

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **ERICSON ELEMENTARY SCHOOL**

**2018-19**

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:** 858-271-0505

**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
- Title I Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**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.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: *Ericson Elementary*

SITE CONTACT PERSON: *Darius Ashton*

PHONE: *858 271 0505*

FAX: *858 566-6614*

E-MAIL ADDRESS: *d Ashton @ sandi.net*

DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

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:**

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                                  | Date of presentation: _____          |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC)          | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <i>7/24/18</i> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                                      | Date of presentation: <i>4/24/18</i> |
| <input checked="" type="checkbox"/> Other (list): <i>ILT</i>  | Date of presentation: <i>7/10/18</i> |

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: *4/27/18*

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

*D. Ashton*  
Signature of School Principal

*5/2/18*  
Date

*Candice Newton*  
Type/Print Name of SSC Chairperson

*Candice Newton*  
Signature of SSC Chairperson

*5/2/18*  
Date

*Lamont Jackson*  
Type/Print Name of Area Superintendent

*[Signature]*  
Signature of Area Superintendent

*5/9/18*  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Data Reports
  - B. Title I Parent Involvement Policy
  - C. Home/School Compact
  - D. Title I/MPP Budget Allocations Summary Grid
  - E. 2018-19 SPSA Assessment and Evaluation

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

**INTRODUCTION**

The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS.

The contents of Ericson's SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the spring of 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

**Ideal state for Ericson's academic press:** Ericson's ideal state includes having a reputation for sustained academic excellence—a school where parents are proud to enroll their children, staff members embrace new learning and collaboration, students are intellectually engaged in challenging authentic tasks with their peers. As a result of Ericson's inclusive culture, every child (seminar to special education) has their unique learning needs addressed through purposely planned differentiated instruction.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

|             |         |
|-------------|---------|
| Grades K-3: | 1:24    |
| Grade 4-5:  | 1:32.13 |

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

|             |   |                 |
|-------------|---|-----------------|
| 1-592       | = | 1 day per week  |
| 593-1,185   | = | 2 days per week |
| 1,186-1,774 | = | 3 days per week |

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

|            |      |                         |
|------------|------|-------------------------|
| Enrollment | Days | Position Equivalent FTE |
|------------|------|-------------------------|

|             |     |    |
|-------------|-----|----|
| 1-493       | 1   | .2 |
| 494-726     | 1.5 | .3 |
| 727-960     | 2.0 | .4 |
| 961-1,195   | 2.5 | .5 |
| 1,196-1,429 | 3.0 | .6 |

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

| Enrollment | Days Per Week |
|------------|---------------|
| 1-374      | 1             |
| 375-1511   | 2             |
| 1512-2267  | 3             |

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and

professional development, extended and intensive learning opportunities, etc. as they are described in the “Budget: Resources Aligned to Area Goals” section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet grade level common core state standards. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting their growth targets.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

In order to develop Ericson's 2018-2019 Single Plan for Student Achievement, input was gathered from various stakeholders. Site administration met with our English Learner Advisory Committee (ELAC), School Site Council (SSC), parents and staff members to brainstorm and generate lists of priorities for programs, funding, and resources necessary for improving student performance. Last year's Single Plan for Student Achievement and student data were analyzed to support this process.



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 85% (approx. 90 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85% (approx. 75 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 10 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 80% (approx. 15 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

End-of-Unit Assessments, Writing Samples

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement monthly. Analysis will inform subsequent instruction.



**Area 2: Mathematics****Mathematics SMART Goal:**

By June 2019, 87% (approx. 78 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 80% (approx. 83 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: Hispanic/Latino students

By June 2019, 80% (approx. 12 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 80% (approx. 15 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course

Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit

Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

End-of-Unit Assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments. Analysis will inform subsequent instruction.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. CELDT and ELPAC testing will provide us meaningful data and assessment to inform and guide instruction.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 87% (approx. 78 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 80% (approx. 83 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teacher will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI monthly. Staff PD will focus on looking at Data for our PLCs. We will use google docs to keep an annual running record of where our students' present levels are per grading period. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 704 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 100% (approx. 704 families) will attend at least 1 parent event including but not limited to parent conferences, family science night, a family Friday (PTA/ Foundation event, etc.) to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

School-wide K-5 while placing significant emphasis on English Language Learners and targeted students' parents.

**What data did you use to form these goals?**

School attendance records and event sign in sheets

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:****Universal Access to Strong Core Instructional Program (Tier 1)**

- All teachers will use the units of study in English Language Arts, ELA Framework and California Common Core grade level standards in designing and differentiating instruction.
- English Learners will receive 30 minutes of designated ELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment with an emphasis on common assessments (i.e., End of Unit assessments, Interims/Benchmarks, Exit slips, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use online resources such as Google Docs to support and advance student learning and understanding.
- All English learners will be assessed using ELPAC.
- Counselor, nurse and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden and enrich experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interims/benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy and math instruction.

**Strategic Support (Tier 2)**

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student/s. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a double dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

## Ericson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Incorporate the support of inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

### Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Sp Ed staff to address literacy needs of students who are two or more years below proficiency.
- Intervention staff will provide supplemental support to English learners with learning needs.
- Psychologist, OT, and SLP will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### 1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

- All teachers will use the units of study in English Language Arts, ELA Framework and California Common Core grade level standards in designing and differentiating instruction.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Interims/Benchmarks, Exit slips, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

| Proposed Expenditures | FTE | Salary     | Estimated Cost | Funding Source Budget Code              | Funding Source        | Area Goal(s)   | Rationale                            |
|-----------------------|-----|------------|----------------|---|-----------------------|----------------|--------------------------------------|
| Supplies              |     | \$3,446.00 | \$3,446.00     | 0217-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | classroom interventions for supplies |
|                       |     |            |                |   |                       |                |                                      |

### How will you monitor these strategies/activities?

- classroom observation
- analysis of informal and formal data

### 2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by intervention teacher. Teachers or support staff will provide a double dose of daily guided reading for targeted students.

| Proposed Expenditures      | FTE | Salary     | Estimated Cost | Funding Source Budget Code              | Funding Source        | Area Goal(s)   | Rationale                                 |
|----------------------------|-----|------------|----------------|---|-----------------------|----------------|---|
| Retired Clsrn Teacher Hrly |     | \$6,000.00 | \$7,223.40     | 0217-30100-00-1189-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | Pull out support for struggling students. |
|                            |     |            |                |   |                       |                |   |

### How will you monitor these strategies/activities?

- Review of Intervention teacher and classroom teacher schedules
- Analysis of data
- Student progress monitoring

## Ericson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

### 3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Teachers will engage in monthly on-site professional development. Release time is provided for PLC meetings with grade level colleagues, cross-classroom observations, lesson design, and off-site trainings. The professional development experiences will deepen content knowledge, strengthen instructional practice and result in growth in student performance.

| Proposed Expenditures          | FTE | Salary      | Estimated Cost | Funding Source Budget Code                  | Funding Source           | Area Goal(s)   | Rationale  |
|--------------------------------|-----|-------------|----------------|---|--------------------------|----------------|--|
| Prof&Curriclm Dev Vist<br>Tchr |     | \$10,000.00 | \$12,039.00    | 0217-30100-00-1192-1000-1110-<br>01000-0000 | Title I Basic<br>Program | 01, 02, 03, 04 | On site PLC and offsite PLC time for<br>teachers |

#### How will you monitor these strategies/activities?

- classroom observations
- attendance at PLCs & trainings
- Analysis of student data

### 4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Interims/Benchmarks, Exit slips, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Counselor, nurse and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------|-----|--------|----------------|----------------------------|----------------|--------------|-----------|
|                       |     |        |                |                            |                |              |           |

#### How will you monitor these strategies/activities?

- classroom observations
- attendance at PLCs & trainings
- Analysis of student data

### 5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

- Communication with parents and community will be sent through emails and hard copies
- Parents are encouraged to attend a variety of on-site experiences: parent workshops, conferences, SSC meetings, student performances, recognition assemblies, spirit assemblies, PTA & Foundation events, open houses, etc.
- Snacks and childcare (as appropriate) are provided

## Ericson Elementary

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

| Proposed Expenditures | FTE | Salary     | Estimated Cost | Funding Source Budget Code              | Funding Source             | Area Goal(s) | Rationale  |
|-----------------------|-----|------------|----------------|---|----------------------------|--------------|--|
| Inservice supplies    |     | \$1,640.00 | \$1,640.00     | 0217-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | 05           | Light refreshments and materials for parent meetings |
|                       |     |            |                |   |                            |              |  |

**How will you monitor these strategies/activities?**

- Event sign-in sheets



| <b>Local Control Funding Formula Goals and Budget</b>   |
|---|
| <p><b>Goal 1: Intervention Supports</b><br/>Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>  |
| <p><b>Intervention Support Goal::</b><br/>Push-in/Pull-out small group instruction, along with After School tutoring will be funded for students who are not meeting grade level CCSS. The library will be open so that students have weekly access to quality reading materials of their choice. All students TK-5 will have access to online supplemental programs that are both engaging and challenging. Teachers will have all the necessary supplies and resources to provide students with high quality instruction. Our ELL students will have ELPAC testing, ELD and all compliance demands funded.</p> <p><b>Identified Need::</b><br/>Our site data indicates that we have large percentages of students who are meeting grade level standards in core curricular areas and English language development. However, achievement gaps exist between our general population and the following subgroups: English Language Learners, Special Education, Hispanic, and Socio-economically disadvantaged students.</p> <p><b>Target Group::</b><br/>All students functioning below grade level--especially our subgroups where there are achievement gaps: Hispanic and Latino, English Learners, African American, Socio-economically Disadvantaged, and Students with Special needs.</p> <p><b>Monitoring::</b><br/>Student progress will be monitored using both informal and formal assessments:<br/>DRA, Interims, Writing samples, End-of-Unit/Concept Assessments, Teacher created assessments and exit slips, SBAC, Benchmark exams, CELDT, etc.</p> <p><b>Personnel Responsible::</b><br/>Classroom teachers, support providers, office staff, hourly certificated staff will be responsible for monitoring the quality and effectiveness of interventions.</p> |
| <p><b>Goal 2: Classroom Supports</b><br/>A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>  |
| <p><b>Classroom Support Goal::</b><br/>Push-in/Pull-out small group instruction, along with After School tutoring will be funded for students who are not meeting grade level CCSS. The library will be open so that students have weekly access to quality reading materials of their choice. Teachers will have all the necessary supplies and resources to provide students with high quality instruction. Our ELL students will have ELPAC testing, ELD and all compliance demands funded.</p> <p><b>Identified Need::</b><br/>All students functioning below grade level--especially our subgroups where there are achievement gaps: Hispanic and Latino, English Learners, African American, Socio-economically Disadvantaged, and Students with Special needs.</p> <p><b>Target Group::</b></p>  |

All students functioning below grade level--especially our subgroups where there are achievement gaps: Hispanic and Latino, English Learners, African American, Socio-economically Disadvantaged, and Students with Special needs.

**Monitoring::**

Student progress will be monitored using both informal and formal assessments:

DRA, Interims, Writing samples, End-of-Unit/Concept Assessments, Teacher created assessments and exit slips, SBAC, Benchmark exams, ELPAC, etc.

**Personnel Responsible::**

Classroom teachers, support providers, office staff, hourly certificated staff will be responsible for monitoring the quality and effectiveness of interventions.

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

Teachers will engage in monthly on-site professional development. Release time is provided for PLC meetings with grade level colleagues, cross-classroom observations, lesson design, and off-site trainings. The professional development experiences will deepen content knowledge, strengthen instructional practice and result in growth in student performance.

**Identified Need::**

All students functioning below grade level--especially our subgroups where there are achievement gaps: Hispanic and Latino, English Learners, African American, Socio-economically Disadvantaged, and Students with Special needs.

**Target Group::**

All students functioning below grade level--especially our subgroups where there are achievement gaps: Hispanic and Latino, English Learners, African American, Socio-economically Disadvantaged, and Students with Special needs.

**Monitoring::**

Student progress will be monitored using both informal and formal assessments:

DRA, Interims, Writing samples, End-of-Unit/Concept Assessments, Teacher created assessments and exit slips, SBAC, Benchmark exams, ELPAC, etc.

The health tech and attendance clerk support students with high absenteeism rates and health issues that interfere with learning.

**Personnel Responsible::**

Classroom teachers, support providers, office staff, health tech, hourly certificated staff will be responsible for monitoring the quality and effectiveness of interventions.

| <b>LCFF Intervention Supports</b> |            |               |                       |   |                           |  |  |
|-----------------------------------|------------|---------------|-----------------------|---|---------------------------|--|--|
| <b>Proposed Expenditures</b>      | <b>FTE</b> | <b>Salary</b> | <b>Estimated Cost</b> | <b>Funding Source Budget Code</b>       | <b>Funding Source</b>     | <b>Area Goal(s)</b>                    | <b>Rationale</b>   |
| Health Technician                 | 0.2002     | \$6,830.42    | \$13,477.06           | 0217-09800-00-2236-3140-0000-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2, LCFF 3                 | provides student support in the health office for emotional and physical wellbeing to maximize learning potential. |
| Health Technician                 | 0.0001     | \$3.41        | \$4.39                | 0217-09800-00-2236-3140-0000-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2, LCFF 3                 | provides student support in the health office for emotional and physical wellbeing to maximize learning potential. |
| Retired NonClstrm Tchr Hrly       |            | \$10,000.00   | \$12,039.00           | 0217-09800-00-1986-3160-4760-01000-0000 | LCFF Intervention Support | 01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3 | pull out for struggling students   |
| Software License                  |            | \$9,390.00    | \$9,390.00            | 0217-09800-00-5841-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2, LCFF 3                 | supplemental software support for support of instructional programs  |
| PullOut/Push in Hrly              |            | \$14,000.00   | \$16,854.60           | 0217-09800-00-1159-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3 | Pull out hourly for struggling students  |
|                                   |            |               |                       |   |                           |  |  |

## **APPENDICES**

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ericson**  
**All Grades Combined**

| Student Group           | English Language Arts |      |      |      |      |      | Chg From |       | Mathematics |      |      |      |      |      | Chg From |      |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|------|
|                         | 2015                  |      | 2016 |      | 2017 |      | 2015     | 2016  | 2015        |      | 2016 |      | 2017 |      | 2015     | 2016 |
|                         | N                     | %    | N    | %    | N    | %    | %        | %     | N           | %    | N    | %    | N    | %    | %        | %    |
| Total                   | 351                   | 74.4 | 319  | 80.9 | 296  | 77.7 | 3.3      | -3.2  | 352         | 61.1 | 317  | 69.1 | 296  | 80.1 | 19.0     | 11.0 |
| Female                  | 167                   | 76.0 | 150  | 82.7 | 142  | 84.5 | 8.5      | 1.8   | 167         | 58.7 | 149  | 65.1 | 142  | 81.7 | 23.0     | 16.6 |
| Male                    | 184                   | 72.8 | 169  | 79.3 | 154  | 71.4 | -1.4     | -7.9  | 185         | 63.2 | 168  | 72.6 | 154  | 78.6 | 15.4     | 6.0  |
| African American        | 15                    | 60.0 | 20   | 65.0 | 21   | 76.2 | 16.2     | 11.2  | 15          | 53.3 | 19   | 52.6 | 21   | 71.4 | 18.1     | 18.8 |
| Asian                   | 44                    | 88.6 | 42   | 88.1 | 32   | 87.5 | -1.1     | -0.6  | 45          | 82.2 | 42   | 85.7 | 32   | 93.8 | 11.6     | 8.1  |
| Filipino                | 63                    | 82.5 | 50   | 82.0 | 44   | 81.8 | -0.7     | -0.2  | 63          | 55.6 | 50   | 60.0 | 44   | 79.5 | 23.9     | 19.5 |
| Hispanic                | 63                    | 57.1 | 49   | 77.6 | 51   | 74.5 | 17.4     | -3.1  | 63          | 34.9 | 49   | 67.3 | 51   | 76.5 | 41.6     | 9.2  |
| Indochinese             | 38                    | 76.3 | 35   | 80.0 | 35   | 74.3 | -2.0     | -5.7  | 38          | 73.7 | 35   | 71.4 | 35   | 82.9 | 9.2      | 11.5 |
| Native American         | 1                     | -    | 1    | -    | 0    | -    | -        | -     | 1           | -    | 1    | -    | 0    | -    | -        | -    |
| Pacific Islander        | 4                     | -    | 2    | -    | 1    | -    | -        | -     | 4           | -    | 2    | -    | 1    | -    | -        | -    |
| White                   | 61                    | 80.3 | 51   | 80.4 | 50   | 82.0 | 1.7      | 1.6   | 61          | 67.2 | 50   | 68.0 | 51   | 82.4 | 15.2     | 14.4 |
| Multiracial             | 62                    | 69.4 | 69   | 84.1 | 62   | 72.6 | 3.2      | -11.5 | 62          | 66.1 | 69   | 71.0 | 61   | 75.4 | 9.3      | 4.4  |
| English Learner         | 44                    | 29.5 | 36   | 36.1 | 32   | 28.1 | -1.4     | -8.0  | 44          | 27.3 | 37   | 37.8 | 32   | 46.9 | 19.6     | 9.1  |
| English-Speaking        | 307                   | 80.8 | 283  | 86.6 | 264  | 83.7 | 2.9      | -2.9  | 308         | 65.9 | 280  | 73.2 | 264  | 84.1 | 18.2     | 10.9 |
| Reclassified†           | 97                    | 89.7 | 78   | 91.0 | 77   | 90.9 | 1.2      | -0.1  | 97          | 71.1 | 78   | 76.9 | 77   | 89.6 | 18.5     | 12.7 |
| Initially Eng. Speaking | 210                   | 76.7 | 205  | 84.9 | 187  | 80.7 | 4.0      | -4.2  | 211         | 63.5 | 202  | 71.8 | 187  | 81.8 | 18.3     | 10.0 |
| Econ. Disadv.*          | 169                   | 67.5 | 141  | 68.8 | 132  | 65.9 | -1.6     | -2.9  | 169         | 49.1 | 141  | 58.2 | 133  | 70.7 | 21.6     | 12.5 |
| Non-Econ. Disadv.       | 182                   | 80.8 | 178  | 90.4 | 164  | 87.2 | 6.4      | -3.2  | 183         | 72.1 | 176  | 77.8 | 163  | 87.7 | 15.6     | 9.9  |
| Gifted                  | 160                   | 85.6 | 155  | 93.5 | 123  | 92.7 | 7.1      | -0.8  | 160         | 77.5 | 156  | 87.8 | 122  | 95.1 | 17.6     | 7.3  |
| Not Gifted              | 191                   | 64.9 | 164  | 68.9 | 173  | 67.1 | 2.2      | -1.8  | 192         | 47.4 | 161  | 50.9 | 174  | 69.5 | 22.1     | 18.6 |
| With Disabilities       | 27                    | 29.6 | 20   | 30.0 | 22   | 59.1 | 29.5     | 29.1  | 27          | 22.2 | 19   | 26.3 | 22   | 50.0 | 27.8     | 23.7 |
| WO Disabilities         | 324                   | 78.1 | 299  | 84.3 | 274  | 79.2 | 1.1      | -5.1  | 325         | 64.3 | 298  | 71.8 | 274  | 82.5 | 18.2     | 10.7 |
| Homeless                | 12                    | 58.3 | 10   | 60.0 | 8    | -    | -        | -     | 12          | 41.7 | 10   | 50.0 | 9    | -    | -        | -    |
| Foster                  | 2                     | -    | 1    | -    | 2    | -    | -        | -     | 2           | -    | 0    | -    | 0    | -    | -        | -    |
| Military                | 23                    | 82.6 | 21   | 66.7 | 14   | 78.6 | -4.0     | 11.9  | 23          | 65.2 | 20   | 50.0 | 14   | 85.7 | 20.5     | 35.7 |

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ericson**  
**Grade 3**

| Student Group           | English Language Arts |      |      |      |      |       | Chg From |       | Mathematics |      |      |      |      |       | Chg From |      |
|-------------------------|-----------------------|------|------|------|------|-------|----------|-------|-------------|------|------|------|------|-------|----------|------|
|                         | 2015                  |      | 2016 |      | 2017 |       | 2015     | 2016  | 2015        |      | 2016 |      | 2017 |       | 2015     | 2016 |
|                         | N                     | %    | N    | %    | N    | %     | %        | %     | N           | %    | N    | %    | N    | %     | %        | %    |
| Total                   | 112                   | 67.9 | 101  | 82.2 | 89   | 80.9  | 13.0     | -1.3  | 113         | 64.6 | 101  | 79.2 | 89   | 86.5  | 21.9     | 7.3  |
| Female                  | 62                    | 69.4 | 48   | 91.7 | 42   | 88.1  | 18.7     | -3.6  | 62          | 69.4 | 47   | 80.9 | 42   | 88.1  | 18.7     | 7.2  |
| Male                    | 50                    | 66.0 | 53   | 73.6 | 47   | 74.5  | 8.5      | 0.9   | 51          | 58.8 | 54   | 77.8 | 47   | 85.1  | 26.3     | 7.3  |
| African American        | 6                     | -    | 8    | -    | 6    | -     | -        | -     | 6           | -    | 7    | -    | 6    | -     | -        | -    |
| Asian                   | 11                    | 81.8 | 17   | 94.1 | 10   | 100.0 | 18.2     | 5.9   | 12          | 66.7 | 17   | 94.1 | 10   | 100.0 | 33.3     | 5.9  |
| Filipino                | 18                    | 88.9 | 12   | 91.7 | 14   | 78.6  | -10.3    | -13.1 | 18          | 72.2 | 12   | 66.7 | 14   | 85.7  | 13.5     | 19.0 |
| Hispanic                | 20                    | 55.0 | 19   | 78.9 | 14   | 64.3  | 9.3      | -14.6 | 20          | 50.0 | 20   | 80.0 | 14   | 78.6  | 28.6     | -1.4 |
| Indochinese             | 10                    | 60.0 | 12   | 83.3 | 13   | 76.9  | 16.9     | -6.4  | 10          | 70.0 | 12   | 83.3 | 13   | 76.9  | 6.9      | -6.4 |
| Native American         | 0                     | -    | 0    | -    | 0    | -     | -        | -     | 0           | -    | 0    | -    | 0    | -     | -        | -    |
| Pacific Islander        | 1                     | -    | 1    | -    | 0    | -     | -        | -     | 1           | -    | 1    | -    | 0    | -     | -        | -    |
| White                   | 23                    | 73.9 | 16   | 68.8 | 14   | 92.9  | 19.0     | 24.1  | 23          | 69.6 | 16   | 68.8 | 14   | 100.0 | 30.4     | 31.2 |
| Multiracial             | 23                    | 65.2 | 16   | 93.8 | 18   | 72.2  | 7.0      | -21.6 | 23          | 65.2 | 16   | 87.5 | 18   | 77.8  | 12.6     | -9.7 |
| English Learner         | 20                    | 30.0 | 12   | 58.3 | 17   | 35.3  | 5.3      | -23.0 | 20          | 30.0 | 13   | 61.5 | 17   | 52.9  | 22.9     | -8.6 |
| English-Speaking        | 92                    | 76.1 | 89   | 85.4 | 72   | 91.7  | 15.6     | 6.3   | 93          | 72.0 | 88   | 81.8 | 72   | 94.4  | 22.4     | 12.6 |
| Reclassified†           | 19                    | 94.7 | 24   | 91.7 | 22   | 100.0 | 5.3      | 8.3   | 19          | 84.2 | 24   | 79.2 | 22   | 100.0 | 15.8     | 20.8 |
| Initially Eng. Speaking | 73                    | 71.2 | 65   | 83.1 | 50   | 88.0  | 16.8     | 4.9   | 74          | 68.9 | 64   | 82.8 | 50   | 92.0  | 23.1     | 9.2  |
| Econ. Disadv.*          | 50                    | 58.0 | 44   | 65.9 | 40   | 70.0  | 12.0     | 4.1   | 50          | 52.0 | 44   | 70.5 | 40   | 75.0  | 23.0     | 4.5  |
| Non-Econ. Disadv.       | 62                    | 75.8 | 57   | 94.7 | 49   | 89.8  | 14.0     | -4.9  | 63          | 74.6 | 57   | 86.0 | 49   | 95.9  | 21.3     | 9.9  |
| Gifted                  | 53                    | 83.0 | 49   | 98.0 | 23   | 95.7  | 12.7     | -2.3  | 53          | 79.2 | 50   | 96.0 | 23   | 100.0 | 20.8     | 4.0  |
| Not Gifted              | 59                    | 54.2 | 52   | 67.3 | 66   | 75.8  | 21.6     | 8.5   | 60          | 51.7 | 51   | 62.7 | 66   | 81.8  | 30.1     | 19.1 |
| With Disabilities       | 9                     | -    | 20   | 30.0 | 6    | -     | -        | -     | 9           | -    | 6    | -    | 6    | -     | -        | -    |
| WO Disabilities         | 103                   | 72.8 | 94   | 88.3 | 83   | 80.7  | 7.9      | -7.6  | 104         | 68.3 | 95   | 83.2 | 83   | 86.7  | 18.4     | 3.5  |
| Homeless                | 2                     | -    | 4    | -    | 8    | -     | -        | -     | 2           | -    | 4    | -    | 9    | -     | -        | -    |
| Foster                  | 1                     | -    | 0    | -    | 0    | -     | -        | -     | 1           | -    | 0    | -    | 0    | -     | -        | -    |
| Military                | 8                     | -    | 4    | -    | 4    | -     | -        | -     | 8           | -    | 3    | -    | 4    | -     | -        | -    |

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ericson**  
**Grade 4**

| Student Group           | English Language Arts |      |      |      |      |      | Chg From |      | Mathematics |      |      |      |      |       | Chg From |      |
|-------------------------|-----------------------|------|------|------|------|------|----------|------|-------------|------|------|------|------|-------|----------|------|
|                         | 2015                  |      | 2016 |      | 2017 |      | 2015     | 2016 | 2015        |      | 2016 |      | 2017 |       | 2015     | 2016 |
|                         | N                     | %    | N    | %    | N    | %    | %        | %    | N           | %    | N    | %    | N    | %     | %        | %    |
| Total                   | 113                   | 72.6 | 111  | 71.2 | 103  | 76.7 | 4.1      | 5.5  | 113         | 65.5 | 111  | 60.4 | 103  | 79.6  | 14.1     | 19.2 |
| Female                  | 46                    | 78.3 | 63   | 69.8 | 45   | 86.7 | 8.4      | 16.9 | 46          | 63.0 | 63   | 57.1 | 45   | 82.2  | 19.2     | 25.1 |
| Male                    | 67                    | 68.7 | 48   | 72.9 | 58   | 69.0 | 0.3      | -3.9 | 67          | 67.2 | 48   | 64.6 | 58   | 77.6  | 10.4     | 13.0 |
| African American        | 3                     | -    | 9    | -    | 9    | -    | -        | -    | 3           | -    | 9    | -    | 9    | -     | -        | -    |
| Asian                   | 18                    | 83.3 | 10   | 70.0 | 14   | 85.7 | 2.4      | 15.7 | 18          | 94.4 | 10   | 70.0 | 14   | 100.0 | 5.6      | 30.0 |
| Filipino                | 19                    | 68.4 | 18   | 83.3 | 12   | 75.0 | 6.6      | -8.3 | 19          | 36.8 | 18   | 66.7 | 12   | 75.0  | 38.2     | 8.3  |
| Hispanic                | 17                    | 47.1 | 18   | 66.7 | 19   | 84.2 | 37.1     | 17.5 | 17          | 29.4 | 18   | 66.7 | 19   | 63.2  | 33.8     | -3.5 |
| Indochinese             | 11                    | 81.8 | 10   | 60.0 | 13   | 76.9 | -4.9     | 16.9 | 11          | 72.7 | 10   | 50.0 | 13   | 92.3  | 19.6     | 42.3 |
| Native American         | 1                     | -    | 0    | -    | 0    | -    | -        | -    | 1           | -    | 0    | -    | 0    | -     | -        | -    |
| Pacific Islander        | 1                     | -    | 0    | -    | 1    | -    | -        | -    | 1           | -    | 0    | -    | 1    | -     | -        | -    |
| White                   | 16                    | 87.5 | 21   | 81.0 | 16   | 75.0 | -12.5    | -6.0 | 16          | 81.3 | 21   | 66.7 | 16   | 75.0  | -6.3     | 8.3  |
| Multiracial             | 27                    | 66.7 | 25   | 68.0 | 19   | 78.9 | 12.2     | 10.9 | 27          | 74.1 | 25   | 56.0 | 19   | 89.5  | 15.4     | 33.5 |
| English Learner         | 15                    | 26.7 | 16   | 18.8 | 8    | -    | -        | -    | 15          | 33.3 | 16   | 25.0 | 8    | -     | -        | -    |
| English-Speaking        | 98                    | 79.6 | 95   | 80.0 | 95   | 81.1 | 1.5      | 1.1  | 98          | 70.4 | 95   | 66.3 | 95   | 81.1  | 10.7     | 14.8 |
| Reclassified†           | 27                    | 96.3 | 21   | 85.7 | 27   | 88.9 | -7.4     | 3.2  | 27          | 81.5 | 21   | 71.4 | 27   | 85.2  | 3.7      | 13.8 |
| Initially Eng. Speaking | 71                    | 73.2 | 74   | 78.4 | 68   | 77.9 | 4.7      | -0.5 | 71          | 66.2 | 74   | 64.9 | 68   | 79.4  | 13.2     | 14.5 |
| Econ. Disadv.*          | 49                    | 67.3 | 54   | 59.3 | 43   | 58.1 | -9.2     | -1.2 | 49          | 55.1 | 54   | 48.1 | 43   | 72.1  | 17.0     | 24.0 |
| Non-Econ. Disadv.       | 64                    | 76.6 | 57   | 82.5 | 60   | 90.0 | 13.4     | 7.5  | 64          | 73.4 | 57   | 71.9 | 60   | 85.0  | 11.6     | 13.1 |
| Gifted                  | 52                    | 86.5 | 49   | 85.7 | 49   | 93.9 | 7.4      | 8.2  | 52          | 80.8 | 49   | 85.7 | 49   | 95.9  | 15.1     | 10.2 |
| Not Gifted              | 61                    | 60.7 | 62   | 59.7 | 54   | 61.1 | 0.4      | 1.4  | 61          | 52.5 | 62   | 40.3 | 54   | 64.8  | 12.3     | 24.5 |
| With Disabilities       | 4                     | -    | 9    | -    | 9    | -    | -        | -    | 4           | -    | 9    | -    | 9    | -     | -        | -    |
| WO Disabilities         | 109                   | 73.4 | 102  | 73.5 | 94   | 79.8 | 6.4      | 6.3  | 109         | 66.1 | 102  | 63.7 | 94   | 84.0  | 17.9     | 20.3 |
| Homeless                | 6                     | -    | 3    | -    | 6    | -    | -        | -    | 6           | -    | 3    | -    | 6    | -     | -        | -    |
| Foster                  | 0                     | -    | 0    | -    | 0    | -    | -        | -    | 0           | -    | 0    | -    | 0    | -     | -        | -    |
| Military                | 9                     | -    | 10   | 70.0 | 4    | -    | -        | -    | 9           | -    | 10   | 60.0 | 4    | -     | -        | -    |

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Ericson**  
**Grade 5**

| Student Group           | English Language Arts |       |      |      |      |      | Chg From |       | Mathematics |      |      |      |      |      | Chg From |       |
|-------------------------|-----------------------|-------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
|                         | 2015                  |       | 2016 |      | 2017 |      | 2015     | 2016  | 2015        |      | 2016 |      | 2017 |      | 2015     | 2016  |
|                         | N                     | %     | N    | %    | N    | %    | %        | %     | N           | %    | N    | %    | N    | %    | %        | %     |
| Total                   | 126                   | 81.7  | 107  | 89.7 | 104  | 76.0 | -5.7     | -13.7 | 126         | 54.0 | 105  | 68.6 | 104  | 75.0 | 21.0     | 6.4   |
| Female                  | 59                    | 81.4  | 39   | 92.3 | 55   | 80.0 | -1.4     | -12.3 | 59          | 44.1 | 39   | 59.0 | 55   | 76.4 | 32.3     | 17.4  |
| Male                    | 67                    | 82.1  | 68   | 88.2 | 49   | 71.4 | -10.7    | -16.8 | 67          | 62.7 | 66   | 74.2 | 49   | 73.5 | 10.8     | -0.7  |
| African American        | 6                     | -     | 3    | -    | 6    | -    | -        | -     | 6           | -    | 3    | -    | 6    | -    | -        | -     |
| Asian                   | 15                    | 100.0 | 15   | 93.3 | 8    | -    | -        | -     | 15          | 80.0 | 15   | 86.7 | 8    | -    | -        | -     |
| Filipino                | 26                    | 88.5  | 20   | 75.0 | 18   | 88.9 | 0.4      | 13.9  | 26          | 57.7 | 20   | 50.0 | 18   | 77.8 | 20.1     | 27.8  |
| Hispanic                | 26                    | 65.4  | 12   | 91.7 | 18   | 72.2 | 6.8      | -19.5 | 26          | 26.9 | 11   | 45.5 | 18   | 88.9 | 62.0     | 43.4  |
| Indochinese             | 17                    | 82.4  | 13   | 92.3 | 9    | -    | -        | -     | 17          | 76.5 | 13   | 76.9 | 9    | -    | -        | -     |
| Native American         | 0                     | -     | 1    | -    | 0    | -    | -        | -     | 0           | -    | 1    | -    | 0    | -    | -        | -     |
| Pacific Islander        | 2                     | -     | 1    | -    | 0    | -    | -        | -     | 2           | -    | 1    | -    | 0    | -    | -        | -     |
| White                   | 22                    | 81.8  | 14   | 92.9 | 20   | 80.0 | -1.8     | -12.9 | 22          | 54.5 | 13   | 69.2 | 21   | 76.2 | 21.7     | 7.0   |
| Multiracial             | 12                    | 83.3  | 28   | 92.9 | 25   | 68.0 | -15.3    | -24.9 | 12          | 50.0 | 28   | 75.0 | 24   | 62.5 | 12.5     | -12.5 |
| English Learner         | 9                     | -     | 8    | -    | 7    | -    | -        | -     | 9           | -    | 8    | -    | 7    | -    | -        | -     |
| English-Speaking        | 117                   | 85.5  | 99   | 93.9 | 97   | 80.4 | -5.1     | -13.5 | 117         | 57.3 | 97   | 72.2 | 97   | 79.4 | 22.1     | 7.2   |
| Reclassified†           | 51                    | 84.3  | 33   | 93.9 | 28   | 85.7 | 1.4      | -8.2  | 51          | 60.8 | 33   | 78.8 | 28   | 85.7 | 24.9     | 6.9   |
| Initially Eng. Speaking | 66                    | 86.4  | 66   | 93.9 | 69   | 78.3 | -8.1     | -15.6 | 66          | 54.5 | 64   | 68.8 | 69   | 76.8 | 22.3     | 8.0   |
| Econ. Disadv.*          | 70                    | 74.3  | 43   | 83.7 | 49   | 69.4 | -4.9     | -14.3 | 70          | 42.9 | 43   | 58.1 | 50   | 66.0 | 23.1     | 7.9   |
| Non-Econ. Disadv.       | 56                    | 91.1  | 64   | 93.8 | 55   | 81.8 | -9.3     | -12.0 | 56          | 67.9 | 62   | 75.8 | 54   | 83.3 | 15.4     | 7.5   |
| Gifted                  | 55                    | 87.3  | 57   | 96.5 | 51   | 90.2 | 2.9      | -6.3  | 55          | 72.7 | 57   | 82.5 | 50   | 92.0 | 19.3     | 9.5   |
| Not Gifted              | 71                    | 77.5  | 50   | 82.0 | 53   | 62.3 | -15.2    | -19.7 | 71          | 39.4 | 48   | 52.1 | 54   | 59.3 | 19.9     | 7.2   |
| With Disabilities       | 14                    | 35.7  | 4    | -    | 7    | -    | -        | -     | 14          | 14.3 | 4    | -    | 7    | -    | -        | -     |
| WO Disabilities         | 112                   | 87.5  | 103  | 91.3 | 97   | 77.3 | -10.2    | -14.0 | 112         | 58.9 | 101  | 69.3 | 97   | 77.3 | 18.4     | 8.0   |
| Homeless                | 4                     | -     | 3    | -    | 1    | -    | -        | -     | 4           | -    | 3    | -    | 2    | -    | -        | -     |
| Foster                  | 1                     | -     | 0    | -    | 0    | -    | -        | -     | 1           | -    | 0    | -    | 0    | -    | -        | -     |
| Military                | 6                     | -     | 7    | -    | 6    | -    | -        | -     | 6           | -    | 7    | -    | 6    | -    | -        | -     |

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



**San Diego Unified School District**  
Office of Accountability  
Monitoring and Accountability Reporting Department

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*ERICSON ELEMENTARY*

**TITLE I PARENT INVOLVEMENT POLICY**

2018-2019

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**

**HOME/SCHOOL COMPACT**



**ERICSON ELEMENTARY  
HOME – SCHOOL COMPACT  
2018-2019**

**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**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

| School             | Resource           | Account | ACT DESC                    | Job Code Title     | Values<br>Sum of Projected<br>(Budget) FTE | Sum of Projected (Budget)<br>Dollar Amount |              |
|--------------------|--------------------|---------|-----------------------------|--------------------|--|--|--------------|
| Ericson Elementary | 09800              | 1159    | PullOut/Push in Hrly        |                    |  | \$ 14,000.00                               |              |
|                    |                    | 1986    | Retired NonClstrm Tchr Hrly |                    |  | \$ 10,000.00                               |              |
|                    |                    | 2236    | Health Prsnl PARAS          | Health Technician  | 0.2003                                     | \$ 6,833.84                                |              |
|                    |                    | 3000    | Employee Benefits           |                    |  | \$ 11,541.22                               |              |
|                    |                    | 5841    | Software License            |                    |  | \$ 9,390.00                                |              |
|                    | <b>09800 Total</b> |         |                             |                    | <b>0.2003</b>                              | <b>\$ 51,765.06</b>                        |              |
|                    | 30100              | 1189    | Retired Clstrm Teacher Hrly |                    |  |  | \$ 6,000.00  |
|                    |                    | 1192    | Prof&Curriclm Dev Vist Tchr |                    |  |  | \$ 10,000.00 |
|                    |                    | 3000    | Employee Benefits           |                    |  |  | \$ 3,262.40  |
|                    |                    | 4301    | Supplies                    |                    |  |  | \$ 3,446.00  |
|                    | <b>30100 Total</b> |         |                             |                    |  | <b>\$ 22,708.40</b>                        |              |
|                    |                    | 30103   | 4304                        | Inservice supplies |  |  | \$ 1,640.00  |
| <b>30103 Total</b> |                    |         |                             |                    | <b>\$ 1,640.00</b>                         |  |              |



**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Ericson Elementary  
TYPE OR PRINT

| ANALYSIS OF SCORES<br>FOCUS AREA | NOTES/ACTION/DECISIONS   |
|----------------------------------|--|
| MAXIMIZING INSTRUCTIONAL TIME    | As a professional learning community we will continue to meet as a grade level to ensure pacing of the standards and implementation of GVC. We will set grade level specific goals that utilize the use of a summative assessment designed to measure student performance. We will continue to collaborate and participate in monthly PDs to teach and align to CCSS.  |
| CLOSING THE ACHIEVEMENT GAP      | As a professional learning community we will continue to: Utilize a variety of assessments including ELPAC, CAASP, benchmarks, exit slips, writing samples and end of unit comprehensive summative assessments. To support student learning. We will continue to meet in grade level PLCs and with SSC, SGT and ILT to monitor student progress. We will focus on target students outside of sphere of success and determine interventions needed to provide differentiated instruction to assure their progress. We will effectively implement online programs to support. We will continue to utilize our push in and pull out strategies. |
| PROFESSIONAL DEVELOPMENT         | As a professional Learning Community we will:<br>Conduct monthly onsite Professional Development opportunities<br>Voluntary additional PDs in such areas as technology. More classroom observation experiences for teachers that involve lesson planning for students outside of sphere of success. Lead teachers through ILT will be provided opportunities to implement GVC. Meet in grade level PLCs. Attend district offered PDs in Ela, Math, Science , Technology, etc.  |
| GRADUATION/PROMOTION             | As a Professional Learning Community we will:<br>Create Data driven PLC and time to measure and discuss student growth. Use multiple measures to asses students. Ensure all staff is teaching ELD lessons. Monitor grade level DRA/ARI scores through shared google docs.  |

|                   |  |
|-------------------|--|
|                   | Use online supplemental programs such as Achieve 3000.<br>Provide intervention support – push in /pull out.  |
| PARENT ENGAGEMENT | As a Professional Learning Community we will continue to: Email and call parents weekly<br>Provide workshops for parents in the area of curriculum, technology, safety, etc.<br>Encourage parents to become members of ELAC, SSC, DAC, PTA and Foundation.<br>Communicate through website, emails. Flyers, phone messages and electronic marquee |