

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **ERICSON ELEMENTARY SCHOOL**

**2014-16**

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:** Israel, Barbara

**Contact Person:** Israel, Barbara

**Position:** Principal

**Telephone Number:**

**Address:** 11174 Westonhill Dr, Ericson Elementary, San Diego, CA, 92126-1943,

**E-mail Address:** bisrael@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**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.*



RECEIVED MAR 25 2015

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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: ERICSON ELEMENTARY

**DUE March 13, 2015**

SITE CONTACT PERSON: Barbara Israel

PHONE: (858) 271-0505

FAX: (858) 566-6614

E-MAIL ADDRESS: bisrael@sandi.net

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

- Quality Education Investment Act (QEIA)
  - Title 1 Schoolwide Programs (SWP)
  - Program Improvement (PI)
- X Y1  Y2  Y3  Y4  Y5  Y5+

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 PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC) Date of presentation: 2/20/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT) Date of presentation: 2/24/15
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

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: 3/11/15

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.

Barbara Israel  
Type/Print Name of School Principal

B. Israel  
Signature of School Principal

3/12/15  
Date

Delanie Gergurich  
Type/Print Name of SSC Chairperson

Delanie Gergurich  
Signature of SSC Chairperson

3/13/15  
Date

Lamont A. Jackson  
Type/Print Name of Area Superintendent

L. Jackson  
Signature of Area Superintendent

3-16-15  
Date

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

## TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
  - B. Home/School Compact
  - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
  - D. 2014-15 SPSA Addendum
  - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of Ericson's SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

*Ericson as a school of excellence where the entire learning community works together to provide a nurturing environment and assure that every child achieves to their full potential and develops respect for others.*

**Ideal state for Ericson's culture:** Ericson's ideal culture embodies social, physical and academic environments that are inclusive, welcoming, safe and enriching. All stakeholders (i.e., community, parents, staff, and students) collaborate while engaging in cycles of continuous improvement centered on reflective and purposeful planning and implementation. A school where approximations are valued and failure is perceived as an integral part of the learning process. Staff and students have a strong sense of agency and are recognized for their efforts. A school where children are at the heart of the entire organization—all decision-making is based on what is best for our students.

**Ericson's current reality in relation to vision:** We have a staff of learners at Ericson who are committed to effectively implementing the CCSS. We are engaging in cycles of continuous improvement and meeting bimonthly in PLCs and engaging in monthly PD in order to start making the necessary shifts in instruction. Our parents, students and community are not yet fully engaged in the work. There are small pockets of strengths across campus in student engagement, purpose and writing instruction that we will begin to build upon. We are developing a common understanding of what effective instruction looks and sounds like given the expectations of CC. We continue to work on minimizing the achievement gaps between our Asian, Hispanic, African American, English Learner and special needs students in order for every student is to attain their fullest potential.

**Ericson's current culture and social environment** is predominately welcoming and friendly. We are working together to create a professional-looking physical environment by getting rid of the clutter and outdated materials.

**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
Grades K-3 with CSR:	1:22
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 the Ericson 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. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 API and AYP growth targets. 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 state standards.

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Barbara Israel	Principal
Robert Barber	Classroom Teacher
Julie Sivers	Classroom Teacher
Ryan Haggins	Classroom Teacher
Lindsey Gordon	Other School Personnel, SpEd
Delanie Gergurich	Parent /Chairperson
Thirupathi Reddy Bheemreddy	Parent
Ravikiran Muppalla	Parent
Linda Moreus	Parent/Secretary
Don Nguyen	Parent



**Area 1: English/Language Arts****English/Language Arts SMART Goal:**

\* By 06/30/2016, 50 % of Ericson Elementary Grades 3-5 will meet or exceed Common Core grade-level standards in English/Language Arts

**Closing the Gap SMART Goal:**

\* By 06/30/2016, 45 % of Ericson Elementary Hispanic or Latino, Grades 3-5 will meet or exceed or exceed Common Core grade-level standards in English/Language Arts

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

End-of-Unit Assessments, SBAC, Writing Samples

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

\* By 06/30/2016, 65 % of Ericson Elementary Grades 3-5 will meet or exceed Common Core grade-level standards in Mathematics

**Closing the Gap SMART Goal:**

\* By 06/30/2016, 65 % of Ericson Elementary Hispanic or Latino, Grades 3-5 will meet or exceed Common Core grade-level standards in Mathematics

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

End-of-Unit Assessments, SBAC

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/30/2016, 80 % of Ericson Elementary English Learner will meet or exceed 1 level growth in Overall proficiency Level in California English Language Development Test

**Closing the Gap SMART Goal:**

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

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

End-of-Unit Assessments, SBAC

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 06/30/2016, 75 % of Ericson Elementary Grade 03 will meet or exceed grade level in reading in DRA

**Closing the Gap SMART Goal:**  
 \* By 07/21/2014, 75 % of Ericson Elementary Hispanic or Latino, Grade 03, Students will perform at reading at grade level level on site-developed/identified common formative assessments

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  
**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

\* By 06/30/2016, 99 % of Ericson Elementary Parents/Guardians will meet attendance at 2 or more events increasing participation level in Parent and Community Engagement

**Targeted Population:**

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

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

School attendance records and event sign in sheets

**Progress and Growth Monitoring:**

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

**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 grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of 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 (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- 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 experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district 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 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
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. 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.

## Ericson Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- 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.
- Incorporate the support of Full 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 Support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$11,616.00	0217-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental instructional supplies such as chart paper, journals, math manipulatives, markers, etc..
Prof&Curriclm Dev Vist Tchr	-	\$15,000.00	0217-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Support PLCs and Teacher Training
PullOut/Push in Hrly	-	\$8,000.00	0217-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide small group intervention supports for students below grade level
Inservice supplies	-	\$1,000.00	0217-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Provide resources and light refreshments for parent events
Interprogram Svcs/Paper	-	\$700.00	0217-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Parent communication of information and events to increase involvement
Interprogram Svcs/Duplicating	-	\$348.00	0217-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Parent communication such as parent flyers and pamphlets.

**Local Control Funding Formula Goals**

**Goal 1: Intervention Supports**

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?

**Intervention Support Goal:**

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 CELDT testing, ELD and all compliance demands funded.

**Identified Need:**

Our site data indicates that we have large percentages of students who are not yet meeting grade level standards in core curricular areas and language development.

**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, CELDT, etc.

**Personnel Responsible:**

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

**Goal 2: Classroom Supports**

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal:**

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 CELDT testing, ELD and all compliance demands funded.

**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, CELDT, 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:**

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 CELDT testing, ELD and all compliance demands funded.

**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, CELDT, etc.

**Personnel Responsible:**

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

**LCFF INTERVENTION SUPPORTS**

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Area Goal(s)</b>	<b>Rationale</b>
Position Health Technician,	0.2003	\$6,699.03	0217-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provides student support in health office for emotional and physical well being to maximize learning potential
PullOut/Push in Hrly	-	\$10,000.00	0217-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	Provide small group intervention support for students who are not meeting standards
Non Clsrm Tchr Hrly	-	\$4,000.00	0217-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2	CELDT testing, academic assessments, compliance related to ELLs
Supplies	-	\$3,834.00	0217-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Instructional supplies: markers, journals, chart paper,graph and lined paper, etc.
Clerical OTBS Hrly	-	\$6,000.00	0217-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	01, 04, 05, LCFF 2	Extra support during high needs times: enrollment, report cards,registration, testing,etc. Library assistance 1 day per week.
Classroom Teacher Hrly	-	\$6,000.00	0217-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Staff teach after school tutoring 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A**

**TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*



## ***ERICSON ELEMENTARY SCHOOL*** **TITLE I PARENT INVOLVEMENT POLICY**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements. (This year's meeting was held on October 17, 2014.)

Ericson has developed a written Title I parental involvement policy with input from Title I parents. Parents were invited to meet together with the principal to discuss priorities related to their involvement. A draft of the policy was shared and approved during the October 27<sup>th</sup> SSC meeting. A hard copy was then distributed to all parents—including parents of Title I students.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Ericson, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The principal meets with parents to review the policy and share the variety of unique opportunities for their involvement at Ericson.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Most parents at Ericson have shown interest in attending meetings scheduled for 8:00 a.m., just following the morning drop off. Light refreshments are served and child care is available for toddlers.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The school site council meets monthly to review the effectiveness of Title I programs, interventions for students needing additional support, site achievement data, and to monitor how Title I categorical funds are spent.
- The school provides parents of Title I students with timely information about Title I programs. Information detailing programs is communicated in multiple ways: Hard copy notices are sent home, information is posted on the Ericson School website, teachers communicate via their own classroom online sites, the electronic marquee and show cases are also used to publicize meetings and current events.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Multiple parent workshops have been offered to help keep parents informed of new shifts in educational practice (e.g., Common Core State Standards, Smarter Balanced Assessments, CC expectations for Reading and Mathematics, supporting students with special needs, etc.)

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The School Site Council publicizes and conducts monthly open meetings where Title I program and funding decisions are made. Our English Learner Advisory Council also meets regularly to gather input and discuss our Title I program. Parent conferences are offered at each reporting period. Parents may also request a conference with their child's teacher at any time to review the educational program. The District Advisory Council and the Mira Mesa School Council conduct open monthly meetings to gather input and make decisions that affect our school's educational programs. Additionally, the principal keeps an open door policy for parents to provide input relating to their children's education.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*



**ERICSON ELEMENTARY  
HOME – SCHOOL COMPACT  
2014-2015**

**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 that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards in place at our school.
4. I will effectively utilize site and community resources to improve student achievement.

**School Environment:**

5. I will foster a safe and positive 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 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, peer coaching/tutoring, etc., to meet my student's 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 C**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District  
 Site: 0217 Ericson Elementary  
 As of Date 04-10-2015  
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		38,119.00		2,048.00
		38,118.90		2,048.00
		0.10		-
<b>Certificated Salaries</b>		<b>23,000.00</b>		-
1159 PullOut/Push in Hrly		8,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		15,000.00		-
<b>Employee Benefits</b>		<b>3,502.90</b>		-
<b>Books and Supplies</b>		<b>11,616.00</b>		<b>1,000.00</b>
4301 Supplies		11,616.00		-
4304 Inservice supplies		-		1,000.00
<b>Services and Other Operating</b>		-		<b>1,048.00</b>
5721 Interprogram Svcs/Duplicating		-		348.00
5733 Interprogram Svcs/Paper		-		700.00

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

## Ericson Elementary

Area Goals for 2014-15 SY	
<b>English Language Arts:</b>	By 07/21/15, 45% of Ericson Elementary Grades 3-5 students will meet or exceed Common Core grade-level standards in English/Language Arts. <span style="float: right;">GAP: By</span> 07/21/15, 40% of Ericson Elementary Grades 3-5 Hispanic or Latino students will meet or exceed Common Core grade-level standards in English/Language Arts.
<b>Mathematics</b>	By 07/21/15, 55% of Ericson Elementary Grades 3-5 students will meet or exceed Common Core grade-level standards in Mathematics. GAP: By 07/21/15, 55% of Ericson Elementary Grades 3-5 Hispanic or Latino students will meet or exceed Common Core grade-level standards in Mathematics.
<b>English Language Development</b>	By 07/21/15, 80% of Ericson Elementary Grades K-5 students will advance 1 proficiency level in their Overall Proficiency Level as measured on CELDT.
<b>Graduation/Promotion Rate</b>	By 07/21/15, 70% of Ericson Elementary Grade 03 students will meet or exceed grade level in reading as measured on DRA.
<b>Parent Involvement and Community Engagement</b>	By 07/21/15, 90% of Ericson Elementary Parents/Guardians will attend 2 or more events--increasing participation level in Parent and Community Engagement.

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model on the following page.</b>
--------------------------------------	------------------------------------------------------------------------------------------------------------------------------

\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		<b>37,481.00</b>		<b>1,745.00</b>	
2040 Inschool Resource Tchr	0.25	20,067.75	-	-	Provide small group Tier I and II intervention support using a push-in/pull-out model in ELA, ELD & Math; assess students using CELDT and other progress monitoring tools
1192 Prof&Curriclm Dev Vist Tchr		3,329.00		-	Teachers strengthen their understanding of CCSS, develop curriculum and improve the effectiveness of their instructional practice by attending professional development trainings
<b>Employee Benefits</b>		<b>6,814.21</b>		-	
4301 Supplies		7,270.00		1,000.00	Light refreshments and informational resources are provided at parent workshops, meetings, etc.
5733 Interprogram Svcs/Paper		-		745.00	Notices and information are provided to parents regarding educational programs and services and major events related to their children's education.

## 2014-15 Elementary Core

### TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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



**APPENDIX E**

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM  
IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**



## APPENDIX E

School Name: ERICSON ELEMENTARY

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

#### 2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$38,119.00
Enter Total Allocation: Resource 30106	\$0.00
Sum of Resources 30100 & 30106	\$38,119.00
10% allocation needed for PD	\$3,811.90

**Please check one:**     Watch List     Year 1     Year 2     Year 3     Year 4     Year 5     Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Provide release time for PLC work & to attend training in order to plan and develop curriculum, refine instructional practice, monitor student progress, and develop common assessments.	\$15,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<b>Total Allocated - Must be at least 10% of the sum of 30100 and 30106</b>			\$15,000.00
<b>10 % allocation has been met</b>			<b>YES</b>