure access to curriculum. The Vice Principal will send home an email invitation no later than the end of September welcoming back the ELAC committee and hosting a meeting within the end weeks of September or first week of October. After the initial meeting, the Vice Principal will email out all other parents inviting them to become a part of ELAC.

#### *Annual Measurable Outcomes*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Participants</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>ELAC</td>
<td>Increase percentage of parents involved in ELAC</td>
<td>5%</td>
<td>10%</td>
<td>Meeting Attendance</td>
</tr>
<tr>
<td>June 2021</td>
<td>PTA</td>
<td>Increase participant at multicultural fair</td>
<td>varies</td>
<td>25%</td>
<td>Attendance</td>
</tr>
</tbody>
</table>

**Family Engagement**

*Families to be served by this Strategy/Activity*

All families at Ericson will be served by this activity.
Ericson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description
Ericson staff will reach out to include all parents in SSC, SGT, and ELAC committees. We will work to provide notifications and resources in multiple languages to better communicate with parents. We will also collaborate with the PTA to create a Multi-Cultural Fair and invite families to participate in the celebration of their cultural beliefs and practices. We will send out multiple communications soliciting parents and families to be involved by sharing their cultural beliefs. In addition, we will encourage the celebration of these practices to be highlighted at our talent show.

*Additional Supports for this Strategy/Activity
We will continue to work with our FOE and PTA to build meaningful relationships with parents. PTA will be launching the Konstella platform to support communication with families. Each classroom will have an identified room parent to support parental communication about classroom and school involvement opportunities.

Family Fridays

*Families to be served by this Strategy/Activity
All families will be encouraged to participate in a monthly meeting at the school site. An email and an all-call will go out to remind parents to attend.

*Strategy/Activity - Description
Through monthly Family Friday events, the PTA and FOE will meet with parents to support family engagement. Site principal will also make time to be present and meet with parents face to face to build open, honest and meaningful relationships with families. An agenda of current site events, needs and concerns will be reviewed and addressed. Each agenda will include time for parents to discuss their wants and needs. In-service supplies will be used for all family events to offer light refreshments for attendees.

*Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>ID</th>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Salary</th>
<th>Estimated Cost</th>
<th>Funding Source Budget Code</th>
<th>Funding Source</th>
<th>LCFF Student Group</th>
<th>Reference</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N021758</td>
<td>Inservice supplies</td>
<td></td>
<td>$1,782.00</td>
<td>$1,782.00</td>
<td>0217-30103-00-4304-2495-0000-01000-0000</td>
<td>Title I Parent Involvement</td>
<td>[no data]</td>
<td></td>
<td>Funds to support parent meetings.</td>
</tr>
</tbody>
</table>
### Goal 8 - Graduation/Promotion Rate

**Call to Action Belief Statement**

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

**Analysis**

Last year our focus for students at Ericson was to be challenged to increase their reading abilities, reading levels and comprehension within a text. Students are monitored monthly by DRA/ARI levels. This data is discussed by grade levels and at PLCs. Each grade level has access to a site-based Google Doc to use for data collection and goal setting. They also have access to archived data on their students to see learning patterns and needs.

Our goals for our Promotion for 2019-2020 was to increase CAASPP ELA performance for our 3-5th grade students. We also set AMOs for the English Learners and Students with Disabilities at each grade level. As we do not have CAASPP 2020 or ELPAC data available due to school closures, we are going to move these goals forward.

The strategy that we put in place last year to help us reach this goal was small group Instruction. Teachers through PLC identified specific instructional practices that support student achievement. Teachers used these practices to support closing the achievement gap. We were able to support students prior to March 13th in pulling out small group instructional groups. When schools closed the small group in primary grades stopped and the support in upper grades was inconsistent.

**Major Differences**

3rd-grade teachers at Ericson are stating that students are 89% proficient in their DRA levels. On the CAASP ELA data, only 77% of third-grade students met or exceeded grade-level standards.

**Changes**

The teachers will use common assessments to monitor their students' abilities in the area of reading that mirrors the CAASPP. Aligning a site-based assessment to be adequately informative should also align consistencies in students’ present levels. Guided reading will become a site-wide focus to
support all students in this area of RLA achievement. A focus to increase use of best practice to ensure closing the achievement gap for our students outside of the sphere of success. All schedules will show guided reading/small group instructions through the grade levels both online and in person learning.

During PLCs, teachers will use common assessments for data driven instruction to call out best practices.

### *Goal 8- Graduation/Promotion Rate*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>All 3rd Grade Students</td>
<td>Will meet or exceed grade level standards</td>
<td>77%</td>
<td>85%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td>June 2021</td>
<td>All 4th grade students</td>
<td>Will meet or exceed grade level standards</td>
<td>68%</td>
<td>75%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td>June 2021</td>
<td>All 5th grade Students</td>
<td>will meet or exceed grade level standards</td>
<td>81%</td>
<td>85%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
</tbody>
</table>

### *Identified Need*

In 2018-2019 77% of our 3rd grade, students met or exceeded grade-level standards as measured by the 2019 CAASPP ELA. If you look at our cohort students, they have dropped in 4th grade for the past three years. There is an identified need to maintain a focus of support in 4th grade students so that we build upon the abilities of all students. We will identify those students who are nearly meeting grade-level standards and provide to them additional support in areas of reading and math. As a site, we will continue to improve and focus on achievement for all students with a continued emphasis on ELL and Students with Disabilities.

### *Online Learning Implications*

We will remain with the same goals as we begin in 2020-2021 school year. Our guidance assistant and school counselor will provide weekly check-ins for students in the area of academic counseling.

### *Annual Measurable Outcomes (Closing the Equity Gap)*

<table>
<thead>
<tr>
<th>By Date</th>
<th>Grade</th>
<th>Student Group</th>
<th>Objective</th>
<th>Baseline Percentage</th>
<th>Target Percentage</th>
<th>Measure of Success</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2021</td>
<td>3rd</td>
<td>English Learner</td>
<td>Meet or Exceed</td>
<td>45%</td>
<td>65%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td>June 2021</td>
<td>3rd</td>
<td>Students with Disabilities</td>
<td>Meet or Exceed</td>
<td>50%</td>
<td>70%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td>June 2021</td>
<td>4th</td>
<td>English Learner</td>
<td>Meet or Exceed</td>
<td>29%</td>
<td>60%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td>June 2021</td>
<td>4th</td>
<td>Students with Disabilities</td>
<td>Meet or Exceed</td>
<td>0%</td>
<td>50%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td>June 2021</td>
<td>5th</td>
<td>English Learner</td>
<td>Meet or Exceed</td>
<td>57%</td>
<td>70%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td>June 2021</td>
<td>5th</td>
<td>Students with Disabilities</td>
<td>Meet or Exceed</td>
<td>57%</td>
<td>70%</td>
<td>CAASPP ELA</td>
<td>annual</td>
</tr>
<tr>
<td><strong>Small Group Instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students to be served by this Strategy/Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will identify all students within our ELL and Students with Disabilities groups in order to better work to meet their individual needs. We will be tracking growth and instructional strategies with site-created Google Docs. This online collaborative platform will connect classroom teachers, additional teacher support and educational specialists to help them focus on working together to meet the needs of all identified students. The goal will be to support lower-level learners in being more successful as measured by the CAASPP.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy/Activity - Description</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students identified as ELL and Students with Disabilities who perform below standard will receive small group explicit instruction within the classroom, with Ed Specialists and with the Reading Intervention Specialist. These supports will be using identified interventions, monitoring individual goals and aligning best practices for all of the target students. Classroom teachers and Ed Specialists will meet monthly to target strategic goals to support students by reviewing data and discussing student growth and needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to influence their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In order to develop a strong curriculum around STEAM standards at Ericson, we will participate in the district-wide STEAM Innovations Initiative Program and training for teachers. TK, K, 1st and 2nd-grade teachers will be able to participate in a series of professional development opportunities in the 2020-2021 school year. Teachers will receive in depth training on the STEAM instruction and STEAM materials. Teachers will have access to the STEAM curriculum online, teach a minimum of four hours a week, receive new resources/manipulatives, and all new classroom furniture that will create a collaborative learning environment. They will also collaborate with the site assigned resource teacher from Instructional Technology to embed purposeful technology into their lessons. We will create a makerspace in room 53 to allow for hands on interactive lessons that will increase student engagement. Our STEAM program at Ericson will integrate the vision of collaborative, interdisciplinary, and inquiry approaches to learning. As a site, we will prioritize classroom instruction that will enable students to have new opportunities for creative demonstration of their learning, build empathy, and create innovative thinkers.

At Ericson, we believe that students will thrive in a dynamic classroom that creates STEAM opportunities with an emphasis on inquiry-based learning. Teachers will use NGSS standards to create opportunities for real world problem solving, 21st century thinking and innovative lessons that allow children to be prepared for the careers of the future.
School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

With the current situation of starting the 2020-2021 school year online, we are tasked with an opportunity to redefine how to teach and focus on making schools better for our students. Technology has allowed us the opportunity on how to better connect with all students. Additionally, teachers are investing more time in building relationships with parents to collaborate in student learning. All staff went through a series of professional development the first weeks of school to support online teaching and learning, students with special needs, and to learn how to create inclusive classrooms that foster equity for all. As a site, we will create an equity committee that works to determine best practices within the classroom for equity, foster stronger relationships with parents, and dissolve systems that exist at our site that do not promote equity.

Teachers will continue to monitor student data and determine student's needs through PLCs, monitoring, and grade-level meetings. Teachers will know students by name and by need who are outside of the sphere of success. The administration will help teachers to narrow the instructional practice to directly align with the needs of these students. Through PLC work, teachers will set specific goals for students and create instructional strategies to reach those goals. Site administration will coach through these instructional practices, provide needed resources, and provide feedback from classroom walkthroughs. The principal and vice-principal will work alongside staff to ensure that teachers are focused on creating instructional practices that increase student achievement. Site administration will also closely monitor student data with a focus on the growth of the targeted students. The site administration will continue to focus on creating a collaborative risk-taking environment that encourages staff to take on leadership roles in their own learning. As we enter a year of online learning, we will use The Distance Learning Playbook to ensure that we are teaching for engagement and impact in any setting. Site administrators will conduct regular classroom observations to provide feedback, monitor implementation of curriculum, and lift up the specific instructional strategies that are identified to support those students outside of the sphere of success.
APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:
APPENDIX A

BUDGET SUMMARY
# Ericson Budget Summary

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$ 28,071.03</td>
</tr>
<tr>
<td>(30100, 30103)</td>
<td></td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI (31820)</td>
<td>$ 0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$ 133,566.12</td>
</tr>
<tr>
<td>(09800, 30100, 30103, 30106, 31820)</td>
<td></td>
</tr>
</tbody>
</table>

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Supplemental (30106)</td>
<td>$50,159.81</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school (30106): $50,159.81

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Intervention (09800)</td>
<td>$55,335.28</td>
</tr>
<tr>
<td>[List state or local program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List state or local program here]</td>
<td>$[Enter amount here]</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school (09800): $55,335.28

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $133,566.12
<table>
<thead>
<tr>
<th>School</th>
<th>Resource Description</th>
<th>Job Code Title</th>
<th>Account</th>
<th>Account Description</th>
<th>FTE</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ericson Elementary</td>
<td>09800 LCFF Intervention Support</td>
<td></td>
<td>1159</td>
<td>PullOut/Push in Hrly</td>
<td></td>
<td>$2,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1192</td>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td></td>
<td>$14,719.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1986</td>
<td>Retired NonClasm Tchr Hrly</td>
<td></td>
<td>$17,736.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2281</td>
<td>Other Support Prsnl PARAS Hrly</td>
<td></td>
<td>$1,508.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000</td>
<td></td>
<td></td>
<td>$8,174.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4301</td>
<td>Supplies</td>
<td></td>
<td>$11,198.00</td>
</tr>
<tr>
<td></td>
<td>09800 LCFF Intervention Support</td>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>$55,335.28</td>
</tr>
<tr>
<td>30100 Title I Basic Program</td>
<td>Guidance Asst</td>
<td>2404 Guidance/Attendance Asst</td>
<td>0.2190</td>
<td>$7,121.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000</td>
<td>Guidance Asst</td>
<td></td>
<td>$2,369.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1192</td>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td></td>
<td>$8,178.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000</td>
<td></td>
<td></td>
<td>$1,822.87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4100</td>
<td>Textbooks and Core Curr Mtls</td>
<td></td>
<td>$6,798.00</td>
</tr>
<tr>
<td></td>
<td>30100 Title I Basic Program</td>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>$26,289.03</td>
</tr>
<tr>
<td>30103 Title I Parent Involvement</td>
<td>Vice Principal</td>
<td>1309 Vice-Principal</td>
<td>0.1700</td>
<td>$19,319.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000</td>
<td></td>
<td></td>
<td>$7,657.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4100</td>
<td>Textbooks and Core Curr Mtls</td>
<td></td>
<td>$15,200.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4301</td>
<td>Supplies</td>
<td></td>
<td>$7,982.00</td>
</tr>
<tr>
<td></td>
<td>30103 Title I Parent Involvement</td>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>$50,159.81</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>0.3890</td>
<td>$133,566.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ERICSON ELEMENTARY

TITLE I PARENT INVOLVEMENT POLICY 2020-2021

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

- **ERICSON ELEMENTARY** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:
  - Improving communication between the school and home.
  - Discussing current student assessment data and student progress.
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school’s parent involvement policy to increase parent participation in Title I activities.
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
  - Advocating for teachers and parents.
  - Valuing cultural diversity.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- The school-wide parent emails and notices are sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The marquee and showcases are used to advertise parent meetings and training sessions offered at Ericson Elementary, at the District Advisory Council’s Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.

- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.
APPENDIX C

SCHOOL PARENT COMPACT
SCHOOL ADMINISTRATOR COMMITMENTS

Instructional Leadership:
1. I will work to ensure a positive learning climate at the school, and hold high expectations for student achievements.
2. I will provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
3. I will ensure access to a high quality curriculum that addresses student needs and enables students to meet or exceed standards.
4. I will effectively utilize site and community resources to improve student achievement.

School Environment:
5. I will foster a safe, positive and nurturing learning environment with a consistent application of the site discipline plan.
6. I will create a welcoming environment for students, families, and community members.

Communication:
7. I will provide regular and direct communication regarding school programs, events and learning issues to students, families, and the community.

TEACHER COMMITMENTS

Teaching and Learning:
1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide and enriching academic program based on standards.
3. I will give my students timely feedback on their work.
4. I will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
5. I will seek out additional resources, such as individual instruction, technology, peer coaching/tutoring, etc., to meet my students’ special academic needs.
6. I will advocate for my students’ non-academic needs.

School Environment:
7. I will help to create a welcoming environment for students, families and community members.
8. I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
9. I will actively participate in site decision making.
Home:
10. I will communicate with the parents of my students through frequent reports on their child’s progress, and will notify parents of any concerns or problems in a timely manner.
11. I will schedule parent/teacher conferences, return parent calls, and be reasonably available to parents.
12. I will suggest ways that parents can support their child’s learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS

School Support:
1. I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child’s progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by participating in advisory groups.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.

School Communication and Involvement:
7. I will contact teachers/counselors about concerns or problems in a timely manner.
8. I will attend a minimum of one parent/teacher conference a year and ask for progress reports as needed.
9. I will be available to teachers and will return teacher calls in a timely manner.
10. I will participate and/or volunteer in classroom/school activities and encourage my child to do the same.

Home Learning:
11. I will provide a regular time, place, and supervision for homework completion.
12. I will read to my child or ensure that my child reads daily just for pleasure.
13. I will limit my child’s television viewing and electronic entertainment time, and encourage positive uses of our home time.

ELEMENTARY STUDENT COMMITMENTS

Academic:
1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand what I am expected to learn, complete all assignments to the best of my ability and get help when I need it.

Citizenship:
3. I will follow school rules (including the site discipline code) and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements (put-downs).
7. I will respect the property of the school, the community, and others.

Home:
8. Every day, I will spend time reading, studying and completing homework.
9. I will give my family all notices received by me in school.
APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school
- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.
Ericson Elementary

Explore the performance of Ericson Elementary under California’s Accountability System.

Chronic Absenteeism: Orange
Suspension Rate: Green
English Learner Progress: No Performance Color
English Language Arts: Blue

Mathematics: Green

School Details

NAME
Ericson Elementary

ADDRESS
11174 Westonhill Drive
San Diego, CA 92126-1943

WEBSITE
http://new.sandi.net/sch...

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>669</td>
<td>40.7%</td>
<td>28.8%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

67.1 points above standard
Maintained 1.8 Points

LEARN MORE

Mathematics

Green

55.3 points above standard
Declined 3.8 Points ▼

LEARN MORE

English Learner Progress

72.2% making progress towards English language proficiency

Number of EL Students: 90

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

ERICSON ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Orange

9.7% chronically absent
Increased 3.7% ▲

EQUITY REPORT

Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

EQUITY REPORT

Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

**Suspension Rate**

- **Green**: 1% suspended at least once
- **Maintained 0%**

**EQUITY REPORT**

Number of Student Groups in Each Color

- **Red**: 0
- **Orange**: 2
- **Yellow**: 3
- **Green**: 0
- **Blue**: 3
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

- Red
  - No Students
- Orange
  - No Students
- Yellow
  - No Students
- Green
  - Hispanic
  - White

- Blue
  - Asian
  - English Learners
  - Filipino
  - Two or More Races
  - Socioeconomically Disadvantaged

- No Performance Color
  - African American
  - Homeless
  - Pacific Islander
  - Students with Disabilities
Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>62.8 points above standard</td>
<td>65.3 points above standard</td>
<td>67.1 points above standard</td>
</tr>
</tbody>
</table>
English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Distance from Standard</th>
<th>Change</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current English Learners</td>
<td>18.7 points below standard</td>
<td>Increased 32.1 Points</td>
<td>41</td>
</tr>
<tr>
<td>Reclassified English Learners</td>
<td>91.7 points above standard</td>
<td>Increased 10 Points</td>
<td>69</td>
</tr>
<tr>
<td>English Only</td>
<td>68.8 points above standard</td>
<td>Declined 3.4 Points</td>
<td>136</td>
</tr>
</tbody>
</table>

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

All Students

Green

55.3 points above standard

Declined 3.8 Points

Number of Students: 280

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

English Learners

Hispanic

Two or More Races

White

Blue

Asian

Filipino

Socioeconomically Disadvantaged

No Performance Color

African American

Homeless

Pacific Islander

Students with Disabilities
## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.
Mathematics Data Comparisons: English Learners
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>55.7 points above standard</td>
<td>59.1 points above standard</td>
<td>55.3 points above standard</td>
</tr>
</tbody>
</table>

**Current English Learners**
- 15.5 points below standard
- Increased 4 Points ▲
- Number of Students: 41

**Reclassified English Learners**
- 76.9 points above standard
- Increased 4.7 Points ▲
- Number of Students: 69

**English Only**
- 56.4 points above standard
- Declined 3.4 Points▼
- Number of Students: 136

English Learner Progress Indicator

**All English Learner Students**
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

**ELPAC Levels**
1 2 3 4

**ELPI Levels**
1 2L 2H 3L 3H 4

**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| ELs Who Decreased at Least One ELPI Level | 6.6% |
| ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H | 21.1% |
| ELs who Maintained ELPI Level 4 | 1.1% |
| ELs Who Progressed at Least One ELPI Level | 71.1% |
Academic Engagement
View data about academic participation.

Chronic Absenteeism

All Students
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students
Orange
9.7% chronically absent
Increased 3.7% ▲
Number of Students: 698

Student Group Details
All Student Groups by Performance Level

8 Total Student Groups

Red
Socioeconomically Disadvantaged

Orange
Asian
Students with Disabilities
English Learners
Filipino
Hispanic
Two or More Races
White

Yellow
No Students

Green
No Students

Blue
No Students

No Performance Color
American Indian
African American
Foster Youth
Homeless
Pacific Islander
Conditions and Climate
View data related to the attitudes, behaviors, and performance of students.

Suspension Rate
All Students
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Student Group Details
All Student Groups by Performance Level

- Red: No Students
- Orange: Hispanic, Two or More Races
- Yellow: Socioeconomically Disadvantaged, Students with Disabilities, White
- Green: No Students
- Blue: Asian, English Learners, Filipino
- No Performance Color: African American, American Indian, Homeless, Pacific Islander
### African American
- No Performance Color
- 0% suspended at least once
- Declined 4.2% ▼
- Number of Students: 23

### American Indian
- No Performance Color
- Less than 11 students - data not displayed for privacy
- Number of Students: 2

### Homeless
- No Performance Color
- 8.3% suspended at least once
- Increased 8.3%▲
- Number of Students: 12

### Pacific Islander
- No Performance Color
- Less than 11 students - data not displayed for privacy
- Number of Students: 6

### Hispanic
- Orange
- 2.2% suspended at least once
- Increased 0.7%▲
- Number of Students: 137

### Two or More Races
- Orange
- 3.5% suspended at least once
- Increased 1.2%▲
- Number of Students: 85

### Socioeconomically Disadvantaged
- Yellow
- 1% suspended at least once
- Increased 0.3%▲
- Number of Students: 288

### Students with Disabilities
- Yellow
- 2.2% suspended at least once
- Maintained -0.2%
- Number of Students: 89

### White
- Yellow
- 0.9% suspended at least once
- Increased 0.9%▲
- Number of Students: 110

### Asian
- Blue
- 0% suspended at least once
- Declined 0.4%▼
- Number of Students: 244

### English Learners
- Blue
- 0% suspended at least once
- Declined 1%▼
- Number of Students: 210

### Filipino
- Blue
- 0% suspended at least once
- Declined 1%▼
- Number of Students: 108
## 2015-2019 California Smarter Balanced Summative Test Results
### Percentage of Students Meeting or Exceeding Standard by Grade Level
#### Ericson
##### All Grades Combined

<table>
<thead>
<tr>
<th>Student Group</th>
<th>English Language Arts</th>
<th>Chg From</th>
<th>Mathematics</th>
<th>Chg From</th>
</tr>
</thead>
<tbody>
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<td>%</td>
<td>N</td>
<td>%</td>
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<tr>
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</tbody>
</table>

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## 2015-2019 California Smarter Balanced Summative Test Results

**Percentage of Students Meeting or Exceeding Standard by Grade Level**

**Ericson**  
**Grade 3**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>English Language Arts</th>
<th>Chg From</th>
<th>Mathematics</th>
<th>Chg From</th>
</tr>
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<td></td>
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<td>%</td>
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<td>Military</td>
<td>8</td>
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<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

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## 2015-2019 California Smarter Balanced Summative Test Results
### Percentage of Students Meeting or Exceeding Standard by Grade Level

**Ericson**

**Grade 4**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>English Language Arts</th>
<th>Chg From</th>
<th>Mathematics</th>
<th>Chg From</th>
</tr>
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</table>

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# 2015-2019 California Smarter Balanced Summative Test Results

**Percentage of Students Meeting or Exceeding Standard by Grade Level**

**Ericson**

**Grade 5**

<table>
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<th>Student Group</th>
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<tr>
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<td>103</td>
<td>91.3</td>
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<td>-</td>
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<td>60.0</td>
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<td><strong>Foster</strong></td>
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<td><strong>Military</strong></td>
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<td>-</td>
<td>7</td>
<td>70.0</td>
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</table>

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APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES
### Goal 1 - Safe, Collaborative and Inclusive Culture

**Guidance Assistant**

**Strategy/Activity - Description**
To support a safe, collaborative and inclusive environment, Erison teachers and staff will continue to reflect on practices and create opportunities for students to build relationships that are meaningful and support the desired environment. We believe that through supporting these relationships, we will see an increase in attendance, decreases in suspension rates and an increased feeling of safety while on site. Our focus on attendance will continue this year to ensure that all students are getting to school. Our attendance clerk and principal will set expected guidelines for parents, make personal phone calls home and send out school messengers to targeted students. The administrators will also work to support attendance with chronic absentee families with the targeted support of school counselors and guidance assistants. Students to be monitored will be selected through classroom teachers, the site counselor, their parent and/or administrative requests. As a tech-based site, the guidance assistant will create Google forms to collect data on students in need of targeted support that can be shared with staff to help monitor student progress. The guidance assistant will offer support in all classrooms.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
<th>Estimated Cost</th>
<th>Funding Source</th>
<th>Rationale</th>
<th>What is working (effective) &amp; why?</th>
<th>What is not working (ineffective) &amp; why?</th>
<th>Modification based on evaluation results</th>
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<td>30100-2404</td>
<td>Salary for guidance assistant</td>
<td>This position is working well as she is here daily to support children. She is working on push in whole class and small group. Currently focused on Restorative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis:**
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

**Description:**
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
<table>
<thead>
<tr>
<th>Practices.</th>
</tr>
</thead>
</table>

Note/Reminders (optional):
### Goal 2 - English Language Arts

<table>
<thead>
<tr>
<th>Instructional Coaching</th>
</tr>
</thead>
</table>

#### *Strategy/Activity - Description*

The Vice-principal will focus on strategies for improving RLA and Math for all students with a focus on students with disabilities and our English Language Learners as well.

Teachers will continue to learn PLC protocols with a focus on specific instructional practices that will meet the needs of the targeted students. Teachers will continue to align assessments to provide meaningful feedback on instruction and monitor student progress. Teachers are able to successfully identify target students, monitor learning and collect data. This year we will be focusing on identifying 5 key instructional strategies that will support the needs of the students within the area of reading. These strategies will support the work within PLCs as teachers identify the goals of individualized students.

#### *Proposed Expenditures for this Strategy/Activity*

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>FTE</th>
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<th>Funding Source</th>
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<th>What is not working (ineffective) &amp; why?</th>
<th>Modification based on evaluation results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Principal - NEW POSN, SBB2512836</td>
<td>0.17000</td>
<td>$29,271.33</td>
<td>30106-1309</td>
<td>Vice Principal</td>
<td>Overseeing multiple responsibilities while on and offsite. ELPAC testing, health office, PTA, Instructional Leadership, grade level support, special education, and community engagement to name a few.</td>
<td>Days she is not able to be present at Ericson are challenges. Support of student discipline and also parent/staff communication.</td>
<td>none</td>
</tr>
</tbody>
</table>

Note/Reminders (optional):

**Reading and Math Intervention**

#### *Strategy/Activity - Description*
With a 55.9% unduplicated pupil percentage, we understand that intervention supports help support over half of our students where they historically struggle the most - in core content area achievement. For the primary support of these unduplicated students, we have developed reading and math interventions that will be supported by retired and certificated teachers. The teacher will work with site data and classroom teachers to determine groups of students to support. Site CAASPP data will also determine students who nearly met both standards in order to be supported. We will learn students by needs and individualize small group explicit instruction to meet their needs.

*Proposed Expenditures for this Strategy/Activity*

**Analysis:**
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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</thead>
<tbody>
<tr>
<td>Retired Clsrm Teacher Hrly</td>
<td>$744.33</td>
<td>30100-1189</td>
<td>reading and math intervention</td>
<td>Teachers are laser focused on supporting learners where they are through small group explicit instruction. Support of our ELL students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retired Clsrm Teacher Hrly</td>
<td>$10,128.87</td>
<td>30106-1189</td>
<td>reading and math intervention</td>
<td>Teachers are laser focused on supporting learners where they are through small group explicit instruction. Support of our ELL students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note/Reminders (optional):
### Goal 3 - Mathematics

#### Instructional Coaching

The Vice Principal will work alongside the Principal to monitor student growth in all grade levels. Working together in the designing of strategically designed professional development opportunities for staff and support of the Instructional Leadership Team. Teachers will focus on key instructional practices based on the needs of our targeted students. Teachers will continue to learn PLC protocols with a focus on specific instructional practices that will meet the needs of the targeted students. Teachers will continue to align assessments to provide meaningful feedback on instruction and monitor student progress.

#### Proposed Expenditures for this Strategy/Activity

<table>
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<tr>
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<th>Modification based on evaluation results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof&amp;Curriculum Dev Visit Tchr</td>
<td>--</td>
<td>$12,202.00</td>
<td>30100-1192</td>
<td>subs for PLC and PD</td>
<td>Teachers are looking at specific data, targeted students and designing instruction to support learning. Focus Clarity of Purpose, Student engagement, and checking for understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice Principal - NEW POSN, SBB2512836</td>
<td>--</td>
<td>--</td>
<td>30106-1309</td>
<td>Vice Principal</td>
<td>Instructional focus, classroom walk through, PD and support of teacher lead learning. PLC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Note/Reminders (optional):**

**NY Engage Math Curriculum**

**Strategy/Activity - Description**

Grades TK-5 will all have access to the NY Engage curriculum. This includes teacher's editions and all student and classroom materials for the curriculum. Professional development time will be allocated to supporting teachers with using this curriculum. Teachers will collaborate within grade levels and with Sandburg Elementary to strengthen their practice. Teachers will build on the knowledge of curriculum throughout the year through collaborating, PD, grade level meetings and PLC time.

In PLC work, teachers will identify specific goals after collecting data and identifying the needs of targeted students. Teachers will identify specific instructional practices that they will implement in order to reach these goals. These instructional practices will be monitored through growth data of students.

**Proposed Expenditures for this Strategy/Activity**

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<tbody>
<tr>
<td>Textbooks and Core Curr Mtls</td>
<td></td>
<td>$10,000.00</td>
<td>30100-4100</td>
<td>NY Engage</td>
<td>Student engagement in increasing. Emphasis on 5th grade exit levels rising 4% across the grade level to increase preparedness for students entering middle school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note/Reminders (optional):**
**Goal 4- English Learners**

<table>
<thead>
<tr>
<th>Instructional Leadership</th>
</tr>
</thead>
</table>

**Strategy/Activity - Description**

Ericson's Vice Principal will work on developing ELA and Math for all students with a focus on Students with Disabilities and our English Language Learners. The Vice Principal will work alongside the Principal to monitor student growth in all grade levels. Working together in the designing of strategically designed professional development opportunities for staff and support of the Instructional Leadership Team. Teachers will be implementing dELD and iELD daily. Teachers will be setting specific goals for student learning and implementing instructional practices aligned with the needs of our ELL students. Teachers through ELA and Math will be identifying key instructional practices they will be using to support growth in our ELL students. Teachers will be supported with online curriculum through our OLA office and participate in staff wide professional development.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Vice Principal - NEW POSN, SBB2512836</td>
<td>--</td>
<td>--</td>
<td>30106-1309</td>
<td>instructional support</td>
<td>Instructional focus, classroom walk through, PD and support of teacher lead learning. PLC support with grade levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof&amp;Curriclm Dev Vist Tchr</td>
<td>--</td>
<td>--</td>
<td>30100-1192</td>
<td>Subs for PLCs</td>
<td>Teachers are looking at specific data, targeted students and designing instruction to support learning. Focus Clarity of Purpose, Student</td>
<td></td>
<td></td>
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</table>
### Note/Reminders (optional):

- engagement, and checking for understanding.
## Goal 6 - Family Engagement

### Strategy/Activity - Description

Through monthly Family Friday events, the PTA and FOE will meet with parents to support family engagement. Site principal will also make time to be present and meet with parents face to face to build open, honest and meaningful relationships with families. An agenda of current site events, needs and concerns will be reviewed and addressed. Each agenda will include time for parents to discuss their wants and needs. Inservice supplies will be used for all family events to offer light refreshments for attendees.

### Proposed Expenditures for this Strategy/Activity

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<tbody>
<tr>
<td>Inservice supplies</td>
<td></td>
<td>$1,821.00</td>
<td>30103-4304</td>
<td>family meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Note/Reminders (optional):

What are my leadership strategies in service of the goals?
## Goal 2 - English Language Arts

### Instructional Coaching

The Vice-principal will focus on strategies for improving RLA and Math for all students with a focus on students with disabilities and our English Language Learners as well. Teachers will continue to learn PLC protocols with a focus on specific instructional practices that will meet the needs of the targeted students. Teachers will continue to align assessments to provide meaningful feedback on instruction and monitor student progress. Teachers are able to successfully identify target students, monitor learning and collect data. This year we will be focusing on identifying 5 key instructional strategies that will support the needs of the students within the area of reading. These strategies will support the work within PLCs as teachers identify the goals of individualized students.

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<tr>
<td>Prof &amp; Curric Dev Vst Tchr</td>
<td>---</td>
<td>---</td>
<td>09800-1192</td>
<td>subs for PLCs</td>
<td>Teachers are able to support students outside of the sphere of success.</td>
<td>Need to begin them sooner in the year. Need admin present at all and also need to include our resource teachers to be present to discuss next best steps in supporting students.</td>
<td>Earlier schedule next year</td>
</tr>
</tbody>
</table>

**Analysis:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

**Description:**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
**Ericson Elementary SPSA Evaluation of LCFF Funded Actions/Activities**

**Note/Reminders (optional):**

**Reading and Math Intervention**

**Strategy/Activity - Description**

With a 55.9% unduplicated pupil percentage, we understand that intervention supports help support over half of our students where they historically struggle the most - in core content area achievement. For the primary support of these unduplicated students, we have developed reading and math interventions that will be supported by retired and certificated teachers. The teacher will work with site data and classroom teachers to determine groups of students to support. Site CAASPP data will also determine students who nearly met both standards in order to be supported. We will learn students by needs and individualize small group explicit instruction to meet their needs.

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<th>Modification based on evaluation results</th>
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</thead>
<tbody>
<tr>
<td>PullOut/Push in Hrly</td>
<td></td>
<td>$17,082.80</td>
<td>09800-1159</td>
<td>reading and math intervention</td>
<td>Teachers are able to do small group explicit instruction with student in need. Focus on RLA. Effective growth data for students. Teachers are able to provide additional levels of interventions in the area of RLA.</td>
<td>Feedback to teachers in upper grades same as lower.</td>
<td>Consistent program</td>
</tr>
</tbody>
</table>

**Analysis:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

**Description:**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Goal 4- English Learners

*Strategy/Activity - Description

Small Group Instruction

In order to support small group explicit instruction for ELL student within the classroom, teachers will be supported by a four week ELD coaching cycle. Teachers will have access to OLA resource teacher on campus. Teachers will participate in dELD and iELD professional development. Teachers will integrate specific district supported lessons and resources daily for instruction within the class. Daily schedules will reflect ELD time and be monitored by administrative walk throughs. An emphasis on ELL students will also be supported by grade level PLC work and goal setting with defined strategies to support ELL students.

*Proposed Expenditures for this Strategy/Activity

Analysis:
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Description:
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</thead>
<tbody>
<tr>
<td>Retired NonClsm Tchr Hrly</td>
<td></td>
<td>$3,660.60</td>
<td>09800-1986</td>
<td>reading intervention</td>
<td>Support students outside of the sphere of success. Able to support most struggling students. Data based. Shows clear indications of growth for students and provides insight into those who are brought to SST.</td>
<td>Need a consistent phonics program</td>
<td>none</td>
</tr>
</tbody>
</table>

Note/Reminders (optional):

*Strategy/Activity - Description

ELPAC Testing Support

ELPAC testing staff will administer Initial ELPAC in the fall and in the Summative ELPAC in the spring.
**Ericson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES**

by incorporating learning from the ELD coaching cycle to grade level PLC work and goal setting with defined strategies to support ELL students.

*Proposed Expenditures for this Strategy/Activity*

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<tbody>
<tr>
<td>Prof &amp; Curric Dev Vist Tchr</td>
<td>--</td>
<td>--</td>
<td>09800-1192</td>
<td>subs for coaching cycle</td>
<td>Support teachers in PLC and PD to engage in data driven PLCs, align goals and create common assessments for all students. Focus on Clear purpose, checking for understanding and student engagement.</td>
<td>None</td>
<td>none</td>
</tr>
</tbody>
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**Analysis:**

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**Note/Reminders (optional):**

What are my leadership strategies in service of the goals?