<u>Ewing Elementary</u>

10621666006068

Principal's Name: Rosalinda Torres

Principal's Signature: *Rosalinda Torres*

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth. School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
School Site Council List					
Member Name					
1. Principal - Rosalinda Torres	X				
2. Chairperson -Michael Cook				X	
3. Claudia Aguilar				X	
4. Kristen Croker				X	
5. Maria Gonzalez				X	
6. Corrina Delgado		X			
7. Rachelle Mansheim		X			
8. Raquel Garcia		X			
9. Veronica Figueroa		X	X		
10. Estephanie Arias					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
□ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Ewing Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rosalinda Torres	*Rosalinda Torres*	4/2/24
SSC Chairperson	Michael Cook	*[signature]*	4/2/24

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

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Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Ewing - 0155

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ON-SITE ALLOCATION

3010	Title I	$97,740	*
7090	LCFF Supplemental & Concentration	$311,736	
7091	LCFF for English Learners	$108,432	

TOTAL 2024/25 ON-SITE ALLOCATION   **$517,908**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$2,896
Remaining Title I funds are at the discretion of the School Site Council	$94,844
Total Title I Allocation	$97,740

January 24, 2024

Ewing Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			24.5 %	2023-2024	25.6 %
SBAC ELA - Average distance from standard	✔	-40 pts	-47.3 pts	2023-2024	32.3 pts
SBAC ELA - percentage of students met/exceeded standard	✔	31.05 %	29.7 %	2023-2024	34.7 %
SBAC Math - Average distance from standard	✔	-39 pts	-49.7 pts	2023-2024	34.7 pts
SBAC Math - percentage of students met/exceeded standard	✔	31.53 %	28.7 %	2023-2024	33.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

iReady ELA D2 On Level

Ewing implemented a comprehensive and balanced English Language Arts and intervention program in grades TK-6 to support the mastery of grade level skills in reading, writing, speaking and listening.

The following actions have contributed to PLC Teams making progress in ELA with a 15% gain in student proficiency levels from i-Ready D1-D2 during the 2023-24 school year. Our SBAC projected proficiency level for ELA for grades 3-6 is 32% which is in alignment of our 3% growth goal from 2022-23 SBAC

- PLC Work-data analysis and instructional planning,
- Administration and development of common formative assessments and FIABs/IAB
- School-wide/grade level/teacher/student goal-setting
- Daily interventions based on CFA results
- 10 CA Teaching Fellows for RTI and extra classroom support with a specific focus on English Learners and EL Reclassification monitoring of student group data

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

iReady ELA and Math D2 On Level

Based on data analysis of current student progress in ELA and Math, the following are key factors that contributed to the dis-proportionality of low performing student groups as identified by ATSI status for 2021-22. These groups are no longer considered ATSI status for 2022-23 but will continue to receive supports to maintain academic growth.

The following is data based on 2022-23 California Dashboard results:

Absenteeism is a key factor contributing to student disproportionality:

- **Chronically/Severely Absent (Less than 90%)**:
  - 2021/22: 43.09%
  - 2022/23: 32.08%
  - 2023/2024: 25.2%

Absenteeism by subgroup:

- SEL Supports (Tier 2 IS, 2 Hand in Hand Mentors, Family Foundations Counselor, All For Youth Counseling Services)
- McLane Regional Professional Learning in ELA:
  - Professional Learning focus on K-2 Foundational Skills
  - Professional Learning focus on 3rd-6th SBAC readiness skills

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The number of students who are meeting or exceeding standards in SBAC ELA between 2021/22 to 2022/23, display a minor decrease. The percentage of students meeting or exceeding SBAC ELA standards, are presented below:

2021/22: 30%

2022/23: 29.7%

SBAC ELA 3-8, 11 - Meets or Exceeds Standards by Subgroup 2021/22 - 2022/23:

- Students with Disabilities (SWD): (-9.55%)
  - 2021/22: 17.1%
  - 2022/23: 7.55%
- English Learners (EL): (-1.78%)
  - 2021/22: 13.21%
  - 2022/23: 11.43%
- African American(AA): (+6.63)
  - 2021/22: 6.67%
  - 2022/23: 13.3%

The following actions support and contribute to the achievement/proficiency levels above:

- Data Chats and goal setting between Admin and Staff, Staff and Students
- Continued Implementation of GVC in Language Arts
- Implementation of IAB Assessments in ELA for all students in 3rd-6th grade.
- IAB assessments were determined by student outcomes on CFAs
- K-2nd grade students scoring significantly below on iReady and grade level benchmarks, were provided with targeted RTI by classroom teacher, Teaching Fellows and/or TSA.
- Teaching Fellows are trained and supervised by the Designated TSA
- ELD instruction provided daily for English Language Learners by teacher or TSA and supported by Teaching Fellows
- After school intervention program was provided for selected EL students to provide additional support and tutoring.
- A second copier machine was leased to support our large school. This copy machine supports our work in K-2 Foundational Skills, Math Lesson Design and our work with 3rd-6th IABs.
- The purchase of any materials and supplies our students may need were purchased. Some materials include but are not limited to, paper, notebooks, pencils, pens, highlighters, sticky notes, markers, crayons, chart paper, laminating film, poster paper, and other associated items.
- Rewards and incentives were provided for academic improvement and achievement for all students.

iReady Math D2 On Level

Ewing implemented a comprehensive and balanced math and intervention program in grades TK-6 to support the mastery of grade level skills. The following actions have contributed to PLC Teams making progress in Math with a 14% gain in iReady from D1-D2 during the 2023-24 school year.

- **African American students:**
  - **Chronically/Severely Absent (Less than 90%):**
    - 2021/22: 54.84%
    - 2022/23: 44%
    - 2023/2024: 60%

Chronic Absenteeism continues to increase with the student group. This student group is no longer in ATSI status for chronic absenteeism (2021-22 data).

- **Students with Disabilities**
  - **Chronically/Severely Absent (Less than 90%):**
    - 2021/22: 60.75%
    - 2022/23: 48.44%.
    - 2023/2024: 36.72%
  - Staffing issues related to Special Education Paraprofessionals-Lack of qualified candidates to fill open positions.
  - Large caseloads in SPED classrooms
  - Excessive initial referrals for Special Education testing have reduced available time to service students currently on IEPs.
- **English Learners (EL):**
  - **Chronically/Severely Absent (Less than 90%):**
    - 2021/22: 38.78%
    - 2022/23: 24.42%
    - 2023/2024:18.22%

Suspension rate is a key factor contributing to student disproportionality:

- **Suspension rates:**

  2021/22: 30 students

  2022/23: 34 students

  2023/2024: 31 students

- **Suspension rates by subgroup:**
  - Students with Disabilities (SWD):
    - 2021/22: 16 students
    - 2022/23: 11 students
    - 2023/2024: 7 students
  - English Learners (EL):
    - 2021/22: 1 student
    - 2022/23:   8 students
    - 2023/2024: 8 students
  - African American(AA):
    - 2021/22: 9 students
    - 2022/23: 2 students
    - 2023/2024: 1 student

Students enrolled at Ewing have a 3.42% or 31/906 of students suspended at least 1 day. Current 2023-24 data shows that suspension rates are decreasing for students with disabilities and African American students

- PLC Work-data analysis and instructional planning
- Administration and development of common formative assessments
- FIABs/IAB 3rd-6th grades
- School-wide grade level/teacher/student goal-setting
- Daily interventions based on CFA results
- Leadership team monitoring of student group data
- Professional Learning focus on Math/MLD Strategies

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The number of students who are meeting or exceeding standards in SBAC Math between 2021/22 to 2022/23, display a minor decrease. The percentage of students meeting or exceeding SBAC ELA standards, are presented below:

2021/22: 30.4%

2022/23: 28.6%

SBAC Math 3-8, 11 - Meets or Exceeds Standards by Subgroup 2020/21 - 2022/2023:

- Students with Disabilities (SWD):26.8%
- English Learners (EL):19%
- African American(AA):6.67%

The following actions support and contribute to the achievement/proficiency levels above:

- Data Chats and goal setting between Admin and Staff, Staff and Students
- Students were provided with differentiated instruction that is aligned to grade level standards and incorporates eight mathematical practices
- Continued implementation of GVC in math
- Participation in Math Lesson Design (MLD)
- Shifted focus to Think Smarter and Go Deeper problems in Go Math Curriculum
- Integrated ELD instruction to support mathematical concepts
- Integrated ELD instruction in Math for English Learners to support in building math vocabulary and mathematical concepts
- A second copier machine was leased to support our large school. This copy machine supports our school-wide commitments in math of going deeper
- The purchase of any materials and supplies our students may need were purchased. Some materials include but not limited to, paper, notebooks, pencils, pens, highlighters, sticky notes, markers, crayons, chart paper, laminating film, poster paper, and other associated items.
- Rewards and incentives were provided for academic improvement and achievement for all students.

English Learners Progress & Reclassification Rate

Ewing implemented focused actions aligned with current English Learner Data. 24.5% of English Learners were reclassified during the 2023-24 school year based on actions in place. During the administration of iReady there were 52.8% of English Learners making typical growth and 13.1% students on/above grade level. According to the CA Dashboard, 73.9% of 157 EL students at Ewing are making progress towards English Language Proficiency which is an increase of 17.8%. The percentage of current EL students who progressed at least one ELPI level is 74.7% which is an increase of 19.2% since 2022.

- Professional Development in supporting English Learners
- Integrated and designated English Language Development instruction
- Small group instruction

- Lesson planning based on English Learner needs
- TSA intervention with a specific focus on working with 3rd-6th grade English Learner students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented, align with the allocation of budget expenditures for the 2022-23 school year. Any allocations that were not used, were reallocated. The following budget expenditures were adjusted and reallocated:

- Due to a lack of interest and compatible candidates, a Hmong Home School Liaison was not hired and funds were reallocated quarterly- funds were reallocated to materials and supplies, supplemental licenses, sub release days for professional development and planning

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

As a result of the analysis from from Steps 1 and 2 the following changes have been added to the 2023/2024 SPSA under Goal 1:

- CA Teaching Fellow contract will be reduced but targeted intervention for ELA and Math, under our site TSA's supervision will continue within our site's RTI model
- Additional Professional development (MLD) will be provided to continue building capacity and equip our staff with closing achievement gaps for students
- Instructional Coach will support Professional Learning, coaching cycles, and supplemental curriculum roll outs in response to data to address achievement gaps in K-6th grade
- Additional funds will be utilized to support Social Emotional needs of students. We will continue to contract two Hand in Hand Mentors but increase from 5 hours to six hours and a part time School Social Worker to support our students two and a half days a week.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance - The committee was pleased with the steady gains in ELA and Math on district assessments. - The Committee would like supports to continue such as Teaching Fellows, Classified Supplemental Contracts Funding, part-time counselor through Family Foundations, Hand in Hand Mentors, extra pay contracts for tutoring/student engagement. - District will continue to fund 8 hour Spanish HSL and a full-time school psychologist	- An ELAC Meeting was held to inform parents on current data and review current needs assessment. A needs assessment was given at the ELAC Meeting on March 1, 2024 - A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on March 1, 2024 through March 5, 20224 on Parent Square, Parent Weekly and paper copy was available in the office. - Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.	- All Credentialed Staff, Classified Staff and Administrators were provided the opportunity to complete a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC. - The staff would like supports such as Teaching Fellows, Hand in Hand Mentors, SEL supports such as counseling services and academic supports such as after school tutoring.

Action 1

Title: ELA Reading by Third Grade with Emphasis by 1st Grade

Action Details:

Ewing Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary intervention through a systematic approach will improve ELA/Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards.

The McLane Region has also established Regional Goals and will continue our Early Learning Focus to support students in reading by 1st grade.

Preschool-By June 2024, 80% of Preschool students will achieve a DRPDP rating of "Building Middle", Building Later" or "Integrating Earlier" on the following five Language and Literacy Development (LLD) measure: LLD 3, 7, 8, 9, and 10.

TK-By June of 2024:

- 85% of TK students will know more than 14 uppercase and lowercase letters.
- 70% of TK students will recognize 10 or more letter sounds.
- 85% of TK students will achieve a TK-FSA rating of (Sustaining) on name writing.

K-By the third iReady administration 77% of kindergarten students will be at or above grade level in the McLane Region.

1st-By the third iReady administration 51% of 1st grade students will be at or above grade level in the McLane Region.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Classroom supervision and walk troughs using IPG
2. Foundational Skills Assessment (FSA), BAS, iReady, DRDP
3. District and grade level benchmarks
4. Student/teacher goal setting and monitoring
5. English Language Review Team (ELRT), ELPAC
6. Atlas and district data reports
7. Grade Level Common Formative Assessments (CFA's)
8. SPED Assessment: VCCALPS, CAA, pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.
9. Transitional Kindergarten Benchmark Assessment

Owner(s):

1. Administrators
2. Teachers, ILT
3. Teachers, ILT and Admin
4. Teachers, ILT, Admin and students
5. Teachers and TSA
6. Administration
7. Teachers
8. Teachers
9. Teachers

Timeline:

- Daily checking for understanding
- Common Formative Assessments
- Wonders Weekly, quarterly, and End-of-Unit Assessments
- Quarterly IAB Grades 3-6
- TK: Baseline assessment by week 2, Fall, Winter & Spring (EOY)
- SPED Assessment: pre- and post tests from Unique every month except August and December, Unique benchmarks twice a year, DRDP, The Benchmark, FSA, Common Formative Assessments and IEP goals for progress monitoring.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Implementation of District Adopted Language Arts Curriculum, Wonders/Maravillas/STAR/Unique, DRPD, FSA, The Benchmark (TK)
- Close Reading Strategies: Complex Text, Task and Talk
- Integrated ELD Instruction by their classroom teacher
- All EL Students will receive daily 30 minutes of Designated ELD Instruction by their classroom teacher or TSA
- Guided Reading and small group instruction by their classroom teacher and/or Teaching Fellow
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster Care, specific grade levels based on site data)
- Tier I - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education services are needed and justifiable
- Full-time school Psychologist
- Teaching Fellows under the supervision of TSA for students in K-2
- Differentiated classroom instruction aligned to CCSS, ELD/ELA Framework as evident by Teaching and Learning Cycle
- Tablets for use of online resources and/or online assessments
- To support reading instruction and assessments, computer hardware and accessories will be purchased, repaired, replaced and upgraded as needed. This will include the purchase and/or installation of equipment such as tablets, computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- Bilingual Paraprofessionals
- Full time district provided Spanish Home School Liaison
- Mileage for HSL
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly IEP, Student Success Team Meetings, and PL
- Substitutes for data chats, peer observations, teacher planning and BAS Testing
- TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation (i.e. graphics)
- Parent participation including, but not limited to babysitting, translating, etc.
- Translators (i.e. Parent/Teacher Conferences)
- Direct maintenance and repairs
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Ewing currently has

- *214 EL Students*
- *33 are LTEL*
- *28 EL Students with and IEP*
- *9 LTEL students with an IEP*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups identified in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Materials and Supplies

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Teacher Subs for planning, SSTs, IEPs, Data Chats, Peer Observation, Classified Professional Learning, Technology

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done

See direct services in Action 1.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See direct services in Action 1.

4. As a site: What are planned actions to support English learner students?

- Designated and Integrated ELD
- Academic discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align instruction to standards

by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring
- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align instruction to standards

Action 2

Title: CAASP Meeting or Exceeding Standards in ELA

Action Details:

Ewing Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary intervention through a systematic approach will improve ELA/Literacy instruction at each level of intervention to ensure that student make continuous progress and are able to demonstrate mastery of standards.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. Implementation of CFA's, IABs and FIABs
3. Student Goal Setting
4. English Language Review Team (ELRT)
5. District assessments and reports (i-Ready, FSA)
6. CAASPP/SBAC

Owner(s):

1. Administrators
2. Grade Level PLC/Leads and ILT
3. Students
4. Administrators, Teachers, Academic Coach and TSA
5. Administrators, Academic Coach and TSA
6. Teachers, Academic Coach and Administrators

Timeline:

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Implementation of District Adopted Language Arts Curriculum, Wonders/Maravillas/STAR/Unique

- Supplemental books and reading materials will be purchased to support student literacy and reading instruction in English and Dual Immersion classes
- Close Reading Strategies: Complex Text, Task and Talk
- Integrated ELD Instruction
- Full-time school Psychologist
- Full-time Academic Coach
- All EL Students will receive daily 30 minutes of Designated ELD Instruction by their classroom teacher
- Guided Reading and small group instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier I - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide prevention to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Teaching Fellows under the supervision of TSA for students in K-2
- Differentiated classroom instruction aligned to CCSS, ELD/ELA Framework as evident by Teaching and Learning Cycle
- Tablets for use of online resources and/or online assessments
- To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced and upgraded as needed. This will include the purchase and/or installation of equipment such as tablets, computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- Bilingual Paraprofessionals
- Home School Liaisons
- Mileage for HSL
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly IEP, Student Success Team Meetings, and PL
- Substitutes for data chats, peer observations, teacher planning and BAS Testing
- TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation (i.e. graphics)
- Parent participation including, but not limited to babysitting, translating, etc.
- Translators (i.e. Parent/Teacher Conferences)
- Direct maintenance and repairs
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Ewing currently has

- *214 EL Students*
- *33 are LTEL*
- *28 EL Students with and IEP*
- *9 LTEL students with an IEP*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

See direct services in Action 1.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups identified in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

California Teaching Fellows

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Lease on additional copy machine

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See direct services in Action 1.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Designated and Integrated ELD
- Academic discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align instruction to standards

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring
- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align instruction to standards

Action 3

Title: CAASPP Meeting or Exceeding Standards in Math

Action Details:

Ewing Elementary will implement mathematical instruction aligned to the Common Core State Standards and mathematical claims with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Supports will center on professional learning with PLCs as the drivers, the use of common formative assessments, performance tasks, and Rti.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Classroom supervision and walk-troughs using IPG	1. Administrators	1. Ongoing
2. Teacher/Admin Data Chats	2. PLC Teacher Teams/Leads/ILT	2. Fall and Spring
3. Grade Level Formative Assessments (CFAs)	3. PLC Teacher Teams/Leads/ILT	3. Ongoing
4. iReady	4. Teachers/Students/Admin	4. Fall, Winter and Spring
5. IABS in grades 3rd-6th	5. Teachers/Students	5. Ongoing
6. Student/teacher goal setting and monitoring	6. Teachers/Students	6. Ongoing
7. Atlas and district data reports	7. Administrators	7. Ongoing
8. SBAC results	8. Teachers/Students/Administrators	8. Spring
9. SPED Assessment: VCCALPS, CAA, pre and post tests from Unique every month except August and December, and Unique benchmarks twice a year.	9. Teachers/Students	9. Spring

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Implementation of MLD training and coaching support for selected PLC teams and PLI
- Implementation of District Adopted Math Curriculum, Go Math
- Differentiated Instruction that is aligned to grade level standards and incorporates eight mathematical practices including the use of manipulatives
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Full-time school Psychologist
- Tier I - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide prevention to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Tablets for use of online resources and /or online assessments
- To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced and upgraded as needed. This will include the purchase and/or installation of equipment such as tablets, computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries, headsets, monitors or other supplies, as needed, to address the instructional needs of students and teachers.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, scissors, pens, markers, crayons, highlighters, and other associated items will be purchased to support instruction in math and intervention program needs.
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Administrators and TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation (i.e. graphics)
- Parent participation including, but not limited to babysitting, translating, etc.
- Direct maintenance and repairs

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- *All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

1. Identify English learner students in Red and all the areas that they are identified in.

Ewing currently has

- *214 EL Students*
- *33 are LTEL*
- *28 EL Students with and IEP*
- *9 LTEL students with an IEP*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

See direct services in Action 1.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See direct services in Action 1.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Designated and Integrated ELD

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

None

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Graphics to support student learning and student recognition

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Great first instruction (Tier 1)
- Implementation of MLD training and coaching support for selected grade level PLC teams
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring

- Academic discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align instruction to standards

- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align instruction to standards

Action 4

Title: English Learners Instructional Plan for K-6

Action Details:

Ewing Elementary will implement standards-based ELA/ELD instruction to support and increase the percentage of English Language Learners who are reclassified.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Classroom supervision and walkthroughs using IPG
2. ELPAC Assessment Data
3. Teacher/Admin Data Chats
4. Grade Level Common Formative Assessments (CFAs)
5. iReady
6. IAB Assessments Grades 3-6
7. Student/teacher goal setting and monitoring
8. Atlas and district data reports
9. SBAC results
10. SPED Assessment: VCCALPS, CAA, pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.

Owner(s):

1. Administrators
2. Administrators, PLC Teams/Leads and ILT
3. PLC Teams/Leads and ILT
4. PLC Teams/Leads and ILT
5. PLC Teams/Leads and ILT
6. PLC Teams/sTUDENTS
7. Teachers/Students
8. Administrators
9. Teachers/Administrators
10. Teachers

Timeline:

1. Ongoing
2. Fall
3. Fall and Spring
4. Fall and Spring
5. Fall and Spring
6. Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier I- Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide prevention to proactively support student success
- Tier II- Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skill and will supports
- Tier III- Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Full-time school Psychologist

- Provide interventions such as small group instruction and after school intervention/tutoring for Newcomer ELs, At-Risk and LTELs (less than 2-3 years in U.S. schools) to receive appropriate language support for initial language development.

- Provide site-based interventions such as progress monitoring chats, that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.

- Tablets for online use of integrated ELA/ELD resources
- Materials and supplies to support ELA/ELD instruction, but not limited to graphics and technology
- Teaching Fellows
- Parent Participation Meetings & Events
- Home School Liaison
- ELPAC Assessors
- Academic Coach
- Interpreters for parent meetings, home-school connection
- Site Licenses to support instruction
- Supplemental contracts for Certificated and Classified
- Substitutes for peer observation, Professional Learning, K and 1st grade assessments
- TSA to monitor response to intervention & Teaching Fellows
- Conferences/Professional Learning for teacher development with travel and costs
- Substitute Release Time for Admin/Teacher Data Chats
- Direct maintenance and repairs
- Mileage for HSL
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Ewing currently has

- *214 EL Students*
- *33 are LTEL*
- *28 EL Students with and IEP*
- *9 LTEL students with an IEP*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

See direct services in Action 1.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See direct services in Action 1.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Designated and Integrated ELD
- Academic Discourse across content areas
- English Language Review Team will meet in the Fall and Spring to review student progress, data and to create monitor action plans. Subs will be provided for teachers to attend
- Vertical articulation and alignment within programs, such as Dual Immersion, and PLC teams to

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups identified in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

None

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Vertical Articulation for our DLI teachers, ELPAC Assessors, tutoring, intervention and peer observation subs

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring
- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align

implement most effective EL strategies and keystone pedagogies to ensure consistency and equity of instruction

- Disaggregate EL student data within the Dual Immersion and English Only Programs; monitor progress and create action plans for literacy in Spanish and English (Grades TK-2) and progress along the ELD Proficiency Level Continuum toward reclassification (Grades 3-6).

- Support from Bilingual Paraprofessionals & Bilingual Teaching Fellows
- Visual supports
- Small group instruction to include language focus
- Additional training to address the needs of EL students will be provided to teachers by EL Services
- Supplemental Contracts aligned to training may be provided for staff planning
- Teaching Fellow under the direct supervision of TSA will provide support to identified English Learners
- After school tutorial center will be provided to selected EL
- ELPAC Assessors to support testing administration for ELs
- Integrated ELD
- All EL Students will receive daily 30 minutes of Designated ELD Instruction by their classroom teacher or TSA
- Support from Teaching Fellows and Bilingual Paraprofessional
- Teaching & Learning Cycle
- Keystone Pedagogies
- Explicit Instruction with language analysis
- Regional PL by Corwin around Teacher Clarity, Engagement, Feedback, & Criteria for Success to align instruction to standards

instruction to standards

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies	2,238.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning Days, SST's, IEP's, Data Chats, Peer Observation, Assessing/Testing	27,473.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	3,680.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified professional development, Crossing Guard, School Beautification, Enrichment Wheel, etc...	7,878.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	87,125.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance and Repairs	2,238.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	56,462.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows - 7@3.5hrs a day	92,602.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine Leases	37,425.00
G1A3	LCFF: EL	Instruction	Direct-Graph			FUSD Graphics	2,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			DLI Vertical Articulation, ELPAC Assessors, tutoring, assessing, peer observation, intervention	12,260.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp			Babysitting, Mentor support for EL learners, after school tutoring	26,260.00

$362,641.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	90 %	86.2 %	2023-2024	92.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined Ewing Elementary students will participate in:

- Field-trips
- Meaningful Work
- Enrichment Wheel
- Elective Clubs
- Assemblies
- Mentor Support &Activities

ASP enrichment and engagement opportunities were also provided in grades TK-6.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Multiple opportunities during the 2023-2024 school year were available for student engagement. Students with chronic attendance issues may not have been present at school to participate in Goal 2 engagement activities that were available to all students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All Goal 2 funding this year was expended as more staff engaged in supporting Goal 2 activities this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Ewing Elementary commits to expand student centered and real-world learning experiences, the following actions will occur in the 2024-2025 school year:

- Enhance and offer opportunities to promote a variety of career options, though the scheduling of assemblies and guest speakers. (Goal 2, Action 1)

- Special efforts will be made to invite parents and members of the Ewing community to be guest presenters. (Goal 2, Action 1)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Goal 1, Action 1, 2, 3, and 4;Goal 2, Action 1)
- We will utilize our Home School Liaison, mentors, Teaching Fellows, RP counselor, and TSA to encourage and increase participation for all students. (Goal 2, Action 1)
- To further connect students to positive role models and to promote interest and engagement in arts, activities, and athletics, the following actions will occur in the 2024--2025 school year: Additional Classified Staff will organize and supervise structured activities, during recesses. (Goal 2, Action 1)
- The staff will continue to look for opportunities for parents and members of the community to be engaged in activities at our site. (Goal 2, Actions 1 and 1)
- Work with ILT,CCT, and PLC Teams to identify ways to increase engagements opportunities for all students (Goal 2, Action 1)
- Ewing staff will request input from students regarding clubs, offer opportunities for student engagement, offer assemblies and field-trips.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance - The committee was pleased with the steady gains in ELA and Math on district assessments. - The Committee would like supports to continue such as Teaching Fellows, Classified Supplemental Contracts Funding, part-time counselor through Family Foundations, Hand in Hand Mentors, extra pay contracts for tutoring/student engagement. - District will continue to fund 8 hour Spanish HSL and a full-time school psychologist	- An ELAC Meeting was held to inform parents on current data and review current needs assessment. A needs assessment was given at the ELAC Meeting on March 1, 2024 - A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on March 1, 2024 through March 5, 20224 on Parent Square, Parent Weekly and paper copy was available in the office. - Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.	- All Credentialed Staff, Classified Staff and Administrators were provided the opportunity to complete a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC. - The staff would like supports such as Teaching Fellows, Hand in Hand Mentors, SEL supports such as counseling services and academic supports such as after school tutoring.

Action 1

Title: Increase number of Students who Engage Real-World Learning

Action Details:

Ewing Elementary will expose students to a variety of career opportunities through field trips, career speakers, career fairs, and research presentations. Opportunities for community services and student leadership will be provided through student council activities. Students will be recognized for demonstrating character and promoting a positive climate at Ewing.

Reasoning for using this action:	☑ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- We will monitor attendance through ATLAS
- Teachers will implement new learning through student writing and reflection
- Panorama Student Surveys

Owner(s):

- Administrators
- TSA
- Teachers
- HSL
- Culture and Climate Team

Timeline:

- Ongoing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 Students will engage in a variety of opportunities to expose them to different career goals.

- TK-6th Grade-Read Across America: Community Volunteers
- TK-6thGrade-Character Counts/Student of the month awards
- District funded career engagement opportunities for grades 3-6
- Continued work on Second Step class meetings and lessons on Growth Mindset and Goal Setting
- Red Ribbon Week
- Community Volunteer/Service Opportunities
- Student Council Leadership Opportunities
- Spelling Bee
- Peach Blossom Festival
- After school clubs based on staffing interest
- Cultural Events to expose students to a variety of cultures that reflect our school community

Tier 2 and 3

- Specific behavior supports for students will be put in place to build relationships, character and career skills.
- Materials and supplies will be provided to support student engagement in character building and career opportunities.
- Extra pay contracts will be provided using Goal 2 funds to support student engagement opportunities

Specify enhanced services for EL students: Write to the data points called out in the metrics section. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Ewing currently has

- *214 EL Students*
- *33 are LTEL*
- *28 EL Students with and IEP*
- *9 LTEL students with an IEP*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

See direct services in Action 1.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See direct services in Action 1.

4. As a site: What are planned actions to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups identified in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

None

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Transportation if needed and not funded by district

4. As a site: What are planned actions to support this student group?

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring

- Designated and Integrated ELD
- Academic discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students

- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		24.5 %	2023-2024	19 %
Suspension Rate - Semester 1	✔	0.46 %	1.7 %	2023-2024	0.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

---

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Current data trends indicate a decrease in chronic absences when compared to the 2022-23 school year. Though results are decreasing, chronic absences continue to be much higher than pre-pandemic. At Ewing, we work diligently to address the established goal of increasing student engagement in our school and community. We urgently need to institute actions that promote student and staff attendance. As a result, many of our actions are designed to boosting student attendance through providing engagements that connect students to the school. We also educate and inform the families about the correlation between attendance and academic success. An analysis of our 3 year trend data illustrates that the percentage of students who have Chronic absenteeism is as follows:

- 2021-2022-41.7%
- 2022-2023-31.8%
- 2023-2024-23.9%

As evident in our data, post COVID attendance rates are still majorly impacted and the percentage of students with chronic absenteeism remains high but has decreased 14.8% from 2021/22 to 2023/24 school year. To address this issue, an attendance team has been developed to contact families of students identified with Chronic Absenteeism to reinforce the importance of attendance and offer supports, as necessary. The team will plan and implement attendance incentives and activities that promote positive attendance rates for grade levels, classrooms, and individual students. The team consists of following personnel:

Tier I

- Classroom Teacher

Tier II

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2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Chronic Absenteeism

Currently 23.9% of 910 students continue to have chronic absenteeism:

Factors contributing to chronic absences are:

- Student illness
- Parent transportation issues
- Parent personal reasons
- Lack of resources for parent follow-up to support family needs (homelessness, transiency)
- Increased student agency in determining the importance of attending school.
- Lack of parental reinforcement and prioritization of school attendance

Suspensions

- Lack of social skills and coping strategies
- Chronic attendance issues
- Lack of space to continue improvement of our SEL program supports

- Intervention Specialist
- Child Welfare & Attendance Specialist
- RP Counselor
- Hand in Hand Mentors
- Climate and Culture Team/PEACE Team

Tier III

- Office Assistant
- Home School Liaison
- Admin
- Attendance and SARB Office
- School Psychologist

Suspension Rate

Analysis of Ewing's overall suspension rates over the past 2 years for semester 1:

2021/22:

- Incident count: 21
- Student Count: 11

2022/23:

- Incident count: 22
- Student Count: 10

2023/24

- Incident count: 18
- Student Count: 15

Supports to decrease Suspensions:

- Climate and Culture Team/Levels of Behavior/SEL Lessons
- Weekly class meetings
- RP Counseling support for students, parents and staff with ongoing training and PL
- Re-Engagement Strategies utilized by support staff
- Full-time Campus Safety Assistant
- Intentional hiring of culturally diverse staff members to increase representation and opportunities to relate and engage with positive role models
- Partnership with All-4-Youth
- Enrichment Wheel Q4
- Clubs
- Positive Incentives
- Student Assemblies and Presentations (Expectations, Guidelines for Success, etc...)
- 2 Hand-in-hand Mentors
- Tier II-Intervention Specialist
- ERMS Social Worker
- Part-time, site funded School Social Worker

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Intended Actions:

- Part time, site funded Hmong HSL
- Enrichment Wheel Q3 and & Q4

Actual Implementation:

- Reallocated funds for Hmong HSL due to the position remaining vacant
- 1 Quarter (Q4) Enrichment Wheel
- SEL Programs were implemented with space available.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Implementation of student and parent incentive program for improving student attendance for their child in order to be able to reduce chronic absenteeism. Implementation of student incentive program for improving student attendance.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance - The committee was pleased with the steady gains in ELA and Math on district assessments. - The Committee would like supports to continue such as Teaching Fellows, Classified Supplemental Contracts Funding, part-time counselor through Family Foundations, Hand in Hand Mentors, extra pay contracts for tutoring/student engagement. - District will continue to fund 8 hour Spanish HSL and a full-time school psychologist	- An ELAC Meeting was held to inform parents on current data and review current needs assessment. A needs assessment was given at the ELAC Meeting on March 1, 2024 - A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on March 1, 2024 through March 5, 20224 on Parent Square, Parent Weekly and paper copy was available in the office. - Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.	- All Credentialed Staff, Classified Staff and Administrators were provided the opportunity to complete a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC. - The staff would like supports such as Teaching Fellows, Hand in Hand Mentors, SEL supports such as counseling services and academic supports such as after school tutoring.

Action 1

Title: Increase Student Engagement Opportunities

Action Details:

Ewing Elementary is committed to increasing student participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field trips, school wide and class sponsored activities. To increase student engagement and build on the students sense of school connectedness, the following actions will be implemented:

- Increased engagement opportunities will be encouraged for all students
- Climate and Culture Team/PEACE Team and Student Council will work with staff and students to identify and implement additional student engagement opportunities
- Additional supervision will be provided to promote positive interactions and student safety
- Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide to provide a positive school climate and culture
- The Restorative Practices Counselor and Peace Team will work with staff and students to promote positive relationships and activities
- Certificated and classified employees will implement SEL skill development through implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus
- Classified support staff will supervise Eagle's Nest during morning and lunch recess
- Enrichment Wheel courses will be offered for students in K-6
- Contracts will be offered to staff who sponsor an after school, during lunch or before school engagement activity
- Students will have the opportunity to engage in the arts with the support of Proposition 28 Funds
- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd and 4th grade students cross country and wrestling only)

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Reports from ATLAS
- SEL data
- Staff/Parent/Student survey data
- Panorama data
- Power BI data
- Data Dashboard Data

Owner(s):

- Administrative Team
- PLC
- Peace Team
- RP Counselor
- Tier II Intervention Specialist
- TST/SST/IEP Teams
- Mentors

Timeline:

- Ongoing
- Quarterly monitoring
- ATLAS/Attendance Reports

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Purchase orders for athletics, clubs, activities, and the arts (i.e. uniforms, trophies and equipment)
- Supplemental contracts for staff to facilitate clubs, sports and other engagement opportunities
- Increased training in the Implementation of SEL skill development through implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus
- Transportation services to attend activity or event
- Registration fees for training camps/conditioning opportunities
- Materials and supplies, including but not limited to, notebooks, paper, pencils, technology, etc.
- Lease of copy machine and maintenance
- Parent Participation Meetings & Events
- Direct Food Services
- Hand in Hand Mentors
- Fun Works

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Ewing currently has

- *214 EL Students*
- *33 are LTEL*
- *28 EL Students with and IEP*
- *9 LTEL students with an IEP*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

See direct services in Action 1.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See direct services in Action 1.

4. As a site: What are planned actions to support English learner students?

- Designated and Integrated ELD
- Academic discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups identified in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

None

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Hand in Hand Mentors

4. As a site: What are planned actions to support this student group?

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring
- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.

Action 2

Title: Decrease Chronic Absenteeism

Action Details:

Ewing will implement a tiered system of support for addressing our chronic attendance rates. Positive attendance supports will be implemented for all students. Our goal is to continue our work in building a positive academic oriented culture and climate. Positive attendance rates will be encouraged through incentives, individual supports and positive relationships among students, staff and the community. Tiered levels will be implemented to support students with chronic attendance. Ewing will support and educate all stakeholders on the impact of attendance and the correlation to academic achievement. Ewing will continue parent communication through Parent Square, phone calls, home visits, SSTs and conferences to support families of chronically absent students.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
- Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends. - Attendance Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts (Office Assistant, HSL and/or Principal hold meetings). - Student Data Chats/Goal Setting Conference - Goal 2 and Goal 3 participation - HSL home communication - Monthly attendance data shared with staff with class average - Home Visits to parents in support of attendance efforts and goals targeting chronically absent students.	- Office Assistant, administrators, teachers - Principal - Tier II Behavior Intervention Specialist - Students, teachers - HSL, Office Assistant - District CWA	- Ongoing - Daily - Weekly - Monthly - Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- School wide assemblies will be held for students in grades TK-6 to review school wide expectations, structures and procedures
- CHAMPS classroom management will be implemented in all classrooms
- Class Meetings will be held at least 1 time per week in all classrooms and will support students with the following initiatives:
  - Weekly class meetings utilizing the Class Meetings that Matter Lessons
  - 10 Olweus Anti-Bullying Program Lessons
  - School wide structures and expectations
  - Student SEL Skills
- Student of the Month/Character Counts awards will be presented monthly
- Eagle Bucks will be utilized to reinforce behavior expectations
- Attendance Incentives will be ongoing to support students at all 3 tiers of attendance levels
- Academic awards will be held quarterly to recognize student achievement
- Goal setting reward parties and incentives will be held to recognize students in grades K-6 that have met goals set for: iReady, SBAC, EL Assessments Reclassification
- Attendance Office Assistant and HSL will support daily attendance calls and documentation
- Attendance Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts.
- Student Data Chats/Goal Setting Conference

Tier 2

- Two Hand in Hand Mentors will support social/emotional difficulties in the classroom
- SEL Staff will be utilized for supporting student relationships, behavioral goals and social emotional skills.
- Materials and supplies will be provided.
- A part-time district provided Restorative Practice Counselor will provide students with social emotional counseling and classroom-based restorative interventions
- A full-time district provided Intervention Specialist- Tier II will provide student supports for attendance, behavior and social emotional issues
- A Targeted Support Team -TST will meet bi-weekly to review student referrals and provide supports for students.

Tier 3

- A Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support. SST meetings will be conducted after all classroom and school wide interventions have been utilized to support student academics and behaviors.
- A supplemental contract will be provided to SST Coordinator to schedule and facilitate monthly SSTs
- SST meetings Individualized education plans (IEPs), 504 plans, ICET Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making.
- Referrals for mental health will be available, including on-site All For Youth services

Materials and supplies will include, but not limited to:

- Lease of copy machine and copies for parents, incentives, notebooks, backpacks, and other materials
- Substitute Release Time for Admin/Teacher Data Chats
- Extra pay contracts/Supplemental contracts for classified staff
- Counseling - School Social Worker and Hand in Hand mentoring
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Ewing currently has

- *214 EL Students*
- *33 are LTEL*
- *28 EL Students with and IEP*
- *9 LTEL students with an IEP*

.2. Using Title I funds Only: What are the planned expenses to support English learner students?

See direct services in Action 1.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See direct services in Action 1..

4. As a site: What are planned actions to support English learner students?

- Designated and Integrated ELD
- Academic discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups identified in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

None

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Part Time School Social Worker 50/50

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring
- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.

Action 3

Title: Reduce Out-of-School Suspension Rates

Action Details:

Ewing will implement a multi-tiered system of support for addressing the reduction of out-of school suspensions. Positive attendance supports will be implemented for all students. Our goal is to continue our work in building a positive academic oriented culture and climate. Positive attendance rates will be encouraged through incentives, individual supports and positive relationships among students, staff and the community. Tiered levels will be implemented to support students with reduced suspensions. Ewing will support and educate all stakeholders on the impact of attendance and the correlation to academic achievement. Ewing will continue parent communication through re-entries, family engagements opportunities through Parent University, phone calls, home visits, SSTs and conferences to support families of suspended students.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• ATLAS • Power BI • TST and SST Process • Meaningful Work, Goal 2 and Goal 3 participation • Feedback to teachers using classroom walk through data & IPG Tenant 1 • Class Meetings and First 10 days lessons • Goal 2 participation • Student Data Chats/Goal Setting Conferences • Re-entry meeting data from RP Counselor • Mentor Check-ins • Office Referral Data • Parent Participation Meetings & Events	1. Teachers, administrators, parents 2. Administrators 3. Teachers, parents, students, administrator 4. Students, teachers, TSA 5. Administrator 6. Teachers, RP Counselor, TSA 7. RP Counselor, Teachers 8. Teachers, Support Staff, Volunteers, Students 9. Teachers, students 10. RP counselor, students, parents, administrator 11. Mentor, student 12. Tier 2 Specialist, administrator 13. Parents, Administrator	1. Daily 2. Weekly 3. Monthly 4. Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Intentional Effective feedback to students • Feedback to teachers using IPG Tenet 1 • SEL data from students surveys • Student Learning Profile	• Teachers Administration • Restorative Practice • Counselor • PEACE Team	• Daily feedback

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Meaningful Work/School Jobs for students: Gain a sense of self competence, self-efficacy, sense of purpose, increase social-awareness, sense of belonging, growth mindset, and build caring relationships	• Administration • TSA Teachers • Restorative Practice Counselor • Tier 2 Targeted Intervention Specialist • PEACE Team	• Daily

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Teacher Supplemental Contracts for Goal 3 Activities
- Substitutes for SST & IEP meetings
- Classified & Certificated Supplemental Contracts to support classrooms & outside class activities and transitions
- RP Counselor and TSA to support classrooms and SEL learning
- Technology to increase SEL learning and improve school climate & culture
- Babysitting, translating & materials for meetings
- Monthly & Quarterly Awards
- Materials and supplies that support instruction, including but not limited to, graphics, incentives, and technology.
- Technology for students and staff including lap tops, tablets, projectors, projector bulbs, chargers, communication radios, etc.

- Extra pay contracts/Supplemental contracts for Certificated and Classified staff
- Counseling - Hand in Hand mentoring, Family Foundations
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Home School Liaison to support EL students and families through translations, outreach and home visits
- Bilingual resources for parents of EL students
- Technology for students and staff including lap tops, tablets, projectors, projector bulbs, chargers, communication radios, etc. to support EL Students.
- Direct Food Services

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Ewing does not currently have any student groups identified in red.

2. Using Title I funds Only: What are the planned expenses to support this student group?

None

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

Mileage, student incentives and assemblies

4. As a site: What are planned actions to support this student group?

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RTI, supported by our classroom teachers, support staff, site TSA and instructional coach
- Targeted RTI through MTSS
- After School Intervention/Tutoring
- We utilize Hand in Hand Mentor program to engage students in academic and non-academic settings.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand in Hand Mentors : 2 Mentors 6hrs a day	62,320.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	School Social Worker split 50/50 with Ewing Elementary	71,597.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Engagement Activities Vendors	4,000.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage - HSL	250.00

$138,167.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	89.84 %	89.1 %	2023-2024	90.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined:

To increase recruitment and retention of staff that reflects the diversity of our community, Ewing Elementary works hard to promote a sense of belonging amongst the staff, through the work of a variety of collaborative teams. In collaboration with admin, these teams solicit teacher input and voice, plan engagement activities and incentives, and cultural activities throughout the year. Included in these teams and committees are grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team/Peace Team (CCT) and School Building Committee (SBC),

Our historical results of positive responses in our Staff Survey in the Organizational Culture Domain are as follows:

- 2021-2022 Staff Survey-82%
- 2022-2023 Staff Survey-89%
- 2023-2024 Staff Survey- Fall 89%
- 2023-2024 Staff Survey-Spring 88%

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Staff Goal-Site Defined

Staff Survey-Overall results in Organizational Environment Domain remains positive at 88%

- SPED staffing shortages have contributed to a lack of supports for students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We were very intentional in ensuring that the actions we committed to in the 2023/24 SPSA were implemented. The only difference was that additional team building funds were provided sue to contract negotiations and the potential work stoppage. Collaborative planning meetings were held with admin, FTA representatives, and the School Building Committee to allow voice, input and shared decision making in creating the team-building activities and in spending the funds. Committees list were created to plan inclusive activities throughout the year to further engage staff, students and our community. Team building activities were created and facilitated to increase opportunities to learn more about each other, our different cultures, and to build relationships among our PLC teams and staff. Below are some examples of our actions and expenditures:

- Peace Team (Climate/Culture) planned and facilitated ice-breakers at monthly PL meetings

- Extra training built into the day, with coverage provided, for our SPED classified staff to increase a sense of belonging, skill-build, and provide opportunities to give and receive feedback/input
- SPED Team building/engagement activity during buyback (blindfolded potted planting communication activity)
- Staff holiday parties
- Appreciation raffles, lunches, coffee trucks, gifts, etc..
- Staff spirit wear

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Ewing Elementary commits to ensure 90% of all staff including Certificated, Classified and Administrative will:

- Participate in leadership roles and committees. (Goal 4, Action 1)
- Participate in engagements, activities, and events that connect them to the greater school community. (Goal 2, Action 1,Goal 3, Action 1;Goal 4, Actions 1)
- Plan school-wide activities that are Culturally Proficient and reflect the diversity of our community. (Goal 2, Action 1;Goal 3, Action 1;Goal 4, Actions 1)
- Strengthen PLCs, additional planning time will be provided for PLC planning time and vertical articulation. (Goal 1 Actions 1, 2, 3, 4;Goal 4, Action 1)
- Participate in staff community building activities to strengthen and encourage a positive climate and culture

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance - The committee was pleased with the steady gains in ELA and Math on district assessments. - The Committee would like supports to continue such as Teaching Fellows, Classified Supplemental Contracts Funding, part-time counselor through Family Foundations, Hand in Hand Mentors, extra pay contracts for tutoring/student engagement. - District will continue to fund 8 hour Spanish HSL and a full-time school psychologist	- An ELAC Meeting was held to inform parents on current data and review current needs assessment. A needs assessment was given at the ELAC Meeting on March 1, 2024 - A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on March 1, 2024 through March 5, 20224 on Parent Square, Parent Weekly and paper copy was available in the office. - Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.	- All Credentialed Staff, Classified Staff and Administrators were provided and completed a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC. - The staff would like supports such as Teaching Fellows, Hand in Hand Mentors, SEL supports such as counseling services and academic supports such as after school tutoring.

Action 1

Title: Building a Collaborative Culture though PLC Work

Action Details:

Our focus will be continued work in building staff leadership through collaborative work in PLC Teams and committees. Opportunities will be given to PLC Teams to increase teacher agency through collaborative planning, goal setting and aligning work with site goals and collective commitments. A collaborative approach will also give teacher voice in the recruitment of staff to reflect the diversity of our community. Staff will continue ongoing professional learning in culturally proficient teaching strategies.

Reasoning for using this action:	☐ Strong Evidence	☐ Moderate Evidence	☑ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Teachers work in grade level PLCs focused on instructional goals.
- Professional development during Buyback Days and Staff PL Meetings, focused on district and site-level goals.
- TSA and Academic Coach providing ongoing professional learning to teachers and staff.
- Teachers using technology and technology programs to support student engagement and learning
- Teachers coached by Instructional Coaches or TSA
- Student behavior data tied to SEL skills, Power BI and Panorama Data
- Office behavior referral data will be monitored
- Teacher input and voice to be gathered through PLCs, ILT, CCT, and surveys
- Staff survey responses will be analyzed by the CCT and ILT
- NTA meetings to address concerns and create action plans based on data and feedback

Owner(s):
- PLC Teams
- Administrative Team
- Academic Coach/TSA
- ILT, CCT, NTAs

Timeline:
Ongoing progress monitoring of:
Current student data
PLC Agendas and CFA Data
SEL Data

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student Academics: GVC Wonders and Go Math
- Student Centered and Real-World Learning: District-provided field trips geared toward college and career readiness
- Student Engagement: Clubs, sports, field trips, Spelling Bee, Peach Blossom and Enrichment Wheel provide opportunities for student engagement spanning grades TK-6.
- PLC's will focus on common formative assessments aligned to identified essential standards and protocol for analysis of student outcomes.
- Differentiated instruction based on results of assessments.
- Vertical articulation within subjects focused on focus skills needed.
- Aligned curriculum that vertically articulates and assesses progress uniformly
- Culturally aware literacy illustrated in classrooms which support a student-centered learning experience.
- Teaching fellows, Hand in Hand Mentors, additional SEL support, and supplemental contracts for teachers/classified staff will be funded to support improved students academics, attendance, participation, and behavior
- Activities and events will be planned that reflect the diversity of our school community.
- Purchase orders and funds will be used for the following:
  - materials and supplies needed for celebrations, engagements, and team building
  - materials and supplies to support classroom instruction and school safety
  - contracts for student engagement experiences
  - food for celebrations, engagements, and team building

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- The Home School Liaisons, Restorative Practice Counselor, Family Foundations Counselor and mentor will communicate with parents of target students to support improved attendance, participation and behavior.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Support staff, including Teaching Fellows, School Social Worker, mentors and Home School Liaison will be

- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- The English Language Review Team, facilitated by the TSA, will meet twice each year to provide teachers with tools and strategies, to support their EL students.

funded to to support improved students attendance, participation, and behavior, in the targeted groups.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- A mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our school community

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	94.27 %	89.7 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Ewing will continue to provide inclusive opportunities for families to engage in activities that promote student success by establishing culturally-proficient two-way communication and engagement opportunities for families

Parent Survey- Family Engagement

To create an environment that made parents feel welcomed and respected, Ewing has historically provided several opportunities for parents to engage on activities and events. Examples include the following:

- Back to School Night
- Title I Meeting
- SSC/ELAC
- Parent Teacher Conferences
- School-wide engagement activities such as family dances
- Classroom Walks
- Attendance Meetings
- IEPs, SSTs, 504 Meetings
- Open House
- School Carnival
- Fund raising events such as Jog-a thon
- Parent Engagement Hour
- Parent volunteer opportunities (Enrichment Wheel, Classroom support etc...)
- Chaperones for field trips

Parent Survey- Family Engagement Domain

- Fall 2021-2022 Parent Survey: 93%
- Fall 2022-2023 Parent Survey: 93%

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Family Goal - Site Defined

Ewing will continue to provide opportunities for families to engage in activities that promote student success.

Parent Survey- Respected and welcomed

Parent Survey goals were met in Family Engagement

Key factors that contributed to disproportionality or lack of parent engagement were:

- Chronic absenteeism rates
- A lack of variety of parent engagement options

- Fall 2023-2024 Parent Survey: 90%
- Spring 2023-2024-Parent Survey: 94%

The percentage of parents that feel welcomed and respected remains high at Ewing. We saw a increase in our survey results. We will continue to create opportunities for families to participate in school activities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Ewing met this goal. During the 2024-2025 school year we will resume and continue to expand a range of parent engagement opportunities, to further engage parents in their child's education.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

For 2024-2025 school year, all traditional parent engagement opportunities will continue. As a result of our parent surveys, we will increase opportunities for parent engagement. We will work with our Peace Team to develop a variety of parent engagement activities for the year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance
- The committee was pleased with the steady gains in ELA and Math on district assessments.
- The Committee would like supports to continue such as Teaching Fellows, Classified Supplemental Contracts Funding, part-time counselor through Family Foundations, Hand in Hand Mentors, extra pay contracts for tutoring/student engagement.
- District will continue to fund 8 hour Spanish HSL and a full-time school psychologist

2 ELAC:

- An ELAC Meeting was held to inform parents on current data and review current needs assessment. A needs assessment was given at the ELAC Meeting on March 1, 2024
- A school wide needs assessment for families to provide feedback was sent to parents in English and Spanish on March 1, 2024 through March 5, 20224 on Parent Square, Parent Weekly and paper copy was available in the office.
- Data was shared with teachers and allocations align with staff and community feedback. Overall responses supported current actions.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- All Credentialed Staff, Classified Staff and Administrators were provided and completed a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC.
- The staff would like supports such as Teaching Fellows, Hand in Hand Mentors, SEL supports such as counseling services and academic supports such as after school tutoring.

Action 1

Title: Inclusive Opportunities for Families

Action Details:

Ewing Elementary is committed to increasing inclusive opportunities for families to engage in their students' education. We will collaborate with Parent University and other community partners to provide a variety of inclusive opportunities for our families. An analysis of our Parent Survey data and SSC feedback shows that we need to continue to find ways to expand the opportunities for parents to be involved and engaged in their student's education. To meet this goals, the following actions will be taken:

- Back to School Night
- Parent Teacher Conferences
- School-wide engagement activities
- Open House
- School Carnival
- Parent volunteer opportunities (Enrichment Wheel, Classroom support, Read Across America, etc...)
- Chaperones for field trips
- Parent Engagement Monthly Workshops
- Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies. These strategies may then be utilized to support learning in the home.
- For student presentations, special efforts will be made to invite parents and members of the Ewing community to present to the students.
- SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns. To facilitate multiple meetings subs will be provided, as available.
- Teachers, in conjunction with the Home School Liaison, will communicate with parents to ensure they are kept up to date regarding events and student progress.
- The Home School Liaisons, admin, RP Counselor, Child Welfare and Attendance-Tier II Specialists, and mentors will communicate with parents, and do home visits, as necessary, to support positive student behavior, attendance, and participation.
- Site based and district surveys will be utilized to solicit parent input and voice.

SMART Goal: By the end of the 2024-2025 school year, the percentage of meaningful engagement opportunities for parents to attend at Ewing will increase to 95% on the FUSD Parent Survey.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance at school wide events
- Agendas and attendance for parent workshops
- Parent input and voice to be gathered through parent meetings and surveys
- Parent survey feedback and input will be monitored and reviewed
- Parent participation and engagement will be monitored through agendas, notes, and sign-in sheets

Owner(s):

- Administration
- Home School Liaison
- Parent University
- Community Partners

Timeline:

- Ongoing year round

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Student Centered and Real-World Learning: Parents are recruited to join as chaperones when students attend college and career-related field trips.
- Student Engagement: Parents will be welcome to come cheer their student on at sports games, and clubs, Spelling Bee and Peach Blossom,
- Title I meetings will provide all educational partners the opportunity to understand the goals, allocation of funding sources, parent involvement, and parent rights under Title I.
- Parent emails, EduText, ParentSquare, phone calls, and in-person communication will be used to engage parents.
- ELAC meetings will provide educational partners the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC summative score and how to prepare students of ELs to become proficient in reading, writing, listening and speaking.

- Students' academic performance, social emotional needs, and overall site program improvement plans will be evaluated quarterly with educational partners.
- SSC meetings will be scheduled during the most convenient time of day for the majority of families.
- Materials/supplies will be purchased to support site needs to host/supervise events and parent involvement
- Extra-pay/overtime and local mileage for employees to support events and parent involvement
- Translators/babysitting for parent meetings
- Two Hand in Hand Mentors
- POs and Direct Food Services contracts may be used to provide food and refreshments, for selected activities
- Substitute teachers will be used, as available, to schedule SST and IEP meetings during the instructional day.
- Mileage reimbursement for home visits will be made available to approved staff.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL student, will be provided.
- POs, and Direct Food Services contracts may be used to provide food and refreshments, for those meetings.
- Interpreters and babysitting will also be provided for those events.
- Using their home language, the district funded Home School Liaison (Spanish) will communicate with parents of EL students, to promote parent participation.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- After School Tutoring available based on data for students who demonstrate need

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- District funded Home School Liaison (Spanish) will continue to communicate with the parents of target students to support improved attendance and participation.
- To promote students attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- We will continue to explore ways to increase the inclusion of our SPED students and their families.
- Mentors will work with targeted students, and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse community.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Participation **No incentives or food**	2,900.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			School involvement & Engagement: Food for parent, student participation and meetings, materials & supplies for engagement activities and events	8,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			FUSD Nutrition Services	6,200.00

$17,100.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0155 Ewing Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies	2,238.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning Days, SST's, IEP's, Data Chats, Peer Observation, Assessing/Testing	27,473.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts	3,680.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified professional development, Crossing Guard, School Beautification, Enrichment Wheel, etc...	7,878.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	87,125.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance and Repairs	2,238.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies	56,462.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	5,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows - 7@3.5hrs a day	92,602.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh Copy Machine Leases	37,425.00
G1A3	LCFF: EL	Instruction	Direct-Graph			FUSD Graphics	2,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			DLI Vertical Articulation, ELPAC Assessors, tutoring, assessing, peer observation, intervention	12,260.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp			Babysitting, Mentor support for EL learners, after school tutoring	26,260.00
G3A1	Sup & Conc	Attendance & Social Work Service	Subagreements			Hand in Hand Mentors : 2 Mentors 6hrs a day	62,320.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.5000	School Social Worker split 50/50 with Ewing Elementary	71,597.00
G3A3	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Engagement Activities Vendors	4,000.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage - HSL	250.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for Parent Participation **No incentives or food**	2,900.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			School involvement & Engagement: Food for parent, student participation and meetings, materials & supplies for engagement activities and events	8,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			FUSD Nutrition Services	6,200.00
							$517,908.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$97,740.00
Sup & Conc	7090	$311,736.00
LCFF: EL	7091	$108,432.00
Grand Total		**$517,908.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$362,641.00
G3 - Increase student engagement in their school and community	$138,167.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$17,100.00
Grand Total	**$517,908.00**