

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **ERICSON ELEMENTARY SCHOOL**

2022-23

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: 619/605-1600;

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: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

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

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>10/6/2022</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/27/2022</u> |
| <input type="checkbox"/> | Other (list): <u>all staff (certificated)</u> | Date of presentation: <u>10/3/2022</u> |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/26/2022

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

Darius Ashton
Type/Print Name of School Principal

D. Ashton 10/4/2022
Signature of School Principal / Date

R Barber
Type/Print Name of SSC Chairperson

Robert Barber 10/4/2022
Signature of SSC Chairperson / Date

Misty Cervantes Nguyen
Type/Print Name of ELAC Representative

MJ 10/7/2022
Signature of ELAC Representative / Date

Steve Elizondo
Type/Print Name of Area Superintendent

Steve Elizondo 10/12/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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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 all students based on our school achievement plan. Ericson will prioritize aligning the budget with the goals we have outlined to support student achievement throughout the 2022- 2023 school year. Data will guide us in decision making. Data will identify areas of need. We will financially support areas of need such as closing the achievement gap for English Language Learners, Special Needs Students, Low Social Economic and Black Youth. Funding will be provided for teachers to participate in meaningful Professional Learning Communities each month. Teachers will identify by using data targeted student who are not at grade level. Teachers in the PLCs will plan instruction to support these students, create common assessments and develop plans of support.

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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

Ericson Elementary School Site Council and Site Governance Team met throughout the 2022- 2023 school year to discuss all LCAP goals that guide and are central to our SPSA goals. Our ILT, PLCs 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 2022-23 SPSA and our development of the 2022-23 school budget. The SSC approved the 2022-23 budget in February 2022. 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 2022, to provide feedback. SSC met in September October 2022 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 2022-23 school year. The site's ELAC committee will meet in October 2022 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 680 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 Benchmark 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 2022-2023 school year, we will continue to support TK, Kindergarten, and 1st-grade teacher as we grow to support 2nd grade and introduce STEAM to 4th 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 development. Our STEAM program is funded now by the district.

During the 2022- 2023 school year we will be going through the Leader In Me process to support social emotional wellness for students. By developing and teaching habits for highly effective students at Ericson, we expect an increase in school site climate culture. Creating safe schools for students is a top priority with regards to their social emotional needs. We have realized that coming out of the pandemic has created greater needs than previously expected.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Darius Ashton	Principal
Robert Barber	Classroom Teacher
Claudia Saipe	Classroom Teacher
Donna Salongo	Classroom Teacher
Sabrina Hanhlein	Other School Rep
Myra Saldana	Parent
Anjan Verna	Parent
Nathan Rosenberg	Parent
Cole Steely	Parent
Anil Kumar	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We will be moving our 2021-2022, last year's goals, forward and building on them. The previous three years have been atypical and impacted our ability to have accurate data. In addition, we have not been able to hold PLCs. Two to three years ago, with hybrid and offsite learning, we were not able to accurately meet our goals. Additionally, last year with the increase of COVID and the mandatory 10 day quarantine, chronic absenteeism went up significantly. In 2020-21, we will have 51 students identified as chronically absent. In 2021- 22, we have 213 students identified and chronically absent. Because of this drastic increase we will be focusing on supporting an increase in student attendance. We will prioritize a decrease in the number of students that are identified as chronically absent.

We hope that these goals will be obtainable with the continued impact that COVID still has on students' attendance. Our attendance clerk has been able to build strong relationships with families. She will identify those with chronic absenteeism and will work with our counselor and AP to support these families. When identified, the principal will also reach out to families to learn their story and the why behind the attendance issues. Site will exhaust all resources and if needed reach out to central office supports within SDUSD to get families more support.

We also set a goal for our 5th-grade students to report 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. 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.

We are implementing Leader In Me to also develop habits of highly effective students. With this process we are having staff, parents, and students participate in Fall and Spring surveys in regards to school climate and social support. Our focus on SEL wellness for all will be supported by the LIM process as we take on the 7 Habits of Happy Kids. These habits will be embedded in Spirit Assemblies, Student Recognition, VIPS tickets, recess, lunch, and classroom instruction. All staff will have access to and time to professional development in the area of LIM.

We now have a school counselor 3 days a week, funded by the district, who will be supporting students. The counselor will be a part of the lighthouse team. She will push in to provide support and lessons around the area of the 7 Habits. She will be sending home weekly communication to families from the counseling perspective around LIM.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

- 3 days of counselor support (increase)
- Leader in Me implementation
- Full Time Associate Principal
- Covid protocols have changed allowing children to return to school sooner

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The changes we will make this year begin with the implementation of the Leader In Me process site-wide. We began the year with the first 8 Days being dedicated to the Leader In Me process. This will create common language, learning, and expectations for all students. Professional Development Days will also be dedicated to Leader In Me for staff. Classified staff will also be included in the Leader In Me Process through online and in-person learnings.

Attendance will change based on new procedures for reporting COVID. Parents no longer have to show proof of a negative or positive test. Weekly testing will still occur. Children no longer have to stay out the full 10 days.

In addition to the California Healthy Kids survey, students will participate in a Leader In Me Survey. Parents and Staff will also participate in the Leader In Me survey in the beginning of the year and the end of the year. The areas of the MRA survey for baseline data in Fall has measured the areas of: (we will also use Spring Data to determine levels of growth/ set goals)

- School Climate
- Student Empowerment
- Trusting Relationships
- School Belonging

*Identified Need

Based on the 2021-2022 data for student attendance at Ericson, we have room to improve. This has been a hard goal to monitor as we have been changing the process for student participation throughout the pandemic. 2021-2022 was our first year back onsite for all students and staff. Many students went out for 10 days last year when they contracted COVID 19. Several students went out multiple times. We saw a large spike in attendance after the two weeks of Winter Break. There was a record number of absences at our site during these few weeks of January 2022.

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. We can also run reports in Powerschool to support and identify students who have chronic absenteeism. These reports have shined a light on an identified need of the students who are chronically absent. 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.

Social emotional wellness is a key focus site wide for the 2021-2022 school year.

Through the review of the 2021-2022 California Healthy Kids Survey (CHKS) data, it was identified that 88% of the 5th grade students surveyed feel safe on campus. This is an increase of 1% from the previous year. 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 69% of our 5th grade students believe that they have a caring adult that they can be supported by at school. This is significantly up from the 45% in the prior year. Utilizing this information, we will prioritize counseling and with the new AP prioritize the development of caring relationships between adults and students in all grades across campus. Through having an AP 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. We also hope that LIM will support this identified need.

Based on our California Dashboard for 2022 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 American" 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.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	all student grades	Increase cumulative attendance	68%	90%	Attendance	monthly
June 2023	5th grade students	Increase students feeling of safety while on campus.	88%	100%	CAL-SCHLS (CHKS)	annually
June 2023	5th grade students	Increase students reporting that they have a caring adult on campus.	69%	80%	CAL-SCHLS (CHKS)	annually
June 2023	TK-5	Decrease chronic absenteeism	32%	9%	Chronic Absenteeism	annually

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Black or African American	decrease suspension rate	3 suspensions	0 suspensions	Suspension	annually
June 2023	TK-5	Socioeconomically Disadvantaged	decrease chronic absenteeism rate	11.3	7	Chronic Absenteeism	monthly
June 2023	TK-5	Black or African American	decrease chronic absenteeism rate	38%	8%	Chronic Absenteeism	monthly
June 2023	TK-5	Students with Disabilities	decrease chronic absenteeism rate	59%	15%	Chronic Absenteeism	monthly
June 2023	TK-5	Asian	decrease chronic absenteeism rate	26%	8%	Chronic Absenteeism	monthly
June 2023	TK-5	Hispanic or Latino	decrease chronic absenteeism rate	45%	8%	Chronic Absenteeism	monthly
June 2023	TK-5	Students with Disabilities	decrease suspension rate	7 suspensions	3 suspensions	Suspension	monthly
June 2023	TK-5	Hispanic or Latino	decrease suspension rate	4 suspensions	2 suspensions	Suspension	monthly
June 2023	TK-5	White	decrease chronic absenteeism rate	25%	8%	Chronic Absenteeism	monthly

Supporting Black Youth - Additional Goals

- ✓ Ericson Elementary’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at Ericson is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Ericson’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, Ericson will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ Ericson Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ Ericson Elementary’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ Ericson Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Ericson Elementary will increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ Ericson Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Tier 2 Classroom Intervention Support

*Students to be served by this Strategy/Activity

Unduplicated students (UPP = 48.4%)/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. This will be done through quality classroom instruction and relationship building with the LIM at the heart of what we do.

Ericson will be focusing on the Leader In Me process, which is a K–12 whole-school improvement model and process that helps educators and families collaborate together to develop students as lifelong leaders. As administrators and staff work to grow a leadership culture at school, parents and guardians can reinforce what is being taught at home with shared paradigms and principles. Our school counselor will be sending home weekly information via school messenger to connect families with the learning as well as provide extension activities for parents. The school counselor will host voluntary family meetings with Leader In Me content. Staff PDs will be dedicated to Leader In Me Learnings. All teachers will attend Leader In Me training hosted by the partnership with the company. All grade levels will collaborate to create the scope and sequence to support consistent instruction of Leader in Me.

Our current suspension rates are .7 overall and we will target to get those numbers down by the above proposed goals. Each goal focuses on a specific sub group with the highest suspension numbers for the previous year.

Our focus on attendance will continue this year to ensure that all students are getting to school. Our attendance clerk, principal, and AP 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 attendance clerk will also loop the counselor into providing weekly wellness check ins for students. If needed we will also call on the support of Officer Julian Gonzalez and SDUSD central office resource teachers.

The attendance clerk and counselor will:

1. Identify those students with chronic absenteeism
2. Reach out to families to be of support and find out why
3. Assist families in a solution
4. Partner with Parents

Additionally with the Leader In Me implementation, we will focus on partnering with parents to build parental leadership roles at the site. Through this focus we hope to build room parents and work with PTA to create mentor parents who can also be of support to parents in need. Another measure for Ericson will be to implement an additional before school and after school care for working parents who struggle with getting children to school while being able to also get to work in the mornings and stay in the afternoon/early evening. Our goal is to create an environment that works with and aims to support parental needs.

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 Leader In Me and highlight monthly traits through push-in/pull out services for the direct support of our targeted students. Site wide we will implement Leader In Me to create a leadership environment for all students and staff. 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. Important to our work with creating a safe, collaborative and inclusive culture we will be implementing Leader In Me. LIM aims to create a culture of trust and engagement and aims to empower students to lead their own lives, and make a difference with others. LIM provides students tools to better achieve goals.

A key learning from LIM results in a decrease in behavior and suspensions by building all children into LEADERS. When we meet with children in need of support we will review the 7 habits. We will connect the situation to learning from LIM. We want children to grow and learn from their mistakes and prevent suspensions.

***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. We will support parents in understanding the Leader in Me and host student celebrations for parents. We will create time and space for parents to be connected. We will have Family Fridays, Spirit Assemblies and student recognition.

In the 2022-2023 school year we will be making our lighthouse team stronger, to support the implementation of Leader in Me. A core group of 8 staff will become the lighthouse team. We will focus on academic, environmental and leadership for our students. As we reopen the school we will look at ways to create updated spaces, cleaner environments that allow students and staff to feel safe, happy and they will be included in this decision making. The first 8 days of instruction will be dedicated to LIM. Students will partner with staff to lead this work.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Due to the COVID global pandemic, 2021- 2022 was the first year we were able to get valid ELA & Math data. Our data in ELA and Math has dropped significantly from previous years. Our average was close to 80% for all grades in both math and ELA. The percentages have dropped to an average of 71% in ELA and 76% in Math. We have formulated our goals with the most recent data possible. Our goals will begin by creating data driven PLCs that begin with identifying students not yet at proficient levels. Our goals for the 2022-2023, will be to increase the CAASPP ELA performance of all of our 3rd, 4th, and 5th-grade students. We also set AMOs (Annual Measurable Outcomes) for our Students with Disabilities and English Learners related to their CAASPP ELA performance. We now have CAASPP 2021-2022 data available to use to define our site-wide goals.

Strategies that we put in place last year to help us reach these goals were Instructional Coaching (supported by district funded Associate Principal and LCFF funding for visiting teachers) and Reading Intervention (supported by LCFF and Discretionary for Retired Classroom Teacher hourly and LCFF funding for Pull Out/Push In hourly support). Now that we have returned to onsite learning we will be able to continue with the focus of these goals with a higher level of fidelity. We will use the same resources, but include a monthly PLC for all grade levels. Onsite learning will also allow us to gain deeper insight into student's learning and abilities for the 2022- 2023 school year. A top priority will be implementing monthly PLCs for all grade levels K-5 to analyze student data and progress to implement instructional strategies based on the data.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We did not reach our goal to increase student achievement in all grades over 80%. A major difference for this year will be onsite learning. Last year we implemented onsite learning, but many students were out for long periods of time and developed chronic absenteeism.

Additional differences**Concerns:**

- *greater achievement gap in ELA and Math
- *Ericson no longer has Title 1 funding to support reading interventions through pull out retired teachers

Supports:

- *monthly PLCs for all grade levels
- *full time AP that will generate and support a culture of data analysis
- *projected increase in student attendance (new COVID procedures)

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

This year we will continue to be working with the ILT to determine a way to best plan for instructional planning time. We will work to have monthly PLC times for grade levels K-5. Site wide PD will be designed staff surveys, ILT Admin to create a focus on DATA, Targeted Students, PLC and monitoring of our at risk students. 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 September. FAST and F & P data will be provided for all teachers for their students. Teachers will begin in September by using most current data to identify and support struggling students. Early identification we believe will lead to more immediate interventions. If students are not showing growth towards their goals we will look to provide pull out and push in support by reading specialists.

PD will be aligned to support teachers with access to needed curricular resources that meet the specific goals of targeted students. Teachers will work together to monitor student growth, identify student needs, set goals, and determine how to support when students are not growing academically in PLC times.

Changes to Instructional Focus 2022-2023:

- Leader in Me
- Culture of Data
- Social-Emotional

***Identified Need - English Language Arts**

Based on the data our identified need is to support all students to proficient levels. We need to focus on 4th grade instruction. Identify trends in the data and formulate reasoning from the drop to 60% proficient. As those students are now in 5th grade we need to build upon the needs identified. We need to raise the average and grade level proficiencies to 80%. Professional development and PLCs need to align with student needs. Key to reaching our goals will be a renewed foundation of looking at data to shine a flashlight into areas we can grow professionally and support all students.

All educators will:

- Recognize that all students have the capacity to read, write, listen and speak well and it is our individual and collective responsibility to teach them.
- Support literacy instruction regardless of grade level or content focus.
- Assume the responsibility to develop and enhance their literacy practice over time.
- Honor the critical importance of strong early learning programs and practices.
- Provide equitable access to grade appropriate, standards-based learning.
- Develop, understand and use comprehensive assessment systems and structures to monitor student progress and inform instruction.

Ericson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	all 3rd grade	meet or exceed	74%	80%	CAASPP ELA	annually	
June 2023	all 4th grade	meet or exceed	60%	80%	CAASPP ELA	annually	
June 2023	all 5th grade	meet or exceed	78%	80%	CAASPP ELA	annually	
June 2023	all 3-5th grade	meet or exceed	67%	80%	CAASPP ELA	annually	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	meet or exceed	36%	80%	CAASPP ELA	annually
June 2023	3-5	English Learner	meet or exceed	32%	80%	CAASPP ELA	annually
June 2023	3-5	Black or African American	meet or exceed	80%	85%	CAASPP ELA	annually
*Identified Need - Math							
<p>69 % 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 80% of students will meet or exceed standards in all grade levels.</p> <p>We are using the data from 2022, as it is the most recent data we can use. We will use this data for our 2022-2023 school year. Based on our California Dashboard for 2022 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.</p> <p>In support of district-wide initiatives, we are also including goals for Black Youth, Students with Disabilities, and English Learners.</p>							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	grade 3	meet or exceed standards	76%	80%	CAASPP Math	annually	
June 2023	grade 4	meet or exceed standards	62%	80%	CAASPP Math	annually	
June 2023	grade 5	meet or exceed standards	70%	80%	CAASPP Math	annually	
June 2023	all grades	meet or exceed standards	70%	80%	CAASPP Math	annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	grades 3-5	Students with Disabilities	meet or exceed standards	67%	80%	CAASPP Math	annually
June 2023	grades 3-5	English Learner	meet or exceed standards	51%	80%	CAASPP Math	annually
June 2023	grades 3-5	Black or African American	meet or exceeds standards	55%	80%	CAASPP Math	annually

***Identified Need - English Learners**

The last set of data we have available is from the June 2022 CAASPP assessment, we will be moving forward using this data for the 2022-2023 school year and SPSA. 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 50% meeting or exceeding the standard. This was an increase of 2.9 percentage points. Staff will come together to analyze data in PLC and set target goals for instruction. Key to the instruction will be dELD and iELD lessons.

The most recent data from the 2019 CA Dashboard 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.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All Grades	English Learner	Increase RFEP	47%	70%	Summative ELPAC	Annually

***Identified Need - Graduation/Promotion Rate**

In looking at our ELL data, 22 % of our reclassified students did not meet or exceed proficiency level in the area of math and/or ELA. This year our goal will be to have 10% or less not meet or exceed standards.

In 2022 74% of our 3rd grade students met or exceeded grade-level standards as measured by the 2022 CAASPP ELA. In 2022 76% of our 3rd grade students met or exceeded grade-level standards as measured by the 2022 CAASPP Math .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 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.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All 3rd Grade Students	Will meet or exceed grade level standards	74%	80%	CAASPP ELA	annual
June 2023	All 4th grade students	Will meet or exceed grade level standards	60%	80%	CAASPP ELA	annual
June 2023	All 5th grade Students	will meet or exceed grade level standards	78%	80%	CAASPP ELA	annual

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate								
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd grade	English Learner	Meet or Exceed	45%	65%	CAASPP ELA	annual	
June 2023	3rd grade	Students with Disabilities	Meet or Exceed	50%	70%	CAASPP ELA	annual	
June 2023	4th grade	English Learner	Meet or Exceed	29%	60%	CAASPP ELA	annual	
June 2023	4th grade	Students with Disabilities	Meet or Exceed	0%	50%	CAASPP ELA	annual	
June 2023	5th grade	English Learner	Meet or Exceed	0%	50%	CAASPP ELA	annual	
June 2023	5th grade	Students with Disabilities	Meet or Exceed	57%	70%	CAASPP ELA	annual	
Instructional Coaching								
*Students to be served by this Strategy/Activity								
<p>All students will benefit from the instructional leadership of our Vice-Principal. The VP will focus on but is not limited to LCAP goals: Access to Broad and Challenging Curriculum & Quality Leadership, Teaching and Learning.</p> <p>Specific Students that will benefit:</p> <ul style="list-style-type: none"> English Language Learners Special Needs Students Black Youth 								
*Strategy/Activity - Description								
<p>Essential to increase in student achievement will be the PLC that will occur monthly for all grade levels. Due to lack of staffing and school closures we have been unable to hold PLCs for the past 3 years. This year we have already begun in September of 2022. We have secured staffing to have a monthly PLC through the entire 2022-2023 school year.</p> <p>During these PLCs teachers will look at data. They will then identify students at risk and who are not yet at 80% proficient or advanced. Teachers will use F&P data, DEMI, FAST and common classroom instruction. Teacher will plan meaningful instruction.</p> <p>Instructional Practices:</p> <ul style="list-style-type: none"> -Clarity of Purpose -Student Engagement -Checking for Understanding 								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0217C5	Prof&Curriclm Dev Vist Tchr		\$3,613.00	\$4,473.26	0217-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	pull out push in support for student

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 48.4% 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. We have budgeted to have retired teachers support students with pull out and/or push in support.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N02172Y	Supplies		\$4,112.00	\$4,112.00	0217-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	support student with reading and language arts, supplemental reading and books

Instructional Coaching

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

Unduplicated students (UPP = 48.4%)/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.

Math Assessment:

- TK-5 will give the FAST aMath assessment to all learners 3 times during the year.
- 2-5 will also administer the DEMI math assessment which is new to us this year.

Student Monitoring:

The administrator will facilitate and participate in Grade Level PLC meetings with a minimum of 3 full day PLCs. TK-5 teachers will bring student data to these PLC's to analyze areas of strength and growth for their learners. Teachers will plan for instructional next steps as a grade level and monitor progress. Our PLCs process four guiding questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students don't learn it? How will we extend learning for students who have reached proficiency?

Student Intervention Support

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Ericson Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy and Student Engagement

The site administrator will work alongside all members of the Instructional Leadership Team (ILT) to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff know students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Implement data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments
- Utilize the data to coach teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Implement Grade Level PLC meetings monthly with a focus on student progress in the area of reading.

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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0217C4	Textbooks and Core Curr Mtls		\$20,000.00	\$20,000.00	0217-09800-00-4100-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		SCHOOL WIDE CURRICULUM IN LIEU OF ENVISION MATH.

Instructional Leadership

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

The Associate 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.

Student Monitoring:

The administrator will facilitate and participate in Grade Level PLC meetings with a minimum of 3 full day PLCs. TK-5 teachers will bring student data to these PLC's to analyze areas of strength and growth for their learners. Teachers will plan for instructional next steps as a grade level and monitor progress. Our PLCs process four guiding questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students don't learn it? How will we extend learning for students who have reached proficiency?

Student Intervention Support

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Ericson Elementary to meet or exceed the SPSA goals.

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The site administrator will work alongside all members of the Instructional Leadership Team (ILT) to ensure that the following are in place at the school:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff know students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- Implement data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Administer common formative and summative assessments
- Utilize the data to coach teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- Implement Grade Level PLC meetings monthly with a focus on student progress in the area of reading.

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 ELD support from the OLA office and admin team . Teachers will have access to OLA resources and connections from previous coaching cycles. 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N02171S	PullOut/Push in Hrly		\$5,000.00	\$6,190.50	0217-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	SMALL GROUP INSTRUCTION

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.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02179P	Other Nonclsrn PARAS Hrly		\$3,000.00	\$4,110.30	0217-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC TESTING
N0217AF	Retired NonClsrn Tchr Hrly		\$8,000.00	\$9,904.80	0217-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC TESTING

OLA ELD Coaching Cycle

*Students to be served by this Strategy/Activity

All EL students

*Strategy/Activity - Description

Teachers will build upon previous ELD coaching cycles. Teachers will have access to OLA resources to support implementation of dELD and iELD. Teachers will implement daily ELD lessons in classrooms.

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.

*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.

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 partner 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.

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. Additionally we will be implementing Leader in Me and focusing on building leadership opportunities in our black youth.

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

As we implement the 7 habits for staff and students, it will be supportive if the district continues to support this pilot in years to come.

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.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Last year only essential parents were allowed on campus and that had a negative impact on parental involvement. This year we hope to increase parental involvement through working with our PTA , FOE , classroom volunteering and Family Fridays. Working with our PTA we hope to get our Classroom Parent leaders in place this year.

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 CSPA 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 we will use for Family Engagement will be in partnership with the FOE and PTA and Family Fridays .

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Major differences is that parents are now allowed back on campus.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

This year our Associate 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

Ericson Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

assemblies to provide coffee and donuts for parents. We will include childcare provided by our LOT after school program for an increase in parent attendance at back to school events. Leader in Me will be implemented this year with fidelity across all classrooms.

*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 will 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 Associate Principal will reach out to the existing members of ELAC, and then build on growing our group early in the school year. She will also reach out to all initial ELL students.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent involvement	46%	90%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	School will promote respect of all cultural beliefs and practices based on CSPS.	9% disagree	0%disagree	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	ELAC	Increase percentage of parents involved in ELAC	2%	5%	Meeting Attendance
June 2023	PTA	Increase participant at multicultural fair	20%	30%	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 partner 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.

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
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)	\$ 48,791

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)	\$ 0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 0

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)	\$ 48,791
[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): \$ 48,791

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 48,791

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Ericson Elementary	09800 LCFF Intervention Support	(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	5,000.00	0	\$5,000.00
Ericson Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	3,613.00	0	\$3,613.00
Ericson Elementary			1986 Retired NonClstrm Tchr Hrly	Retired NonClstrm Tchr Hrly	8,000.00	0	\$8,000.00
Ericson Elementary			2955 Other Nonclstrm PARAS Hrly	Other Nonclstrm PARAS Hrly	3,000.00	0	\$3,000.00
Ericson Elementary			3000 Benefits			0	\$5,065.86
Ericson Elementary			4100 Textbooks and Core Curr Mtls	Textbooks and Core Curr Mtls	20,000.00	0	\$20,000.00
Ericson Elementary			4301 Supplies	Supplies	4,112.00	0	\$4,112.00
Ericson Elementary		(blank) Total				0	\$48,790.86
Ericson Elementary	09800 LCFF Intervention Support Total					0	\$48,790.86

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Ericson Elementary

Parent and Family Engagement Policy 2022-23

Ericson Elementary has developed a written parent and family engagement policy with input from parents. This policy was developed by staff and parents through meetings and needs assessments.

- Monthly Coffee with the principal
- Monthly SSC with public comment at the beginning of each meeting
- ELAC meetings a minimum of 4 times per year
- Monthly SGT meetings
- Monthly Foundation Meetings
- Monthly PTA Meetings

It has distributed the policy to all parents and guardians.

- Emailed to parents via SchoolMessenger
- Posted On District Website
- Principals Family Friday
- SSC Meeting
- ELAC Meeting
- SGT Meeting

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

- Parent Teacher Conferences twice yearly and upon request
- Parent Workshops
- Academic

- Social Emotional
- Leader In Me
- Counselor Lead Meetings

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- Emailed to parents via SchoolMessenger
- Posted On District Website
- SSC Meeting
- ELAC Meeting
- SGT Meeting
- Informal Parent Meetings
- Sunday Evening Weekly All Call and Email

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Ericson supports meetings with parents in the mornings and afternoons. Many meetings are recorded and shared with parents who were not able to attend. Principal meetings aim to be informal and personal to get the true voice and wants of parents. Principal maintains open lines of communication with parents, daily emails and phone calls.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- SSC: members review monthly data, curriculum, and assessment outcomes
- ELAC: members review data, curriculum, and assessment outcomes
- SGT: review data, curriculum, and assessment outcomes
- Coffee with the Principal

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

- Principal Coffees/ Family Fridays
- SSC Meeting
- ELAC Meeting
- SGT Meeting

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Parent Teacher Conferences twice yearly and upon request
- Parent Workshops
- Academic
- Social Emotional

- Leader In Me
- Counselor Lead Meetings

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Principal Coffees/ Family Fridays
- SSC Meeting
- ELAC Meeting
- SGT Meeting

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Parent Teacher Conferences twice yearly and upon request
- Parent Workshops
- Academic
- Social Emotional
- Leader In Me
- Counselor Lead Meetings

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Parent Teacher Conferences twice yearly and upon request
- Parent Workshops
- Academic
- Social Emotional
- Leader In Me
- Counselor Lead Meetings

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Principal Coffees/ Family Fridays
- SSC Meeting
- ELAC Meeting
- SGT Meeting
- Staff PD
- Leader in Me with Parental connection activities and resources

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Parent Room
- PTA and Friend of Ericson Foundation
- Classroom and campus Volunteer program
- Monthly Family Friday
- Attendance Awards
- Spirit Week
- Leader In Me

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Parent Room
- PTA outreach
- Classroom and campus Volunteer program
- Monthly Family Friday
- Spirit Week
- Weekly all calls from admin

The school provides support for parental involvement activities requested by parents.

- Parent Room
- PTA
- Classroom and campus Volunteer program
- Monthly Family Friday

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Ericson Elementary on 9/26/2022 and will be in effect for the period of the 2022- 2023 school year.

The school will distribute the policy to all parents of students on, or before: Oct 1, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-2023
Ericson Elementary

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following:

- a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
 - Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic standards.
 - Work with our site budget and FOE to provide Engage NY math for all students
 - All classroom instruction is aligned with State standards and district frameworks. Teachers meet regularly within departments to discuss instruction, students, their needs and next steps. Teachers are provided with the necessary materials to meet the needs of all students.
 - Ericson holds a Back to School Night and Open House annually. Staff updates Websites regularly, each class has a course syllabus, and staff makes grades and grade reports accessible for families. Teachers send work home, make phone calls, email, and schedule conferences as needed.
 - Provide parents reasonable access to staff. Teachers are available before and after school, phone messages are left for teachers to return calls to families.
 - Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Parents are encouraged to volunteer in the child’s classroom and attend school functions. Parents are welcome to observe classroom activities and are encouraged to become visible members of the school community. Parents are presently involved with the SSC and Governance Team, extra-curricular activities, field trips, assemblies and celebrations.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:
 - 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.
 - Annual Parent Teacher Conferences

- Administration supports Teacher Parent conference as requested by the parent or teacher
 - Teacher communicated with parents via class DoJo or other classroom platforms
 - Teachers use and support through Learning Management Systems such as SeeSaw and Google Classroom
 - Teachers respond to parent emails within 48hrs.
 - Teachers use email to communicate with parents.
2. Frequent reports to parents on their children's progress.
- Through powerschool parents can check any time student grades
 - Addressed through parent teacher conferences
 - Addressed through a learning contract for struggling students
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- Parents are able to volunteer in the classroom
 - Parents are able to volunteer on field trips
 - Parents are able to observe anytime with giving teacher 24 notice
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- Teachers use email
 - Teachers use class DoJo
 - Teachers respond to emails within 48hrs.
 - PTA established a room parent to facilitate and support communication and language needs of parents
 - Translator services are provided when needed and/or requested by parent

Home School Compact

Ericson Elementary School and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will help children achieve state standards.

School Responsibilities: Ericson Elementary School will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic standards.
- All classroom instruction is aligned with State standards and district frameworks. Teachers meet regularly within departments to discuss instruction, students, their needs and next steps. Teachers are provided with the necessary materials to meet the needs of all students.

- Ericson holds an Open House annually. Staff updates Websites regularly, each class has a course syllabus, and staff makes grades and grade reports accessible for families. Teachers send work home, make phone calls, email, and schedule conferences as needed.
- Provide parents reasonable access to staff. Teachers are available before and after school, phone messages are left for teachers to return calls to families.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents are encouraged to volunteer in the child's classroom and attend school functions. Parents are welcome to observe classroom activities and are encouraged to become visible members of the school community. Parents are presently involved with the SSC and Governance Team, extra-curricular activities, field trips, assemblies and celebrations.

Parents Responsibilities: We, as parents, will support our child's learning by:

- Monitoring attendance.
- Making sure homework is completed.
- Monitoring the amount of television, electronic devices, and gaming activity.
- Volunteering on campus when possible.
- Participating in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council, and Compensatory Education, the English Learner Advisory Committee or other school advisory groups.
- Parents will monitor students' academic performance by utilizing online grade reports.

Student Responsibilities: We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- Do my homework every day and ask for help as needed.
- Read at least 30 minutes every day outside of school time or as assigned by the teacher.
- Upper Grades, give my parents or the adult who is responsible for me all notices and information received from school. Students will utilize their student planner to record important events and information.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	319	80.9	296	77.7	284	76.4	285	74.7	273	71.1	-9.8	-3.6	317	69.1	296	80.1	283	78.1	284	77.8	273	70.0	0.9	-7.8
Female	150	82.7	142	84.5	149	83.9	145	82.1	139	71.2	-11.5	-10.9	149	65.1	142	81.7	149	79.9	145	78.6	139	67.6	2.5	-11.0
Male	169	79.3	154	71.4	135	68.1	140	67.1	133	70.7	-8.6	3.6	168	72.6	154	78.6	134	76.1	139	77.0	133	72.2	-0.4	-4.8
African American	20	65.0	21	76.2	16	75.0	10	80.0	10	40.0	-25.0	-40.0	19	52.6	21	71.4	16	81.3	10	80.0	10	10.0	-42.6	-70.0
Asian	42	88.1	32	87.5	31	87.1	89	79.8	89	77.5	-10.6	-2.3	42	85.7	32	93.8	31	96.8	89	86.5	89	80.9	-4.8	-5.6
Filipino	50	82.0	44	81.8	42	73.8	54	74.1	38	76.3	-5.7	2.2	50	60.0	44	79.5	42	81.0	54	74.1	38	76.3	16.3	2.2
Hispanic	49	77.6	51	74.5	53	66.0	57	63.2	59	47.5	-30.1	-15.7	49	67.3	51	76.5	53	50.9	56	62.5	59	44.1	-23.2	-18.4
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	1	-	1	-	0	-	-	-	2	-	1	-	1	-	1	-	0	-	-	-
White	51	80.4	50	82.0	42	76.2	39	82.1	48	85.4	5.0	3.3	50	68.0	51	82.4	42	83.3	39	84.6	48	87.5	19.5	2.9
Multiracial	69	84.1	62	72.6	56	78.6	35	74.3	29	79.3	-4.8	5.0	69	71.0	61	75.4	55	81.8	35	80.0	29	72.4	1.4	-7.6
English Learner	36	36.1	32	28.1	34	29.4	44	31.8	42	50.0	13.9	18.2	37	37.8	32	46.9	34	47.1	44	50.0	42	52.4	14.6	2.4
English-Speaking	283	86.6	264	83.7	250	82.8	241	82.6	231	74.9	-11.7	-7.7	280	73.2	264	84.1	249	82.3	240	82.9	231	73.2	0.0	-9.7
Reclassified†	78	91.0	77	90.9	79	86.1	70	85.7	46	89.1	-1.9	3.4	78	76.9	77	89.6	79	86.1	70	87.1	46	93.5	16.6	6.4
Initially Eng. Speaking	205	84.9	187	80.7	171	81.3	171	81.3	185	71.4	-13.5	-9.9	202	71.8	187	81.8	170	80.6	170	81.2	185	68.1	-3.7	-13.1
Econ. Disadv.*	141	68.8	132	65.9	132	66.7	129	68.2	109	56.0	-12.8	-12.2	141	58.2	133	70.7	131	67.9	129	74.4	109	55.0	-3.2	-19.4
Non-Econ. Disadv.	178	90.4	164	87.2	152	84.9	156	80.1	164	81.1	-9.3	1.0	176	77.8	163	87.7	152	86.8	155	80.6	164	79.9	2.1	-0.7
Gifted	155	93.5	123	92.7	82	97.6	69	98.6	21	100.0	6.5	1.4	156	87.8	122	95.1	82	96.3	69	97.1	21	95.2	7.4	-1.9
Not Gifted	164	68.9	173	67.1	202	67.8	216	67.1	252	68.7	-0.2	1.6	161	50.9	174	69.5	201	70.6	215	71.6	252	67.9	17.0	-3.7
With Disabilities	20	30.0	22	59.1	21	33.3	25	36.0	25	40.0	10.0	4.0	19	26.3	22	50.0	21	33.3	25	68.0	25	44.0	17.7	-24.0
WO Disabilities	299	84.3	274	79.2	263	79.8	260	78.5	248	74.2	-10.1	-4.3	298	71.8	274	82.5	262	81.7	259	78.8	248	72.6	0.8	-6.2
Homeless	10	60.0	8	-	8	-	3	-	6	-	-	-	10	50.0	9	-	8	-	3	-	6	-	-	-
Foster	1	-	2	-	1	-	0	-	0	-	-	-	1	-	2	-	1	-	0	-	0	-	-	-
Military	21	66.7	14	78.6	16	81.3	12	66.7	10	60.0	-6.7	-6.7	20	50.0	14	85.7	16	75.0	12	83.3	8	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	101	82.2	89	80.9	105	80.0	0	-	95	74.7	-7.5	-	101	79.2	89	86.5	105	84.8	100	85.0	95	76.8	-2.4	-8.2
Female	48	91.7	42	88.1	65	84.6	0	-	43	76.7	-15.0	-	47	80.9	42	88.1	65	86.2	45	93.3	43	76.7	-4.2	-16.6
Male	53	73.6	47	74.5	40	72.5	0	-	52	73.1	-0.5	-	54	77.8	47	85.1	40	82.5	55	78.2	52	76.9	-0.9	-1.3
African American	8	-	6	-	2	-	0	-	4	-	-	-	7	-	6	-	2	-	3	-	4	-	-	-
Asian	17	94.1	10	100.0	14	85.7	0	-	31	87.1	-7.0	-	17	94.1	10	100.0	14	92.9	37	91.9	31	90.3	-3.8	-1.6
Filipino	12	91.7	14	78.6	14	85.7	0	-	11	81.8	-9.9	-	12	66.7	14	85.7	14	92.9	16	81.3	11	90.9	24.2	9.6
Hispanic	19	78.9	14	64.3	18	66.7	0	-	19	42.1	-36.8	-	20	80.0	14	78.6	18	61.1	22	77.3	19	42.1	-37.9	-35.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	16	68.8	14	92.9	15	86.7	0	-	20	85.0	16.2	-	16	68.8	14	100.0	15	100.0	11	90.9	20	90.0	21.2	-0.9
Multiracial	16	93.8	18	72.2	21	85.7	0	-	10	80.0	-13.8	-	16	87.5	18	77.8	21	85.7	11	81.8	10	80.0	-7.5	-1.8
English Learner	12	58.3	17	35.3	17	35.3	0	-	17	64.7	6.4	-	13	61.5	17	52.9	17	52.9	20	60.0	17	58.8	-2.7	-1.2
English-Speaking	89	85.4	72	91.7	88	88.6	0	-	78	76.9	-8.5	-	88	81.8	72	94.4	88	90.9	80	91.3	78	80.8	-1.0	-10.5
Reclassified†	24	91.7	22	100.0	28	92.9	0	-	13	100.0	8.3	-	24	79.2	22	100.0	28	92.9	16	100.0	13	100.0	20.8	0.0
Initially Eng. Speaking	65	83.1	50	88.0	60	86.7	0	-	65	72.3	-10.8	-	64	82.8	50	92.0	60	90.0	64	89.1	65	76.9	-5.9	-12.2
Econ. Disadv.*	44	65.9	40	70.0	50	72.0	0	-	38	57.9	-8.0	-	44	70.5	40	75.0	50	80.0	43	81.4	38	60.5	-10.0	-20.9
Non-Econ. Disadv.	57	94.7	49	89.8	55	87.3	0	-	57	86.0	-8.7	-	57	86.0	49	95.9	55	89.1	57	87.7	57	87.7	1.7	0.0
Gifted	49	98.0	23	95.7	24	100.0	0	-	21	100.0	2.0	-	50	96.0	23	100.0	24	100.0	25	100.0	21	95.2	-0.8	-4.8
Not Gifted	52	67.3	66	75.8	81	74.1	0	-	95	74.7	7.4	-	51	62.7	66	81.8	81	80.2	75	80.0	95	76.8	14.1	-3.2
With Disabilities	20	30.0	6	-	5	-	0	-	6	-	-	-	6	-	6	-	5	-	11	81.8	6	-	-	-
WO Disabilities	94	88.3	83	80.7	100	83.0	0	-	89	76.4	-11.9	-	95	83.2	83	86.7	100	87.0	89	85.4	89	77.5	-5.7	-7.9
Homeless	4	-	1	-	2	-	0	-	4	-	-	-	4	-	1	-	2	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	7	-	0	-	2	-	-	-	3	-	4	-	7	-	2	-	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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	111	71.2	103	76.7	84	70.2	0	-	93	60.2	-11.0	-	111	60.4	103	79.6	83	74.7	104	72.1	93	62.4	2.0	-9.7
Female	63	69.8	45	86.7	42	78.6	0	-	42	57.1	-12.7	-	63	57.1	45	82.2	42	73.8	63	68.3	42	59.5	2.4	-8.8
Male	48	72.9	58	69.0	42	61.9	0	-	51	62.7	-10.2	-	48	64.6	58	77.6	41	75.6	41	78.0	51	64.7	0.1	-13.3
African American	9	-	9	-	6	-	0	-	3	-	-	-	9	-	9	-	6	-	1	-	3	-	-	-
Asian	10	70.0	14	85.7	7	-	0	-	33	66.7	-3.3	-	10	70.0	14	100.0	7	-	33	75.8	33	78.8	8.8	3.0
Filipino	18	83.3	12	75.0	16	68.8	0	-	15	60.0	-23.3	-	18	66.7	12	75.0	16	75.0	21	66.7	15	60.0	-6.7	-6.7
Hispanic	18	66.7	19	84.2	14	50.0	0	-	19	36.8	-29.9	-	18	66.7	19	63.2	14	35.7	20	50.0	19	36.8	-29.9	-13.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
White	21	81.0	16	75.0	13	76.9	0	-	12	75.0	-6.0	-	21	66.7	16	75.0	13	84.6	17	88.2	12	83.3	16.6	-4.9
Multiracial	25	68.0	19	78.9	16	62.5	0	-	11	72.7	4.7	-	25	56.0	19	89.5	15	80.0	12	83.3	11	54.5	-1.5	-28.8
English Learner	16	18.8	8	-	10	10.0	0	-	16	37.5	18.7	-	16	25.0	8	-	10	40.0	17	41.2	16	56.3	31.3	15.1
English-Speaking	95	80.0	95	81.1	74	78.4	0	-	77	64.9	-15.1	-	95	66.3	95	81.1	73	79.5	87	78.2	77	63.6	-2.7	-14.6
Reclassified†	21	85.7	27	88.9	25	84.0	0	-	15	80.0	-5.7	-	21	71.4	27	85.2	25	84.0	26	76.9	15	93.3	21.9	16.4
Initially Eng. Speaking	74	78.4	68	77.9	49	75.5	0	-	62	61.3	-17.1	-	74	64.9	68	79.4	48	77.1	61	78.7	62	56.5	-8.4	-22.2
Econ. Disadv.*	54	59.3	43	58.1	38	60.5	0	-	38	39.5	-19.8	-	54	48.1	43	72.1	37	59.5	51	68.6	38	44.7	-3.4	-23.9
Non-Econ. Disadv.	57	82.5	60	90.0	46	78.3	0	-	55	74.5	-8.0	-	57	71.9	60	85.0	46	87.0	53	75.5	55	74.5	2.6	-1.0
Gifted	49	85.7	49	93.9	21	100.0	0	-	5	-	-	-	49	85.7	49	95.9	21	100.0	24	91.7	5	-	-	-
Not Gifted	62	59.7	54	61.1	63	60.3	0	-	88	58.0	-1.7	-	62	40.3	54	64.8	62	66.1	80	66.3	88	61.4	21.1	-4.9
With Disabilities	9	-	9	-	8	-	0	-	11	45.5	-	-	9	-	9	-	8	-	7	-	11	36.4	-	-
WO Disabilities	102	73.5	94	79.8	76	72.4	0	-	82	62.2	-11.3	-	102	63.7	94	84.0	75	77.3	97	74.2	82	65.9	2.2	-8.3
Homeless	3	-	6	-	1	-	0	-	2	-	-	-	3	-	6	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	10	70.0	4	-	4	-	0	-	4	-	-	-	10	60.0	4	-	4	-	6	-	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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ericson
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	107	89.7	104	76.0	95	77.9	0	-	85	78.8	-10.9	-	105	68.6	104	75.0	95	73.7	80	76.3	85	70.6	2.0	-5.7
Female	39	92.3	55	80.0	42	88.1	0	-	54	77.8	-14.5	-	39	59.0	55	76.4	42	76.2	37	78.4	54	66.7	7.7	-11.7
Male	68	88.2	49	71.4	53	69.8	0	-	30	80.0	-8.2	-	66	74.2	49	73.5	53	71.7	43	74.4	30	76.7	2.5	2.3
African American	3	-	6	-	8	-	0	-	3	-	-	-	3	-	6	-	8	-	6	-	3	-	-	-
Asian	15	93.3	8	-	10	90.0	0	-	25	80.0	-13.3	-	15	86.7	8	-	10	100.0	19	94.7	25	72.0	-14.7	-22.7
Filipino	20	75.0	18	88.9	12	66.7	0	-	12	91.7	16.7	-	20	50.0	18	77.8	12	75.0	17	76.5	12	83.3	33.3	6.8
Hispanic	12	91.7	18	72.2	21	76.2	0	-	21	61.9	-29.8	-	11	45.5	18	88.9	21	52.4	14	57.1	21	52.4	6.9	-4.7
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
White	14	92.9	20	80.0	14	64.3	0	-	16	93.8	0.9	-	13	69.2	21	76.2	14	64.3	11	72.7	16	87.5	18.3	14.8
Multiracial	28	92.9	25	68.0	19	84.2	0	-	8	-	-	-	28	75.0	24	62.5	19	78.9	12	75.0	8	-	-	-
English Learner	8	-	7	-	7	-	0	-	9	-	-	-	8	-	7	-	7	-	7	-	9	-	-	-
English-Speaking	99	93.9	97	80.4	88	80.7	0	-	76	82.9	-11.0	-	97	72.2	97	79.4	88	76.1	73	79.5	76	75.0	2.8	-4.5
Reclassified†	33	93.9	28	85.7	26	80.8	0	-	18	88.9	-5.0	-	33	78.8	28	85.7	26	80.8	28	89.3	18	88.9	10.1	-0.4
Initially Eng. Speaking	66	93.9	69	78.3	62	80.6	0	-	58	81.0	-12.9	-	64	68.8	69	76.8	62	74.2	45	73.3	58	70.7	1.9	-2.6
Econ. Disadv.*	43	83.7	49	69.4	44	65.9	0	-	33	72.7	-11.0	-	43	58.1	50	66.0	44	61.4	35	74.3	33	60.6	2.5	-13.7
Non-Econ. Disadv.	64	93.8	55	81.8	51	88.2	0	-	52	82.7	-11.1	-	62	75.8	54	83.3	51	84.3	45	77.8	52	76.9	1.1	-0.9
Gifted	57	96.5	51	90.2	37	94.6	0	-	16	100.0	3.5	-	57	82.5	50	92.0	37	91.9	20	100.0	16	100.0	17.5	0.0
Not Gifted	50	82.0	53	62.3	58	67.2	0	-	69	73.9	-8.1	-	48	52.1	54	59.3	58	62.1	60	68.3	69	63.8	11.7	-4.5
With Disabilities	4	-	7	-	8	-	0	-	8	-	-	-	4	-	7	-	8	-	7	-	8	-	-	-
WO Disabilities	103	91.3	97	77.3	87	82.8	0	-	77	84.4	-6.9	-	101	69.3	97	77.3	87	79.3	73	76.7	77	74.0	4.7	-2.7
Homeless	3	-	1	-	5	-	0	-	6	-	-	-	3	-	2	-	5	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	6	-	5	-	0	-	4	-	-	-	7	-	6	-	5	-	4	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: ERICSON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

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. 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Ericson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
PullOut/Push in Hrly		\$2,396.20	09800-1159	Funding for classroom and intervention support	Pull out small group instruction typically increases students DRA and/or F& P levels a minimum of 3 levels. Children who are not yet at grade level or showing growth will continue to get support while others will exit out once significant growth has been made. Reading specialist provides detailed data on student growth and needs.	Problem was staff and lack of funding for the amount of children in need. Also staff ended up moving creating a vacancy an impact to students getting support.	Moving forward we will begin to shift into supporting students through meaningful PLCs along with pull out support. For 2022-2023 school year. Data analysis will be important in building PLCs.

Goal 3 - Mathematics	
Instructional Coaching	
*Strategy/Activity - Description	
<p>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.</p> <p><u>Math Assessment:</u></p> <ul style="list-style-type: none"> - TK-5 will give the FAST aMath assessment to all learners 3 times during the year. - 2-5 will also administer the DEMI math assessment which is new to us this year. <p><u>Student Monitoring:</u></p> <p>The administrator will facilitate and participate in Grade Level PLC meetings with a minimum of 3 full day PLCs. TK-5 teachers will bring student data to these PLC's to analyze areas of strength and growth for their learners. Teachers will plan for instructional next steps as a grade level and monitor progress. Our PLCs process four guiding questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond if students don't learn it? How will we extend learning for students who have reached proficiency?</p> <p><u>Student Intervention Support</u></p> <p>In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Ericson Elementary to meet or exceed the SPSA goals.</p> <p>Monitoring Instructional Content, Pedagogy and Student Engagement</p> <p>The site administrator will work alongside all members of the Instructional Leadership Team (ILT) to ensure that the following are in place at the school:</p> <ul style="list-style-type: none"> - A guaranteed and viable curriculum in every classroom. - All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning. - Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning. - All staff know students' learning needs and can recognize if instruction is impacting learning. <p>Monitoring Student Learning and Providing Support</p> <p>The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:</p> <ul style="list-style-type: none"> - Implement data cycles in an effort to closely monitor student mastery of standards throughout the year. - Administer common formative and summative assessments - Utilize the data to coach teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs. - Implement Grade Level PLC meetings bi-monthly with a focus on student progress in the area of reading. 	
*Proposed Expenditures for this Strategy/Activity	
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p>	

Ericson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$17,634.83	09800-1192	Funding for professional development	Data culture looking at common assessments. Teachers were able to connect and have collaborative data conversations.	Lack of visiting teachers to cover for PLC. Not able to hold PLCs.	Develop a PLC system that allows for all teachers to engage in PLCs monthly with a max of 3 visiting teachers needed. Utilize the RVT to support.

Goal 4- Supporting English Learners

Small Group Instruction

***Strategy/Activity - Description**

In order to support small group explicit instruction for ELL students within the classroom, teachers will be supported by a 4 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$5,644.00	09800-4301	Funding for classroom and intervention support	Teachers requested support in the areas of phonics within early literacy.	Need to train the staff and give them time to get to know the program and	Benchmark Phonics was purchased in order to support early literacy.

Ericson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					Additionally pull out support was used to support benchmarks.	use the resources. Staff was reluctant to change.	Working with staff through monitoring conferences to support use of benchmark phonics. Admin had to get trained early in 2022- 2023 school year so that they could be of greater support.
PullOut/Push in Hrly	--	--	09800-1159	Funding for classroom and intervention support			

ELPAC Testing Support

***Strategy/Activity - Description**

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Ericson Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Retired NonClstrm Tchr Hrly		\$21,251.90	09800-1986	Funding for ELPAC testing	Able to test all students and administer the testing with minimal disruption to the classroom and learning environment.	Training of new staff. Testing of new students.	Benchmark Phonics was purchased in order to support early literacy.
Clerical OTBS Hrly		\$2,661.80	09800-2451	Funding for ELPAC testing	Classified staff administration of ELPAC is less expensive.	Finding those people who are qualified to test was a challenge. Our staffing changed.	Monitor and support all students in ELPAC testing needs.
Other Nonclstrm PARAS Hrly		\$3,999.35	09800-2955	Funding for ELPAC testing	Support with testing and supervision of students	Big challenge was being able to support special needs students with lack of PARA support.	Monitor and support all students in ELPAC testing needs.

What are my leadership strategies in service of the goals?