

Ewing Elementary

10621666006225

Principal's Name: Rosalinda Torres

Principal's Signature: *Rosalinda Torres*

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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District Goals	
<p>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.</p>	
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

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rosalinda Torres	X				
2. Chairperson -Rosemary Soto				X	
3. Raquel Garcia		X			
4. Elizabeth Flores		X			
5. Rebecca Arias		X			
6. Stephanie Herrera			X		
7. Maria Gonzalez				X	
8. Claudia Aguilar				X	
9. Alicia Becton				X	
10. Fernando Ortega				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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	<i>Rosalinda Torres</i>	3-24-22
SSC Chairperson	Rosemary Hidalgo-Soto	<i>Rosemary Hidalgo-Soto</i>	3-24-2022

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

Ewing Elementary

Title I SWP/ATSI

Ewing Elementary

Title I SWP/ATSI

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

FY 2022/23

Ewing - 0155

ON-SITE ALLOCATION

3010	Title I	\$81,432 *
7090	LCFF Supplemental & Concentration	\$277,920
7091	LCFF for English Learners	\$89,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$151,920</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$600,872

* 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	\$2,784
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$78,648</u>
	Total Title I Allocation	\$81,432

Ewing Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		29.29 %	2021-2022	34.39 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		16.13 %	2021-2022	24.23 %

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.

I-Ready ELAD2 On Level

The number of students who met or exceeded standards based on iReady D1 to D2 has significant growth from 11.49% to 29.14% "on level" which is a growth of 17.65% for the 2021-2022 school year. This growth is contributed to the following actions:

- 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 TSA
- Designated ELD instruction provided daily for English Language Learners 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 and our work with 3rd-6th IABs.
- The purchase of any materials and supplies our students may need were purchased. Some

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

I-Ready ELA D2 On Level

Based on data analysis of current student progress in ELA, the following are key factors that contributed to the dis-proportionality of low performing student groups:

- **Students with Disabilities (SWD):** Based on D2 iReady ELA scores 23.9% of SWD scored "On level"
- **English Learners (EL):** Based on D2 iReady ELA scores 18.78% of EL students scored "On level"
- **African American (AA):** Based on D2 iReady ELA scores 25.9% of AA students scored "On level"
- **Absenteeism:** Of the # students enrolled at Ewing 64.3% are severely or chronically absent in 2021/22.

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism during pandemic; Mandated quarantine protocols
- Student engagement during simultaneous/Independent studies learning model
- Access to technology/wifi
- Access to instructional support and resources to support learning during simultaneous and independent studies

I-Ready Math D2 On Level

Based on data analysis of current student progress in math following are key factors that contributed to the

- 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.

I-Ready Math D2 On Level

The number of students who met or exceeded standards based on iReady D1 to D2 has significant growth from 4.43% to 15.86 "on level" which is a growth of 11.43% for the 2021-2022 school year. This growth is contributed to the following actions:

- 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 for 5th and 6th grade teachers
- 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.

dis-proportionality of low performing student groups:

- Students with Disabilities (SWD):** Based on D2 iReady Math scores 12% of SWD scored "On level".
- English Learners (EL):** Based on D2 iReady Math scores 7.58% of EL students scored proficient.
- African American (AA):** Based on D2 iReady Math scores 17.86% of AA students scored proficient.
- Absenteeism:** Of the # students enrolled at Ewing 64.3% are severely or chronically absent in 2021/22.

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism during pandemic; Mandated quarantine protocols
- Student engagement during simultaneous/Independent studies learning model
- Access to technology/wifi
- Access to instructional support and resources to support learning during simultaneous and independent studies

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 2021-22 school year. Any Allocations that were not used, were reallocated for the purchase of technology and instructional materials. The following budget expenditures were adjusted and reallocated:

- Due to substitute teacher shortage, Certificated Substitute Salaries were not utilized
- Due to staffing shortages, only 5/10 Teaching Fellows contracted for the 2021/22 school year were consistently provided so the remaining funds were reallocated
- Due to district funding, classified supplemental salaries were not fully utilized
- Due to sharing the cost of professional development with multiple sites, the projected amount in Prof/Consulting (5899) was not fully utilized

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 2022-23 SPSA.

As a result of the analysis from from Steps 1 and 2 the following changes have been added to the 2022/2023 SPSA under Goal 1:

- Additional Teaching Fellow support will be added to work hand in hand with TSA to provide targeted intervention for ELA and Math under her supervision.
- Additional Teaching Fellows will be added to support classrooms in the afternoon and during after school tutoring for targeted intervention in ELA and Mathematics

- Additional Professional development (PLI, 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 with the addition of a full time Clinical Social Worker

Step 4: Educational Partner Involvement. Share the data 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:

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance.
- The council was pleased with the steady gains in ELA and Math on district assessments. The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Mentor
- The Council suggested adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist

2 ELAC:

- 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, HSL Hmong and Spanish, and Classified Supplemental Contracts
- adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist

3 Staff:

- All teachers 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, full time HSL Hmong and Spanish and Mentoring to continue

Action 1

Title: ELA Reading by Third 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.

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
3. District and grade level benchmarks
4. Student/teacher goal setting and monitoring
5. English Language Review Team (ELRT)
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
- KAIG Quarterly Data
- 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
- 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 1 - 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 and site funded six hour Hmong Home School Liaison
- Mleage 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
- Travel and Conference costs for Certificated Staff

- Direct Food Services

Specify enhanced services for EL 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:

- 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: 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:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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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 CFAs, 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, teacher and TSA
5. Administrators and TSA
6. Teachers 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 1 - 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
- Travel and Conference costs for Certificated Staff
- Direct Food Services

Specify enhanced services for EL students:

- Designated and Integrated ELD
- Academic Discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Explicit Instruction with language analysis
- Academic Coach will be available to support EL students and teachers with lessons
- After school tutorial will be available to selected EL, Foster and Economically Disadvantaged students to provide support and assistance with homework and tutoring
- 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
- Additional training by English Language Services to address the needs of EL students
- A Teaching Fellow will work with TSA to provide additional intervention to identified EL, Foster and Economically Disadvantaged students.

Specify enhanced services for low-performing student groups:

- After School Tutoring will be provided to selected EL, African American Students, Foster, and Economically Disadvantaged students.
- Targeted Rti through MTSS
- Students with disabilities will receive daily differentiated instruction utilizing GVC and intervention components.
- Students with disabilities will receive weekly SPED classroom visits and teacher feedback to support goals and actions.
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted Rti priority will be given to identified ATSI subgroup, African American Students
- We will use role model mentors to engage students in academic and non-academic settings.

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
2. Teacher/Admin Data Chats
3. Grade Level Formative Assessments (CFAs)
4. iReady
5. IABS in grades 3rd-6th
6. Student/teacher goal setting and monitoring
7. Atlas and district data reports
8. SBAC results
9. SPED Assessment: VCCALPS, CAA, pre and post tests from Unique every month except August and December, and Unique benchmarks twice a year.

1. Administrators
2. PLC Teacher Teams/Leads/ILT
3. PLC Teacher Teams/Leads/ILT
4. Teachers/Students/Admin
5. Teachers/Students
6. Teachers/Students
7. Administrators
8. Teachers/Students/Administrators
9. Teachers/Students

1. Ongoing
2. Fall and Spring
3. Ongoing
4. Fall, Winter and Spring
5. Ongoing
6. Ongoing
7. Ongoing
8. Spring
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 1 - 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
- Travel and Conference costs for Certificated Staff

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Implementation of MLD training and coaching support for selected PLC teams

- Implementation of MLD training and coaching support for selected grade level PLC teams

- Academic Discourse in Math content
- 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
- Support from Bilingual Paraprofessionals & Bilingual Teaching Fellows
- Visual supports
- Math tools and resources
- 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, Foster, and Economically Disadvantaged students
- Academic Coach

- Small group instruction (one-on-one support from a para or Teaching Fellow) in class through targeted RtI priority will be given to identified ATSI subgroup, African American Students
- After School Tutoring will be provided to selected EL, African American, Foster, and Economically Disadvantaged students to provide additional support in Math.
- We will use role model mentors to engage African American students in academic and non-academic settings.

Action 4

Title: English Learners Instructional Plan for K-6

Action Details:

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

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:

- 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 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 re-designation (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, Foster, and Economically Disadvantaged students
- 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
- Support from Teaching Fellows and Bilingual Paraprofessional
- Teaching & Learning Cycle

Specify enhanced services for low-performing student groups:

- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RtI priority will be given to identified ATSI subgroup, African American Students
- After School Tutoring will be provided to selected EL, African American, Foster, and Economically Disadvantaged students to provide additional support in Math.
- We will use mentors from Hand in Hand Mentor program to engage African American students in academic and non-academic settings.

- Keystone Pedagogies
- Explicit Instruction with language analysis

2022-2023 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	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation : California Teaching 76,505.00 Fellows Foundation: Teaching Foundation: Teaching Fellows G1A1, A2, A3, A4, G2A1	78,632.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent participation **No food or incentives**	2,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning day, MLD, PLI, roving subs, SST, IEPs, data chats, etc.	15,671.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts for extra support for students, teachers and site	15,696.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies, instructional items: Paper, laminating film, warehouse orders, office depot, GW, Barnes and Noble, Lakeshore and school specialty	59,044.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: copier lease	18,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for teacher planning day, peer observation, roving subs, SST, IEP, PLI, MLD, etc...	10,246.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies - Instructional items, paper, laminating film, warehouse orders, office depot, GW, Barnes and Noble, Lakeshore, School Specialty, **No food or incentives**	8,182.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology	15,000.00
G1A2	One-time School	In-House Instructional Staff Deve	Cons Svc/Oth			: Education Elements, PLI, Teacher Development	20,000.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			English Language Review Team sub release, subs for teachers for peer observation, testing	3,135.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			DLI Vertical Articulation for teachers and instructional coach	6,191.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC Assessors, After School Intervention, RTI	8,849.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies - Instructional Items, paper, laminating film, warehouse, billing books, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty	14,095.00
G1A4		Instruction	Subagreements				75,100.00

2022-2023 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
G1A4	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1, A2, A3, A4	75,492.00

\$366,033.00

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	✓		86.4 %	2021-2022	87.5 %

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.

Student-centered real world learning experience - Site Defined

Ewing Elementary students will participate in:

- Field-trips
- Meaningful Work
- Enrichment Wheel
- Electives
- Clubs
- Assemblies
- Mentors

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

Student-centered real world learning experience - Site Defined No data to compare

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).

Due to the pandemic restrictions and personnel shortage: Many of our club mentors were unavailable to participate in some activities and clubs. Field-trips experiences were offered to all grade levels. Ewing had to postpone our Meaningful Work and Enrichment Wheel program due to staff shortages and restrictions. There were a few virtual assemblies held throughout the school year. We were able to implement Lunch intramural athletics and after school athletics and activities on site only

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 2022-23 SPSA.

Ewing Elementary commits to expand student centered and real-world learning experiences, the following actions will occur in the 2022-2023 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 Liaisons, mentors, Teaching Fellows, RP counselor, and TSA to encourage and increase participation for all students. (Goal 2, Action 1)
- Additional Teaching Fellows 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)

To further connect

Ewing staff will request input

Step 4: Educational Partner Involvement. Share the data 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:

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance.
- The council was pleased with the steady gains in ELA and Math on district assessments. The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Mentor
- The Council suggested adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist
-

2 ELAC:

- 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, HSL Hmong and Spanish, and Classified Supplemental Contracts
- adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist

3 Staff:

- All teachers 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, HSL Hmong and Spanish and a shared Restorative Practice Counselor to continue. The staff suggested adding additional funding for technology.

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. Professional Learning Communities will calendar events to ensure high student participation.

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 Engagements
- 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):

- Provide transportation to event or activity, if needed
- Direct Food Services
- Translators
- Mileage for HSL
- Lease of copy machines
- Materials and supplies will include, but not limited to, copy paper, notebooks, pencils, crayons, markers, pens, incentives parent participation, and other materials

Specify enhanced services for EL students:

All parent and student communication will be translated into primary language including but not limited to school messengers, field-trip permission slips, fliers and notices.

Specify enhanced services for low-performing student groups:

All students will be encouraged to engage in real-world learning experiences

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	✓		45.48 %	2021-2022	20 %
Suspension Rate - Semester 1	✓		1.05 %	2021-2022	0.72 %

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

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 our county health mandates in order to minimize the time quarantined students stay home.

An analysis of our 3 year trend data illustrates that the percentage of students who have Chronic absenteeism is as follows:

- 2018-2019 - 8.9%
- 2019-2020 - 11.3%
- 2020-2021 - 17.3%
- 2021-2022- 45.48%

As evident in our data, COVID cases, Covid contact tracing, quarantines & distance learning has had a major impact on the percentage of students that had chronic absenteeism. To address this issue, an attendance team, consisting of the following personnel: the Office Assistant, the Home School Liaisons, RP counselor, Child Welfare and Attendance-Tier II Specialist and the site administrators, contacted families that had Chronic Absenteeism to reinforce the importance of attendance and offer supports, as necessary. Staff has been able to support several families in addressing technology issues, that had interfered with the student logging on consistently. Administrators continue scheduling home visits to address absenteeism and families concerns related to current health events and health guidelines and restrictions.

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

During our home visits virtual parent attendance meetings, parents have shared the following factors that contribute to chronic absenteeism and poor attendance.

- Students were close contact to someone who tested positive for COVID and were required to quarantine
- Students are chronically ill and have to miss school
- Unexpected traveling out of town
- High levels of transiency due to being displaced from their homes

Chronic Absenteeism(African American)

- Inconsistent guardian support and follow-through
- Limited communication due to inaccurate information on emergency cards and access to technology
- Minimal participation in attendance meetings
- Transiency

or more

- Students back on campus and discipline expectations were different when they were on distance learning

Students acquired and display unacceptable behaviors during distance learning

(African American)

- Inconsistent guardian support and follow-through

Suspensions students with1

There has been an increase of suspensions due to:

Suspensions students with1 or more

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).

Due to the restrictions of the Covid pandemic, our students had limited opportunities to engage in activities beyond their own classroom. Only FUSD contracted essential visitors were allowed on campus, therefore, many planned engagement opportunities were canceled or limited to online participation.

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 2022-23 SPSA.

- Implementation of 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 focus will be our African American Students

Step 4: Educational Partner Involvement. Share the data 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:

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance.
- The council was pleased with the steady gains in ELA and Math on district assessments. The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Mentor
- The Council suggested adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist

2 ELAC:

- 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, HSL Hmong and Spanish, and Classified Supplemental Contracts
- adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist

3 Staff:

- All teachers 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, full time HSL Hmong and Spanish and Mentoring to continue

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 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
- Contracts will be offered to staff who sponsor an after school, during lunch or before school engagement activity

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. Reports from ATLAS (Student Engagement Tool)
2. SEL data
3. Staff/Parent/Student survey data
4. Panorama data
5. Power BI data
6. Data Dashboard Data

Owner(s):

1. Principal
2. Teachers, Administration, Students
3. Peace Team
4. Teachers, Administration, Students
5. Administration, RP counselor, Tier 2, Mentors
6. Tier 2 Specialist

Timeline:

1. Ongoing
2. Ongoing
3. Monthly Peace Team Meetings
4. Ongoing
5. Ongoing
6. Ongoing

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 Mentor

Specify enhanced services for EL students:

All parent and student communications will be translated into primary language, including but limited to, School Messenger, field trip permission slips, flyers and notices.

We will identify and target our EL population by monitoring the students participating ensuring EL students are included. This will be done during our EL Data Chats with teachers

We will increase embedded SEL skill development into Designated ELD by implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus.

Specify enhanced services for low-performing student groups:

All students are encouraged to engage in arts, athletics and activities. Encourage and engage students in Meaningful Work and Enrichment Wheel.

We will be intentional with our encouragement of students who are identified in high need. We will focus on our African American group who have chronic absenteeism and/or suspensions

We will use role model mentors to engage African American students in academic and non-academic settings.

We will create opportunities for students to give us input on activities that will increase their engagement and participation in extra-curricular activities.

We will embed SEL skill development through implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus during small group instruction

Action 2

Title: Decrease Chronic Absenteeism

Action Details:

In 2019-2020, 11.46% of students were identified as chronically absent. In June of 2021, there will be a 2% decrease in Chronic Absenteeism. Ewing will support and educate all stakeholders on the impact of attendance, how it correlates to academic achievement. Ewing will continue to utilize a school wide incentive program to improve attendance rates for all students. Ewing will continue parent communication through phone calls, home visits and conferences to support families of chronically absent students. Students with absences will be encouraged to attend Saturday School session/s.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. Encourage all students with absences to attend Saturday School, if still offered in 2021-2022 school year.
2. Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends.
3. Attendance Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts (Office Assistant and Principal hold meetings).
4. Student Data Chats/Goal Setting Conference
5. Goal 2 and Goal 3 participation
6. HSL home communication
7. Monthly attendance data shared with staff with class average

Owner(s):

1. Office Assistant, administrators, teachers
2. Principal
3. CWA
4. Students, teachers
5. Administration, teachers, students
6. HSL, Office Assistant
7. Saturday School Lead

Timeline:

1. Daily, ongoing
2. Weekly
3. Quarterly
4. Ongoing
5. Ongoing
6. Ongoing
7. Monthly

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

- Home Visits to parents in support of attendance efforts and goals targeting chronically absent students.

Owner(s):

- Office Assistant
- Home School Liasons
- District CWA

Timeline:

- Monthly

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

- 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.
- Student Data Chats/Goal Setting Conference
- 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 - Hand in Hand mentoring
- Direct Food Services
- Clinical Social Worker

Specify enhanced services for EL students:

- Home School Liaison to support EL students and families through translations, outreach and home visits.

Specify enhanced services for low-performing student groups:

- Target chronically absent students to attend Saturday Academy to recover absences
- Target chronically absent students to be informed on the impacts of being in school everyday phone calls, weekly monitoring, CWA and Tier 2 Specialist support
- CWAS data collection, home visits, and attendance conferences with parents and students
- Increase participation of African American students in Meaningful Work, Enrichment Wheel, Goal 2 CCR experiences and Goal 3 activities
- We will create opportunities for students to give us input on activities that will increase their engagement and participation in extra-curricular activities.
- We will create opportunities for students to engage before school in order to improve student attendance.
- Counseling - Hand in Hand mentoring, Clinical Social Worker

Action 3

Title: Reduce Out-of-School Suspension Rates

Action Details:

Ewing Elementary will implement a Multi-Tiered System of Support to integrate evidence-based practices of RtI, and Social Emotional Learning (SEL) to decrease out-of-school suspension rates. In 2018-2019, 2.92% of students were suspended. By June 2021, we will decrease suspensions by 1%. In 2018-2019, 11.80% of African American students were suspended. By June of 2021, we will decrease suspension to 8.8%.

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. ATLAS
2. Power BI
3. TST and SST Process
4. Meaningful Work, Goal 2 and Goal 3 participation
5. Feedback to teachers using classroom walk through data & IPG Tenant 1
6. Class Meetings and First 10 days lessons
7. Emotional Intelligence (EQ) data analysis
8. Goal 2 participation
9. Student Data Chats/Goal Setting Conferences
10. Re-entry meeting data from RP Counselor
11. Mentor Check-ins
12. Office Referral Data
13. Parent Participation Meetings & Events

Owner(s):

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

Timeline:

1. Daily
2. Weekly
3. Monthly
4. Quarterly

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

- Intentional Effective feedback to students
- Feedback to teachers using IPG Tenet 1
- SEL data from students surveys
- Student Learning Profile

Owner(s):

- Teachers Administration
- Restorative Practice
- Counselor
- PEACE Team

Timeline:

- Daily feedback

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

- 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

Owner(s):

- Administration
- TSA Teachers
- Restorative Practice Counselor
- Tier 2 Targeted Intervention Specialist
- PEACE Team

Timeline:

- 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
- Clinical Social Worker
- Direct Food Services

Specify enhanced services for EL students:

- 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:

Encourage students to participate in:

- Goal 2 & 3 experiences
- Mentoring
- Saturday School
- Meaningful Work

Provide additional support:

- SST Process & Support
- RP Counseling services and support
- SPED students-Behavior Support Plans-writing, implementation and data collection-BIP
- SPED students- MD
- ICET Referral

2022-2023 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
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500		56,080.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage G1A1, A2, A3,A4, G2A1, G3A1, A2, A3	250.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand Mentoring : Hand in Hand Mentors	23,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	1.0000		146,509.00

\$225,839.00

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	✓		81.82 %	2021-2022	82.92 %

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 promote a sense of belonging amongst the staff, Ewing Elementary utilized a variety of collaborative teams, to solicit teacher input and voice. These communities included grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team/Peace Team (CCT)

Our historical results of positive responses in our Staff Survey in the sense of belonging domain are as follows:

- 2018 Staff Survey- 91%
- 2019 Staff Survey- 93%
- 2020 Staff Survey- 95%
- 2021 Staff Survey-97%
- 2022 Staff Survey: Waiting for results - 3/28/22

*NOTE: The FUSD questions within this domain were updated in 2020 so change over time data should be reviewed with caution between Spring 2019 and Spring 2020

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

While the percentage of staff members that feel a high sense of belonging remains high, we did see a drop in positive responses in the Overall Positive Belonging Domain. This drop may be attributed to the fact that due to the pandemic, schedules were modified, thus limiting PLC time. We feel this diminished PLC time, along with the fact that meetings were optional, held virtually, impacted the staff's sense of belonging.

Staff Survey—Overall Positive in Belonging Domain

The Staff Goal does not align to the indicators, due to 2020-2021 being a transition year from previous district goals to new district goals. As a result there is no historic data or disproportionality, as it related to this goal.

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).

Our 2021-2022 SPSA and budget were created not knowing if we would remain hybrid or in person. Due to the unforeseen circumstances of the pandemic, we have had to make adjustments to our budget with the approval of SSC. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of

those details were as follows:

- The Solution Tree Training for our teachers was canceled, due to the pandemic.
- Teacher planning days were canceled, due to the pandemic.
- Due to the pandemic and in increase in positivity rates, on campus meetings were canceled.

As a result, teacher met significantly less hours per semester. Meetings and trainings were mostly done virtually, due to the pandemic. To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

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 2022-23 SPSA.

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

- 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 data 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:

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance.
- The council was pleased with the steady gains in ELA and Math on district assessments. The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Mentor
- The Council suggested adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist

2 ELAC:

- 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, HSL Hmong and Spanish, and Classified Supplemental Contracts
- adding additional funding for six hour Hmong Home School Liaison, additional Teaching Fellows and full time Social Worker.
- District will be funding 8 hour Spanish HSL instead of site funded 3-hours Spanish HSL and full-time school psychologist

3 Staff:

- All teachers 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, full time HSL Hmong and Spanish and Mentoring to continue

Action 1

Title: Increase Staff Sense of Belonging

Action Details:

Increase Overall Positive Sense of Belonging: An analysis of our Staff Survey data shows that we need to remain focused on creating positive environments in which teachers feel appreciated, supported, and valued. To meet this goal, the following actions will be taken:

- Efforts will be made to plan school-wide activities that are Culturally Proficient and reflect the diversity of our community.
- The staff will work to create engagement activities that deepen positive connections with students.
- Teachers will be encouraged to participate in leadership roles and committees.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
- The site will fund additional staff (Teaching Fellows, Home School Liaisons, mentors, Clinical Social Worker) to support classroom instruction and provide interventions.
- The Restorative Practices Counselor, mentor and Child Welfare and Attendance-Tier II Specialists will collaborate with staff, to promote positive behaviors, relationships, and activities. Monthly NTA meetings will be held to review practices, address concerns, and provide opportunities for staff input.
- Opportunities will be provided to strengthen PLCs through additional planning time and vertical articulation.
- Teachers will be encouraged to participate in engagements, activities, and events that connect them to the greater school community.
- The Home School Liaisons, RP counselor, Child Welfare and Attendance-Tier II Specialists and mentors will communicate with parents of target students to support improved attendance and participation.
- Families will be invited to engage in activities that will foster and deepen positive relationships with the staff.

SMARTGoal: By the end of the 2022-2023 school year, the percentage of staff that report a Positive Sense of Belonging, on the FUSD Staff Survey, will increase to 99%

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. Office behavior referral data will be monitored
2. Power BI and Panorama data
3. Teacher input and voice to be gathered through PLCs, ILT, CCT, and surveys
4. Staff survey responses will be analyzed by the CCT and ILT
5. NTA meetings to address concerns and create action plans based on data and feedback
6. ILT and CCT meetings to address concerns and create action plans based on data and feedback
7. Meeting and training agendas, notes, and sign-in sheets

Owner(s):

1. Administrators, ILT, CCT
2. Administrators, ILT, CCT
3. Teachers, PLCs, ILT, CCT
4. CCT, ILT
5. Administrators, NTAs
6. Administrators, ILT, CCT
7. Administrators, TSA, PLCs

Timeline:

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

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

- Supplemental contracts will be provided for additional PLC planning time.
- Activities and events will be planned that reflect the diversity of our school community.
- Support staff, including Teaching Fellows, mentors, Home School Liaisons, Clinical Social Worker will be funded to support improved students attendance, participation, and behavior.
- Purchase orders and funds will be used to purchase 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 Professional Development or Staff Services to support EL students:

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

Specify Professional Development or Staff Services to support low-performing student groups:

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, Clinical Social Worker, mentors and Home School Liaison will be funded 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	✓		93.59 %	2021-2022	94.69 %

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

Family Goal - Site Defined

Increase opportunities for families to engage in activities that promote student success.

Parent Survey- Respected and welcomed

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
- Parent Teacher Conferences
- Grade level performances
- Open House
- School Festival
- Coffee Hours/Town Hall Meetings
- Grade level performances
- Parent volunteer opportunities
- Chaperones for field trips

Parent Survey- Respected and welcomed

Our historical results of positive responses on our Parent Survey regarding feeling welcome and respected are as follows:

- 2017 Parent Survey: 94%
- 2018 Parent Survey: 95%
- 2019 Parent Survey: 95%
- 2020 Parent Survey: 95%

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

The Family Goal does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals. As a result there is no historic data or disproportionality, as it related to this goal.

Parent Survey- Respected and welcomed

The percentage of parents that feel welcomes and respected remains high. Since opportunities for parent engagement have been significantly impacted by the school closure that occurred due to the pandemic, we will continue to monitor the responses we receive from upcoming surveys

- 2021 Parent Survey: 98%

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).

Our 2021-2022 SPSA and budget were created not knowing whether we would remain open or return to distance learning. Due to the unforeseen circumstances of the pandemic, we have had to make adjustments to our budget with the approval of SSC. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows: Due to the pandemic, on-campus parent meetings were canceled. Due to the pandemic, all parent engagements were virtual. This included parent teacher conferences and Back to School Night. To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

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 2022-23 SPSA.

Our 2020-2021 SPSA and budget were created not knowing whether we would open the school year in person or distance learning. Due to the unforeseen circumstances of the pandemic, we have had to make adjustments to our budget with the approval of SSC. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- Due to the pandemic, on-campus parent meetings were canceled.
- Due to the pandemic, all parent engagements were virtual. This included parent teacher conferences and Back to School Night.
- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

Step 4: Educational Partner Involvement. Share the data 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:

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Reclassification and Attendance.
- The council was pleased with the steady gains in ELA and Math on district assessments. The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Mentor
- The Council suggested adding additional funding for six-hour Hmong Home School Liaison, additional Teaching Fellows and full-time Social Worker.
- District will be funding 8-hour Spanish HSL instead of site-funded 3-hour Spanish HSL

2 ELAC:

- 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, HSL Hmong and Spanish, and Classified Supplemental Contracts
- adding additional funding for six-hour Hmong Home School Liaison, additional Teaching Fellows and full-time Social Worker.
- District will be funding 8-hour Spanish HSL instead of site-funded 3-hour Spanish HSL

3 Staff:

- All teachers 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, full-time HSL Hmong and Spanish and Mentoring to continue

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 goal, the following actions will be taken:

- The site will continue to provide several opportunities for parents to engage on activities and events. Examples include the following:
 - Back to School Night
 - Parent Teacher Conferences
 - Grade level performances
 - Open House
 - School Festival
 - Coffee Hours/Town Hall Meetings
 - Grade level performances
 - Parent volunteer opportunities
 - Chaperones for field trips
 - 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, 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 2021-2022 school year, the percentage of parents that feel respected and welcomed, on the FUSD Parent Survey, will increase to 98%.

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 Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- **Student Academics;**
- **Student Centered and Real-World Learning;**
- **Student Engagement;**

- Materials and supplies may be purchased to support parent meetings and trainings
- POs and Direct Food Services contracts may be used to provide food and refreshments, for selected parent meetings.
- Substitute teachers will be used, as available, to schedule SST meetings during the instructional day.
- Mileage reimbursement for home visits will be made available to approved staff.
- Babysitting and interpreters will be provided for specified parent meetings.

Specify Direct Service and Opportunities for parents and families to support EL students:

- Opportunities for parent engagement through ELAC, Parent Coffee hours, and other learning opportunities for parent of EL students, 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 site funded Home School Liaisons (Hmong) and 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.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Site funded Home School Liaison (Hmong) and 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.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Parent Participation	Mat & Supp			School Involvement and Engagement: Vallarta, food for parent and student participation and meetings	8,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			Ceremony for Reclassified Students and parent meetings	1,000.00

\$9,000.00

2022-2023 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	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Foundation: Teaching Fellows G1A1, A2, A3, A4, G2A1	78,632.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent participation **No food or incentives**	2,800.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning day, MLD, PLI, roving subs, SST, IEPs, data chats, etc.	15,671.00
G1A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts for extra support for students, teachers and site	15,696.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies, instructional items: Paper, laminating film, warehouse orders, office depot, GW, Barnes and Noble, Lakeshore and school specialty	59,044.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: copier lease	18,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for teacher planning day, peer observation, roving subs, SST, IEP, PLI, MLD, etc...	10,246.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials and Supplies - Instructional items, paper, laminating film, warehouse orders, office depot, GW, Barnes and Noble, Lakeshore, School Specialty, **No food or incentives**	8,182.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A2	One-time School	Instruction	Nc-Equipment			: Technology	15,000.00
G1A2	One-time School	In-House Instructional Staff Deve	Cons Svc/Oth			: Education Elements, PLI, Teacher Development	20,000.00
G1A4	LCFF: EL	Instruction	Teacher-Subs			English Language Review Team sub release, subs for teachers for peer observation, testing	3,135.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			DLI Vertical Articulation for teachers and instructional coach	6,191.00
G1A4	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC Assessors, After School Intervention, RTI	8,849.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies - Instructional Items, paper, laminating film, warehouse, billing books, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty	14,095.00
G1A4	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1, A2, A3, A4	75,492.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.7500		56,080.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileage			Mileage G1A1, A2, A3,A4, G2A1, G3A1, A2, A3	250.00
G3A2	One-time School	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand Mentoring : Hand in Hand Mentors	23,000.00
G3A2		Attendance & Social Work Service	Crt Dupl-Reg		1.0000		-----

G3A3	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	1.0000	146,509.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp		School Involvement and Engagement: Vallarta, food for parent and student participation and meetings	8,000.00
G5A1	LCFF: EL	Parent Participation	Direct-Food		Ceremony for Reclassified Students and parent meetings	1,000.00
						\$600,872.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$81,432.00
Sup & Conc	7090	\$277,920.00
LCFF: EL	7091	\$89,600.00
One-time School	7099	\$151,920.00
Grand Total		\$600,872.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$366,033.00
G3 - Increase student engagement in their school and community	\$225,839.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$9,000.00
Grand Total	\$600,872.00