THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ERICSON ELEMENTARY SCHOOL

2020-21

37-68338-6089015
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

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

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

Attachment 2 – R/A
Modification of SPSA 2020-21

2020-21 School Plan for Student Achievement
Recommendations and Assurances

School Name: Ericson Elementary

Site Contact Person: Darius Ashton

DUE: October 5, 2020

Phone: 6196051600 **Fax:** **E-mail Address:dashton@sandi.net**

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

☒ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

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

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

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

☒ English Learner Advisory Committee (ELAC)	Date of presentation:October 2nd
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:
☐ Site Governance Team (SGT)	Date of presentation: October 27th
☐ 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: September 29th, 2020

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

Darius Ashton
Type/Print Name of School Principal

October 5, 2020
Signature of School Principal / Date

Hannah Lehrman
Type/Print Name of SSC Chairperson

Sept. 29, 2020
Signature of SSC Chairperson / Date

Seng Thibault
Type/Print Name of ELAC Chairperson

Oct. 2, 2020 Oct. 8, 2020
Signature of ELAC Chairperson / Date

LAMONT JACKSON
Type/Print Name of Area Superintendent

10/22/2020
Signature of Area Superintendent / 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. Budget Summary

    B. Parent & Family Engagement Policy

    C. School Parent Compact

    D. Data Reports

    E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

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

RESOURCE INEQUITIES

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

After an extensive review of district and state-level data as well as site-based data collected throughout the year, we were able to identify the specific inequities in regards to the needs of our students. We have a growing understanding of the continued inequities that exist and are committed to working harder to closing the achievement gap for our students. Key inequities for our site include the following: the achievement of Students with Disabilities, Student Attendance, Mental Health Services, Implementing rigorous Curriculum in areas of Math, and implementing a new Reading

Language Arts program with fidelity. The call to action to support black youth in our school will require collecting more and additional data as right now the percentage is too low to get California Dashboard data with only 2.3% of our population identified which is 13 students.

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Darius Ashton	Principal
Hannah Lehman	Parent- Chair
Jason Dreas	Teacher
Misty Cervantes	Parent- Co Chair
Eddie Jones	Parent
Jane Sanchez	Teacher
Mark Peck	Teacher
Sabrina Hanhlein	Staff/ Non Classroom
Adena Nguyen	Parent
Shelly Steely	Parent
Felicsia Jefferson	Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

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

***Major Differences**

There are no major differences.

***Changes**

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

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

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

***Identified Need**

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

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

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

Disabilities, English Learners, Filipino, Hispanic, Two or More Races, and White). For Suspension Rate, we have two student groups in the Orange: Hispanic and Two or More Races.

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

***Online Learning Implications**

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

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

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

Tier 2 Classroom Intervention Support

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

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

***Strategy/Activity - Description**

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

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

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

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

***Additional Supports for this Strategy/Activity**

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

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

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

***Major Differences**

We did not reach our goal to increase student achievement in all grades over 80%. We are able to identify those students that do not meet or exceed grade level standards by monitoring all students' reading levels monthly. Staff uses limited designated time to discuss the need of students when instructional learning gaps have been identified. Budget is a constraint and master schedule with prep that does not allow time to provide weekly PLC for grade-level partners. Thus, we are limited to a fixed number of PLC and PD days. The fixed number of PLC days was negatively impacted as schools closed down in the beginning of March. Grade levels were unable to spend PLC days that were planned together.

***Changes**

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

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

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all 3rd grade	meet or exceed	77%	85%	CAASPP ELA	annually
June 2021	all 4th grade	meet or exceed	68%	80%	CAASPP ELA	annually
June 2021	all 5th grade	meet or exceed	78%	85%	CAASPP ELA	annually
June 2021	all 3-5th grade	meet or exceed	74%	85%	CAASPP ELA	annually
June 2021	TK-5	at or above grade level	new assessment	80%	Site Developed Common Assessments	annually

***Identified Need**

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

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

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

***Online Learning Implications**

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

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

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

Instructional Coaching

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

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

***Strategy/Activity - Description**

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

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

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

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02172A	Vice Principal	0.17000	$19,319.82	$26,977.81	0217-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Funding for additional FTE for VP to support all teachers and students at Ericson.
N021713	Prof&Curriclm Dev Vist Tchr		$6,178.00	$7,555.07	0217-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Funding set aside to support teacher professional development.
N0217AU	Supplies		$7,982.00	$7,982.00	0217-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies for classroom interventions for small group.

Reading and Math Intervention

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

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

***Strategy/Activity - Description**

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

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

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

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

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

***Major Differences**

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

***Changes**

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

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

***Goal 3 - Mathematics**

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

***Identified Need**

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

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

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

***Online Learning Implications**

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

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

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

Instructional Coaching

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

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

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02175C	Prof&Curriclm Dev Vist Tchr		$14,719.00	$17,999.87	0217-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		funding for professional development to determine needed intervention support
	Vice Principal				0217-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts | Ref Id : F02172A	Funding to support additional FTE of VP to serve all staff and students at Ericson.

NY Engage Math Curriculum

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

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

***Strategy/Activity - Description**

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

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

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02175A	Textbooks and Core Curr Mtls		$6,798.00	$6,798.00	0217-30100-00-4100-1000-1110-01000-0000	Title I Basic Program	[no data]		Eureka Math program for all students.
N0217AT	Textbooks and Core Curr Mtls		$15,200.00	$15,200.00	0217-30106-00-4100-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Eureka Math Curriculum for all grades.

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

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

***Major Differences**

In the 2019-2020 school year, we were unable to complete ELPAC testing in the spring. We do not yet know our students current re-classification status, as they have not been tested. We are now able to administer testing in 2020-2021 school year. Schools closing decreased the opportunities teachers had to plan and work together in PLCs.

***Changes**

Within PLCs, teachers will monitor student growth and set specific targets for student learning. Teachers will focus on the needs of students to determine how to support those students outside of the sphere of success. Teachers will be asked to identify individual student goals and call out the specific strategies they will use to support those targeted students.

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

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

***Integrated English Language Development**

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

***Designated English Language Development**

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

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed grade level standards	32	35	CAASPP ELA	annually
June 2021	3-5	English Learner	meet or exceed grade level standards	50	53	CAASPP Math	annually

***Identified Need**

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

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

***Online Learning Implications**

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

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

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

Instructional Leadership

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

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

***Strategy/Activity - Description**

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

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

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

Small Group Instruction

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

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

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02177P	Supplies		$4,648.00	$4,648.00	0217-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Funding for intervention supports for ELL students
	PullOut/Push in Hrly				0217-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N02175L	Funding for hourly support for student interventions.

ELPAC Testing Support

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

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

***Strategy/Activity – Description**

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

OLA ELD Coaching Cycle

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

All EL students

***Strategy/Activity - Description**

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

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

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

***Major Differences**

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

***Changes**

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

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	increase student achievement on ELA CAASPP	36	39	Other (Describe in Objective)	CAASPP annually

June 2021	3-5	increase student achievement on Math CAASPP	68	70	Other (Describe in Objective)	CAASPP annually
June 2021	TK-5	increase DRA/ARI level	varies	100%	DRA 2	monthly

***Identified Need**

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

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

***Online Learning Implications**

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

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Increase % meeting goals	varies	100%	Progress Reports on IEP Goals	annually

Professional Development for Ed Specialists

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

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

***Strategy/Activity - Description**

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

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

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

***Additional Supports for this Strategy/Activity**

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

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

***Goal 6- Supporting Black Youth**

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

***Goal 6 Supporting Black Youth - Additional Goals**

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

***Identified Need**

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

Black youth have additional needs that are not being met by the current systems in place and we are working moving forward to establish new systems to better support Black youth and all students of color at Ericson.

***Online Learning Implications**

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

Site Equity Team

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

Unduplicated students/Black youth and students of color as well as other students at Ericson will benefit from these strategies.

***Strategy/Activity - Description**

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

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

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

Tier 2 Intervention Support

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

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

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02172E	Retired NonClsrm Tchr Hrly		$17,738.00	$21,691.80	0217-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for Retired Classroom Teacher to offer additional intervention support.

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

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

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

***Major Differences**

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

***Changes**

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

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

***Goal 7- Family Engagement**

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

***Identified Need**

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

***Online Learning Implications**

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

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Increase percentage of parents involved in ELAC	5%	10%	Meeting Attendance
June 2021	PTA	Increase participant at multicultural fair	varies	25%	Attendance

Family Engagement

***Families to be served by this Strategy/Activity**

All families at Ericson will be served by this activity.

***Strategy/Activity - Description**

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

***Additional Supports for this Strategy/Activity**

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

Family Fridays

***Families to be served by this Strategy/Activity**

All families will be encouraged to participate in a monthly meeting at the school site. An email and an all-call will go out to remind parents to attend.

***Strategy/Activity - Description**

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

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N021758	Inservice supplies		$1,782.00	$1,782.00	0217-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds to support parent meetings.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Last year our focus for students at Ericson was to be challenged to increase their reading abilities, reading levels and comprehension within a text. Students are monitored monthly by DRA/ARI levels. This data is discussed by grade levels and at PLCs. Each grade level has access to a site-based Google Doc to use for data collection and goal setting. They also have access to archived data on their students to see learning patterns and needs.
Our goals for our Promotion for 2019-2020 was to increase CAASPP ELA performance for our 3-5th grade students. We also set AMOs for the English Learners and Students with Disabilities at each grade level. As we do not have CAASPP 2020 or ELPAC data available due to school closures, we are going to move these goals forward.

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

***Major Differences**

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

***Changes**

The teachers will use common assessments to monitor their students' abilities in the area of reading that mirrors the CAASPP. Aligning a site-based assessment to be adequately informative should also align consistencies in students' present levels. Guided reading will become a site-wide focus to

support all students in this area of RLA achievement. A focus to increase use of best practice to ensure closing the achievement gap for our students outside of the sphere of success. All schedules will show guided reading/small group instructions through the grade levels both online and in person learning.

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

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

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

***Identified Need**

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

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd grade	English Learner	Meet or Exceed	45%	65%	CAASPP ELA	annual
June 2021	3rd grade	Students with Disabilities	Meet or Exceed	50%	70%	CAASPP ELA	annual
June 2021	4th grade	English Learner	Meet or Exceed	29%	60%	CAASPP ELA	annual
June 2021	4th grade	Students with Disabilities	Meet or Exceed	0%	50%	CAASPP ELA	annual
June 2021	5th grade	English Learner	Meet or Exceed	0%	50%	CAASPP ELA	annual
June 2021	5th grade	Students with Disabilities	Meet or Exceed	57%	70%	CAASPP ELA	annual

Small Group Instruction

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

We will identify all students within our ELL and Students with Disabilities groups in order to better work to meet their individual needs. We will be tracking growth and instructional strategies with site-created Google Docs. This online collaborative platform will connect classroom teachers, additional teacher support and educational specialists to help them focus on working together to meet the needs of all identified students. The goal will be to support lower-level learners in being more successful as measured by the CAASPP.

***Strategy/Activity - Description**

Students identified as ELL and Students with Disabilities who perform below standard will receive small group explicit instruction within the classroom, with Ed Specialists and with the Reading Intervention Specialist. These supports will be using identified interventions, monitoring individual goals and aligning best practices for all of the target students. Classroom teachers and Ed Specialists will meet monthly to target strategic goals to support students by reviewing data and discussing student growth and needs.

STEAM

Our Vision

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

STEAM Belief Statement

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

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

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

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

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

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

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Ericson Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$50,159.81
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

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

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$55,335.28
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

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

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 133,566.12

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Ericson Elementary	**09800 LCFF Intervention Support**		**1159**	PullOut/Push in Hrly		$ 2,000.00
			1192	Prof&Curriclm Dev Vist Tchr		$ 14,719.00
			1986	Retired NonClsrm Tchr Hrly		$ 17,738.00
			2281	Other Support Prsnl PARAS Hrly		$ 1,506.00
			3000			$ 8,174.28
			4301	Supplies		$ 11,198.00
	09800 LCFF Intervention Support Total					**$ 55,335.28**
	30100 Title I Basic Program	Guidance Asst	**2404**	Guidance/Attendance Asst	0.2190	$ 7,121.00
		Guidance Asst	**3000**			$ 2,369.16
			1192	Prof&Curriclm Dev Vist Tchr		$ 8,178.00
			3000			$ 1,822.87
			4100	Textbooks and Core Curr Mtls		$ 6,798.00
	30100 Title I Basic Program Total				**0.2190**	**$ 26,289.03**
	30103 Title I Parent Involvement		**4304**	Inservice supplies		$ 1,782.00
	30103 Title I Parent Involvement Total					**$ 1,782.00**
	30106 Title I Supplmnt Prog Imprvmnt	Vice Principal	**1309**	Vice-Principal	0.1700	$ 19,319.82
		Vice Principal	**3000**			$ 7,657.99
			4100	Textbooks and Core Curr Mtls		$ 15,200.00
			4301	Supplies		$ 7,982.00
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.1700**	**$ 50,159.81**
Grand Total					**0.3890**	**$ 133,566.12**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

ERICSON ELEMENTARY

TITLE I PARENT INVOLVEMENT POLICY 2020-2021

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

- ***ERICSON ELEMENTARY*** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:
  - Improving communication between the school and home.
  - Discussing current student assessment data and student progress.
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
  - Advocating for teachers and parents.
  - Valuing cultural diversity.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- The school-wide parent emails and notices are sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The marquee and showcases are used to advertise parent meetings and training sessions offered at Ericson Elementary, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified
SCHOOL DISTRICT

ERICSON ELEMENTARY
11174 Westonhill Drive, San Diego, CA 92126

Tel (858) 271-0505
Fax (858) 566-6614

A 2010 California Distinguished School

ERICSON ELEMENTARY
HOME – SCHOOL COMPACT
2020-2021

SCHOOL ADMINISTRATOR COMMITMENTS

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

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

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

TEACHER COMMITMENTS

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

School Environment:
7. I will help to create a welcoming environment for students, families and community members.
8. I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
9. I will actively participate in site decision making.

Home:
10. I will communicate with the parents of my students through frequent reports on their child's
progress, and will notify parents of any concerns or problems in a timely manner.
11. I will schedule parent/teacher conferences, return parent calls, and be reasonably available to parents.
12. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS

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

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

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

ELEMENTARY STUDENT COMMITMENTS

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

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

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

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

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

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

SCHOOL PERFORMANCE OVERVIEW

Ericson Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Green

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Green

School Details

NAME
Ericson Elementary

ADDRESS
11174 Westonhill Drive
San Diego, CA 92126-1943

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

GRADES SERVED
K-5

ERICSON ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

669

Socioeconomically Disadvantaged

40.7%

English Learners

28.8%

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

67.1 points above standard

Maintained 1.8 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	5 Blue	

LEARN MORE

Mathematics

Green

55.3 points above standard

Declined 3.8 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
4 Green	3 Blue	

LEARN MORE

English Learner Progress

72.2% making progress towards English language proficiency

Number of EL Students: 90

Progress Levels

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

ERICSON ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

9.7% chronically absent

Increased 3.7% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	7 Orange	0 Yellow
0 Green	0 Blue	

ERICSON ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Green

1% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	2	3
Red	Orange	Yellow

0	3
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Blue

67.1 points above standard

Maintained 1.8 Points

Number of Students: 280

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- Hispanic
- White

Blue

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

No Performance Color

- African American
- Homeless
- Pacific Islander
- Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

15.1 points below standard

Increased 31.8 Points ▲

Number of Students: 31

Hispanic

Green

32.4 points above standard

Declined 10.9 Points ▼

Number of Students: 59

White

Green

68.6 points above standard

Declined 12.4 Points ▼

Number of Students: 38

Asian

Blue

88.9 points above standard

Increased 5.8 Points ▲

Number of Students: 84

English Learners

Blue

50.6 points above standard

Increased 4.4 Points ▲

Number of Students: 110

Filipino

Blue

81.3 points above standard

Increased 22.2 Points ▲

Number of Students: 53

Two or More Races

Blue

60.7 points above standard

Maintained 0.1 Points

Number of Students: 34

Socioeconomically Disadvantaged

Blue

51.3 points above standard

Increased 12.8 Points ▲

Number of Students: 129

Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	62.8 points above standard	65.3 points above standard	67.1 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
18.7 points below standard	91.7 points above standard	68.8 points above standard
Increased 32.1 Points ▲	Increased 10 Points ▲	Declined 3.4 Points ▼
Number of Students: 41	Number of Students: 69	Number of Students: 136

Mathematics

All Students

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

All Students

Green

55.3 points above standard

Declined 3.8 Points ▼

Number of Students: 280

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- English Learners
- Hispanic
- Two or More Races
- White

Blue

- Asian
- Filipino
- Socioeconomically Disadvantaged

No Performance Color

- African American
- Homeless
- Pacific Islander
- Students with Disabilities

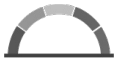
African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Homeless

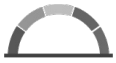


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

2.2 points above standard

Increased 38.9 Points ▲

Number of Students: 31

English Learners

Green

42.5 points above standard

Declined 5 Points ▼

Number of Students: 110

Hispanic

Green

10.3 points above standard

Declined 6.8 Points ▼

Number of Students: 59

Two or More Races

Green

57.2 points above standard

Declined 8.5 Points ▼

Number of Students: 34

White

Green

64.3 points above standard

Declined 12.9 Points ▼

Number of Students: 38

Asian

Blue

85.5 points above standard

Maintained 1.2 Points

Number of Students: 84

Filipino

Blue

56.4 points above standard

Increased 9.5 Points ▲

Number of Students: 53

Socioeconomically Disadvantaged

Blue

42.6 points above standard

Increased 8.2 Points ▲

Number of Students: 129

Distance From Standard (Mathematics)

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

2017	2018	2019

	2017	2018	2019
All Students	55.7 points above standard	59.1 points above standard	55.3 points above standard

Mathematics Data Comparisons: English Learners

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

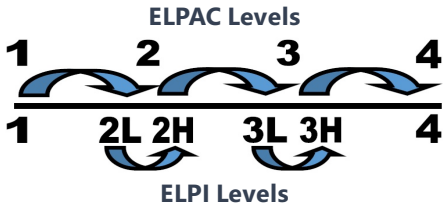
Current English Learners	Reclassified English Learners	English Only
15.5 points below standard	76.9 points above standard	56.4 points above standard
Increased 4 Points ▲	Increased 4.7 Points ▲	Declined 3.4 Points ▼
Number of Students: 41	Number of Students: 69	Number of Students: 136

English Learner Progress Indicator

All English Learner Students

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

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



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

LEARN MORE

English Learner Progress

72.2% making progress towards English language proficiency

Number of EL Students: 90

Performance Level

Very High

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	6.6%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	21.1%
ELs who Maintained ELPI Level 4	1.1%

ELs Who Progressed at Least One ELPI Level	71.1%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Orange

9.7% chronically absent

Increased 3.7% ▲

Number of Students: 698

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

Socioeconomically Disadvantaged

Orange

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

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

- American Indian
- African American
- Foster Youth
- Homeless
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American

No Performance Color

17.4% chronically absent

Increased 0.7% ▲

Number of Students: 23

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Socioeconomically Disadvantaged

Red

11.3% chronically absent

Increased 3.7% ▲

Number of Students: 282

Asian

Orange

7.1% chronically absent

Increased 1.3% ▲

Number of Students: 239

Students with Disabilities

Orange

15.7% chronically absent

Increased 3.5% ▲

Number of Students: 89

English Learners

Orange

9.7% chronically absent

Increased 2.8% ▲

Number of Students: 206

Filipino

Orange

7.6% chronically absent

Increased 3.7% ▲

Number of Students: 105

Hispanic

Orange

11.8% chronically absent

Increased 4.3% ▲

Number of Students: 136

Two or More Races

Orange

12.3% chronically absent

Increased 8.8% ▲

Number of Students: 81

White

Orange

11.9% chronically absent

Increased 5.4% ▲

Number of Students: 109

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

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

All Students

Green

1% suspended at least once

Maintained 0%

Number of Students: 715

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

No Students

Orange

Hispanic

Two or More Races

Yellow

Socioeconomically Disadvantaged

Students with Disabilities

White

Green

No Students

Blue

Asian

English Learners

Filipino

No Performance Color

African American

American Indian

Homeless

Pacific Islander

African American

No Performance Color

0% suspended at least once

Declined 4.2% ▼

Number of Students: 23

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

8.3% suspended at least once

Increased 8.3% ▲

Number of Students: 12

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic

Orange

2.2% suspended at least once

Increased 0.7% ▲

Number of Students: 137

Two or More Races

Orange

3.5% suspended at least once

Increased 1.2% ▲

Number of Students: 85

Socioeconomically Disadvantaged

Yellow

1% suspended at least once

Increased 0.3% ▲

Number of Students: 288

Students with Disabilities

Yellow

2.2% suspended at least once

Maintained -0.2%

Number of Students: 89

White

Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 110

Asian

Blue

0% suspended at least once

Declined 0.4% ▼

Number of Students: 244

English Learners

Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 210

Filipino

Blue

0% suspended at least once

Declined 1% ▼

Number of Students: 108

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	351	74.4	319	80.9	296	77.7	284	76.4	285	74.7	0.3	-1.7	352	61.1	317	69.1	296	80.1	283	78.1	284	77.8	16.7	-0.3
Female	167	76.0	150	82.7	142	84.5	149	83.9	145	82.1	6.1	-1.8	167	58.7	149	65.1	142	81.7	149	79.9	145	78.6	19.9	-1.3
Male	184	72.8	169	79.3	154	71.4	135	68.1	140	67.1	-5.7	-1.0	185	63.2	168	72.6	154	78.6	134	76.1	139	77.0	13.8	0.9
African American	15	60.0	20	65.0	21	76.2	16	75.0	10	80.0	20.0	5.0	15	53.3	19	52.6	21	71.4	16	81.3	10	80.0	26.7	-1.3
Asian**	44	88.6	42	88.1	32	87.5	31	87.1	89	79.8	-	-	45	82.2	42	85.7	32	93.8	31	96.8	89	86.5	-	-
Filipino	63	82.5	50	82.0	44	81.8	42	73.8	54	74.1	-8.4	0.3	63	55.6	50	60.0	44	79.5	42	81.0	54	74.1	18.5	-6.9
Hispanic	63	57.1	49	77.6	51	74.5	53	66.0	57	63.2	6.1	-2.8	63	34.9	49	67.3	51	76.5	53	50.9	56	62.5	27.6	11.6
Indochinese**	38	76.3	35	80.0	35	74.3	43	83.7	-	-	-	-	38	73.7	35	71.4	35	82.9	43	86.0	-	-	-	-
Native American	1	-	1	64.7	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	4	-	2	47.6	1	-	1	-	1	-	-	-	4	-	2	-	1	-	1	-	1	-	-	-
White	61	80.3	51	80.4	50	82.0	42	76.2	39	82.1	1.8	5.9	61	67.2	50	68.0	51	82.4	42	83.3	39	84.6	17.4	1.3
Multiracial	62	69.4	69	84.1	62	72.6	56	78.6	35	74.3	4.9	-4.3	62	66.1	69	71.0	61	75.4	55	81.8	35	80.0	13.9	-1.8
English Learner	44	29.5	36	36.1	32	28.1	34	29.4	44	31.8	2.3	2.4	44	27.3	37	37.8	32	46.9	34	47.1	44	50.0	22.7	2.9
English-Speaking	307	80.8	283	86.6	264	83.7	250	82.8	241	82.6	1.8	-0.2	308	65.9	280	73.2	264	84.1	249	82.3	240	82.9	17.0	0.6
Reclassified†	97	89.7	78	91.0	77	90.9	79	86.1	70	85.7	-4.0	-0.4	97	71.1	78	76.9	77	89.6	79	86.1	70	87.1	16.0	1.0
Initially Eng. Speaking	210	76.7	205	84.9	187	80.7	171	81.3	171	81.3	4.6	0.0	211	63.5	202	71.8	187	81.8	170	80.6	170	81.2	17.7	0.6
Econ. Disadv.*	169	67.5	141	68.8	132	65.9	132	66.7	129	68.2	0.7	1.5	169	49.1	141	58.2	133	70.7	131	67.9	129	74.4	25.3	6.5
Non-Econ. Disadv.	182	80.8	178	90.4	164	87.2	152	84.9	156	80.1	-0.7	-4.8	183	72.1	176	77.8	163	87.7	152	86.8	155	80.6	8.5	-6.2
Gifted	160	85.6	155	93.5	123	92.7	82	97.6	69	98.6	13.0	1.0	160	77.5	156	87.8	122	95.1	82	96.3	69	97.1	19.6	0.8
Not Gifted	191	64.9	164	68.9	173	67.1	202	67.8	216	67.1	2.2	-0.7	192	47.4	161	50.9	174	69.5	201	70.6	215	71.6	24.2	1.0
With Disabilities	27	29.6	20	30.0	22	59.1	21	33.3	25	36.0	6.4	2.7	27	22.2	19	26.3	22	50.0	21	33.3	25	68.0	45.8	34.7
WO Disabilities	324	78.1	299	84.3	274	79.2	263	79.8	260	78.5	0.4	-1.3	325	64.3	298	71.8	274	82.5	262	81.7	259	78.8	14.5	-2.9
Homeless	12	58.3	10	60.0	8	-	8	-	3	-	-	-	12	41.7	10	50.0	9	-	8	-	0	-	-	-
Foster	2	-	1	50.0	2	-	0	-	0	-	-	-	2	-	1	-	0	-	1	-	0	-	-	-
Military	23	82.6	21	66.7	14	78.6	16	81.3	12	66.7	-15.9	-14.6	23	65.2	20	50.0	14	85.7	16	75.0	12	83.3	18.1	8.3

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	112	67.9	101	82.2	89	80.9	105	80.0	101	77.2	9.3	-2.8	113	64.6	101	79.2	89	86.5	105	84.8	100	85.0	20.4	0.2
Female	62	69.4	48	91.7	42	88.1	65	84.6	45	91.1	21.7	6.5	62	69.4	47	80.9	42	88.1	65	86.2	45	93.3	23.9	7.1
Male	50	66.0	53	73.6	47	74.5	40	72.5	56	66.1	0.1	-6.4	51	58.8	54	77.8	47	85.1	40	82.5	55	78.2	19.4	-4.3
African American	6	-	8	65.0	6	-	2	-	3	-	-	-	6	-	7	-	6	-	2	-	3	-	-	-
Asian**	11	81.8	17	94.1	10	100.0	14	85.7	37	83.8	-	-	12	66.7	17	94.1	10	100.0	14	92.9	37	91.9	-	-
Filipino	18	88.9	12	91.7	14	78.6	14	85.7	16	81.3	-7.6	-4.4	18	72.2	12	66.7	14	85.7	14	92.9	16	81.3	9.1	-11.6
Hispanic	20	55.0	19	78.9	14	64.3	18	66.7	23	69.6	14.6	2.9	20	50.0	20	80.0	14	78.6	18	61.1	22	77.3	27.3	16.2
Indochinese**	10	60.0	12	83.3	13	76.9	21	76.2	-	-	-	-	10	70.0	12	83.3	13	76.9	21	81.0	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	23	73.9	16	68.8	14	92.9	15	86.7	11	72.7	-1.2	-14.0	23	69.6	16	68.8	14	100.0	15	100.0	11	90.9	21.3	-9.1
Multiracial	23	65.2	16	93.8	18	72.2	21	85.7	11	72.7	7.5	-13.0	23	65.2	16	87.5	18	77.8	21	85.7	11	81.8	16.6	-3.9
English Learner	20	30.0	12	58.3	17	35.3	17	35.3	20	45.0	15.0	9.7	20	30.0	13	61.5	17	52.9	17	52.9	20	60.0	30.0	7.1
English-Speaking	92	76.1	89	85.4	72	91.7	88	88.6	81	85.2	9.1	-3.4	93	72.0	88	81.8	72	94.4	88	90.9	80	91.3	19.3	0.4
Reclassified†	19	94.7	24	91.7	22	100.0	28	92.9	16	87.5	-7.2	-5.4	19	84.2	24	79.2	22	100.0	28	92.9	16	100.0	15.8	7.1
Initially Eng. Speaking	73	71.2	65	83.1	50	88.0	60	86.7	65	84.6	13.4	-2.1	74	68.9	64	82.8	50	92.0	60	90.0	64	89.1	20.2	-0.9
Econ. Disadv.*	50	58.0	44	65.9	40	70.0	50	72.0	43	72.1	14.1	0.1	50	52.0	44	70.5	40	75.0	50	80.0	43	81.4	29.4	1.4
Non-Econ. Disadv.	62	75.8	57	94.7	49	89.8	55	87.3	58	81.0	5.2	-6.3	63	74.6	57	86.0	49	95.9	55	89.1	57	87.7	13.1	-1.4
Gifted	53	83.0	49	98.0	23	95.7	24	100.0	25	100.0	17.0	0.0	53	79.2	50	96.0	23	100.0	24	100.0	25	100.0	20.8	0.0
Not Gifted	59	54.2	52	67.3	66	75.8	81	74.1	76	69.7	15.5	-4.4	60	51.7	51	62.7	66	81.8	81	80.2	75	80.0	28.3	-0.2
With Disabilities	9	-	20	30.0	6	-	5	-	11	45.5	-	-	9	-	6	-	6	-	5	-	11	81.8	-	-
WO Disabilities	103	72.8	94	88.3	83	80.7	100	83.0	90	81.1	8.3	-1.9	104	68.3	95	83.2	83	86.7	100	87.0	89	85.4	17.1	-1.6
Homeless	2	-	4	60.0	8	-	8	-	1	-	-	-	2	-	4	-	9	-	2	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	4	66.7	4	-	7	-	2	-	-	-	8	-	3	-	4	-	7	-	2	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	113	72.6	111	71.2	103	76.7	84	70.2	104	68.3	-4.3	-1.9	113	65.5	111	60.4	103	79.6	83	74.7	104	72.1	6.6	-2.6
Female	46	78.3	63	69.8	45	86.7	42	78.6	63	69.8	-8.5	-8.8	46	63.0	63	57.1	45	82.2	42	73.8	63	68.3	5.3	-5.5
Male	67	68.7	48	72.9	58	69.0	42	61.9	41	65.9	-2.8	4.0	67	67.2	48	64.6	58	77.6	41	75.6	41	78.0	10.8	2.4
African American	3	-	9	65.0	9	-	6	-	1	-	-	-	3	-	9	-	9	-	6	-	1	-	-	-
Asian**	18	83.3	10	70.0	14	85.7	7	-	33	72.7	-	-	18	94.4	10	70.0	14	100.0	7	-	33	75.8	-	-
Filipino	19	68.4	18	83.3	12	75.0	16	68.8	21	71.4	3.0	2.6	19	36.8	18	66.7	12	75.0	16	75.0	21	66.7	29.9	-8.3
Hispanic	17	47.1	18	66.7	19	84.2	14	50.0	20	50.0	2.9	0.0	17	29.4	18	66.7	19	63.2	14	35.7	20	50.0	20.6	14.3
Indochinese**	11	81.8	10	60.0	13	76.9	11	90.9	-	-	-	-	11	72.7	10	50.0	13	92.3	11	90.9	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	1	-	1	-	0	-	-	-	1	-	0	-	1	-	1	-	0	-	-	-
White	16	87.5	21	81.0	16	75.0	13	76.9	17	82.4	-5.1	5.5	16	81.3	21	66.7	16	75.0	13	84.6	17	88.2	6.9	3.6
Multiracial	27	66.7	25	68.0	19	78.9	16	62.5	12	66.7	0.0	4.2	27	74.1	25	56.0	19	89.5	15	80.0	12	83.3	9.2	3.3
English Learner	15	26.7	16	18.8	8	-	10	10.0	17	29.4	2.7	19.4	15	33.3	16	25.0	8	-	10	40.0	17	41.2	7.9	1.2
English-Speaking	98	79.6	95	80.0	95	81.1	74	78.4	87	75.9	-3.7	-2.5	98	70.4	95	66.3	95	81.1	73	79.5	87	78.2	7.8	-1.3
Reclassified†	27	96.3	21	85.7	27	88.9	25	84.0	26	80.8	-15.5	-3.2	27	81.5	21	71.4	27	85.2	25	84.0	26	76.9	-4.6	-7.1
Initially Eng. Speaking	71	73.2	74	78.4	68	77.9	49	75.5	61	73.8	0.6	-1.7	71	66.2	74	64.9	68	79.4	48	77.1	61	78.7	12.5	1.6
Econ. Disadv.*	49	67.3	54	59.3	43	58.1	38	60.5	51	58.8	-8.5	-1.7	49	55.1	54	48.1	43	72.1	37	59.5	51	68.6	13.5	9.1
Non-Econ. Disadv.	64	76.6	57	82.5	60	90.0	46	78.3	53	77.4	0.8	-0.9	64	73.4	57	71.9	60	85.0	46	87.0	53	75.5	2.1	-11.5
Gifted	52	86.5	49	85.7	49	93.9	21	100.0	24	95.8	9.3	-4.2	52	80.8	49	85.7	49	95.9	21	100.0	24	91.7	10.9	-8.3
Not Gifted	61	60.7	62	59.7	54	61.1	63	60.3	80	60.0	-0.7	-0.3	61	52.5	62	40.3	54	64.8	62	66.1	80	66.3	13.8	0.2
With Disabilities	4	-	9	30.0	9	-	8	-	25	36.0	-	-	4	-	9	-	9	-	8	-	7	-	-	-
WO Disabilities	109	73.4	102	73.5	94	79.8	76	72.4	97	73.2	-0.2	0.8	109	66.1	102	63.7	94	84.0	75	77.3	97	74.2	8.1	-3.1
Homeless	6	-	3	60.0	6	-	8	-	3	-	-	-	6	-	3	-	6	-	8	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	10	70.0	4	-	4	-	6	-	-	-	9	-	10	60.0	4	-	4	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	126	81.7	107	89.7	104	76.0	95	77.9	80	80.0	-1.7	2.1	126	54.0	105	68.6	104	75.0	95	73.7	80	76.3	22.3	2.6
Female	59	81.4	39	92.3	55	80.0	42	88.1	37	91.9	10.5	3.8	59	44.1	39	59.0	55	76.4	42	76.2	37	78.4	34.3	2.2
Male	67	82.1	68	88.2	49	71.4	53	69.8	43	69.8	-12.3	0.0	67	62.7	66	74.2	49	73.5	53	71.7	43	74.4	11.7	2.7
African American	6	-	3	65.0	6	-	8	-	6	-	-	-	6	-	3	-	6	-	8	-	6	-	-	-
Asian**	15	100.0	15	93.3	8	-	10	90.0	19	84.2	-	-	15	80.0	15	86.7	8	-	10	100.0	19	94.7	-	-
Filipino	26	88.5	20	75.0	18	88.9	12	66.7	17	70.6	-17.9	3.9	26	57.7	20	50.0	18	77.8	12	75.0	17	76.5	18.8	1.5
Hispanic	26	65.4	12	91.7	18	72.2	21	76.2	14	71.4	6.0	-4.8	26	26.9	11	45.5	18	88.9	21	52.4	14	57.1	30.2	4.7
Indochinese**	17	82.4	13	92.3	9	-	11	90.9	-	-	-	-	17	76.5	13	76.9	9	-	11	90.9	-	-	-	-
Native American	0	-	1	64.7	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	47.6	0	-	0	-	1	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-
White	22	81.8	14	92.9	20	80.0	14	64.3	11	90.9	9.1	26.6	22	54.5	13	69.2	21	76.2	14	64.3	11	72.7	18.2	8.4
Multiracial	12	83.3	28	92.9	25	68.0	19	84.2	12	83.3	0.0	-0.9	12	50.0	28	75.0	24	62.5	19	78.9	12	75.0	25.0	-3.9
English Learner	9	-	8	18.8	7	-	7	-	7	-	-	-	9	-	8	-	7	-	7	-	7	-	-	-
English-Speaking	117	85.5	99	93.9	97	80.4	88	80.7	73	87.7	2.2	7.0	117	57.3	97	72.2	97	79.4	88	76.1	73	79.5	22.2	3.4
Reclassified†	51	84.3	33	93.9	28	85.7	26	80.8	28	89.3	5.0	8.5	51	60.8	33	78.8	28	85.7	26	80.8	28	89.3	28.5	8.5
Initially Eng. Speaking	66	86.4	66	93.9	69	78.3	62	80.6	45	86.7	0.3	6.1	66	54.5	64	68.8	69	76.8	62	74.2	45	73.3	18.8	-0.9
Econ. Disadv.*	70	74.3	43	83.7	49	69.4	44	65.9	35	77.1	2.8	11.2	70	42.9	43	58.1	50	66.0	44	61.4	35	74.3	31.4	12.9
Non-Econ. Disadv.	56	91.1	64	93.8	55	81.8	51	88.2	45	82.2	-8.9	-6.0	56	67.9	62	75.8	54	83.3	51	84.3	45	77.8	9.9	-6.5
Gifted	55	87.3	57	96.5	51	90.2	37	94.6	20	100.0	12.7	5.4	55	72.7	57	82.5	50	92.0	37	91.9	20	100.0	27.3	8.1
Not Gifted	71	77.5	50	82.0	53	62.3	58	67.2	60	73.3	-4.2	6.1	71	39.4	48	52.1	54	59.3	58	62.1	60	68.3	28.9	6.2
With Disabilities	14	35.7	4	30.0	7	-	8	-	7	-	-	-	14	14.3	4	-	7	-	8	-	7	-	-	-
WO Disabilities	112	87.5	103	91.3	97	77.3	87	82.8	73	82.2	-5.3	-0.6	112	58.9	101	69.3	97	77.3	87	79.3	73	76.7	17.8	-2.6
Homeless	4	-	3	60.0	1	-	5	-	3	-	-	-	4	-	3	-	2	-	5	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	7	70.0	6	-	5	-	4	-	-	-	6	-	7	-	6	-	5	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: ERICSON ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Guidance Assistant

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst - NEW POSN, SBB2512832	0.21900	$8,793.13	30100-2404	Salary for guidance assistant	This position is working well as she is here daily to support children. She is working on push in whole class and small group. Currently focused on Restorative		

					Practices.		
Note/Reminders (optional):							

Goal 2 - English Language Arts

Instructional Coaching

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

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

Note/Reminders (optional):

Reading and Math Intervention

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		$744.33	30100-1189	reading and math intervention	Teachers are laser focused on supporting learners where they are through small group explicit instruction. Support of our ELL students.		
Retired Clsrm Teacher Hrly		$10,128.87	30106-1189	reading and math intervention	Teachers are laser focused on supporting learners where they are through small group explicit instruction. Support of our ELL students.		

Note/Reminders (optional):

Goal 3 - Mathematics

Instructional Coaching

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$12,202.00	30100-1192	subs for PLC and PD	Teachers are looking at specific data, targeted students and designing instruction to support learning. Focus Clarity of Purpose, Student engagement, and checking for understanding.		
Vice Principal - NEW POSN, SBB2512836	--	--	30106-1309	Vice Principal	Instructional focus, classroom walk through, PD and support of teacher lead learning. PLC		

					support with grade levels.		

Note/Reminders (optional):

NY Engage Math Curriculum

***Strategy/Activity - Description**

Grades TK-5 will all have access to the NY Engage curriculum. This includes teacher's editions and all student and classroom materials for the curriculum. Professional development time will be allocated to supporting teachers with using this curriculum. Teachers will collaborate within grade levels and with Sandburg Elementary to stengthen their practice. Teachers will build on the knowledge of curriculum throughout the year through collaborating, PD, grade level meetings and PLC time.
In PLC work, teachers will identify specific goals after collecting data and identifying the needs of targeted students. Teachers will identify specific instructional practices that they will implement in order to reach these goals. These instructional practices will be monitored through growth data of students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Textbooks and Core Curr Mtls		$10,000.00	30100-4100	NY Engage	Student engagement in increasing. Emphasis on 5th grade exit levels rising 4% across the grade level to increase preparedness for students entering middle school.		

Note/Reminders (optional):

Goal 4- English Learners

Instructional Leadership

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Vice Principal - NEW POSN, SBB2512836	--	--	30106-1309	instructional support	Instructional focus, classroom walk through, PD and support of teacher lead learning. PLC support with grade levels.		
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Subs for PLCs	Teachers are looking at specific data, targeted students and designing instruction to support learning. Focus Clarity of Purpose, Student		

					engagement, and checking for understanding.		

Note/Reminders (optional):

Goal 6 - Family Engagement

Family Fridays

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		$1,821.00	30103-4304	family meetings			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: ERICSON ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Instructional Coaching

***Strategy/Activity - Description**

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

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results:
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	subs for PLCs	Teachers are able to support students outside of the sphere of success.	Need to begin them sooner in the year. Need admin present at all and also need to include our resource teachers to be present to discuss next best steps in supporting students.	Earlier schedule next year

San Diego Unified SCHOOL DISTRICT

Ericson Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Note/Reminders (optional):

Reading and Math Intervention

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
PullOut/Push in Hrly		$17,082.80	09800-1159	reading and math intervention	Teachers are able to do small group explicit instruction with student in need. Focus on RLA. Effective growth data for students. Teachers are able to provide additional levels of interventions in the area of RLA.	Feedback to teachers in upper grades same as lower.	Consistent program

Note/Reminders (optional):

Goal 4- English Learners

Small Group Instruction

***Strategy/Activity - Description**

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClsrm Tchr Hrly		$3,660.60	09800-1986	reading intervention	Support students outside of the sphere of success. Able to support most struggling students. Data based. Shows clear indications of growth for students and provides insight into those who are brought to SST.	Need a consistent phonics program	none

Note/Reminders (optional):

ELPAC Testing Support

***Strategy/Activity - Description**

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

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

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	subs for coaching cycle	Support teachers in PLC and PD to engage in data driven PLCs, align goals and create common assessments for all students. Focus on Clear purpose, checking for understanding and student engagement.	None	none

Note/Reminders (optional):

What are my leadership strategies in service of the goals?