

Ewing Elementary

10621666006225

Principal's Name: Jorge Ramirez

Principal's Signature:

A handwritten signature in black ink, appearing to read "J. Ramirez", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

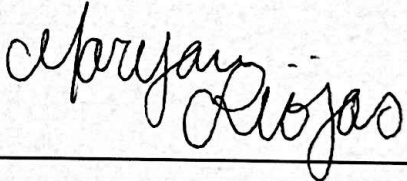
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jorge Ramirez	X				
2. Chairperson - Maryan Riojas		X			
3. Gonzalo de Alba		X			
4. Veronica Figueroa		X			
5. Jennifer Mijangos-Flores			X		
6. Monica Moreno				X	
7. Denise Molina				X	
8. Claudia Aguilar				X	
9. Tina Neal				X	
10. Angela Villa				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Ewing Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jorge Ramirez		4/25/25
SSC Chairperson	Maryan Riojas		4/25/25

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

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

FY 2025/26

Ewing - 0155

ON-SITE ALLOCATION

3010	Title I	\$97,704 *
7090	LCFF Supplemental & Concentration	\$310,128
7091	LCFF for English Learners	\$99,330

TOTAL 2025/26 ON-SITE ALLOCATION

\$507,162

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,832
-------------------------------------	---------

Program Budget	\$94,872
----------------	----------

Total Title I Allocation	\$97,704
--------------------------	----------

ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Ewing Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		33.3 %	2023-2024	34.4 %
SBAC ELA- Average distance from standard	✓	32.3 pts	-47.8 pts	2023-2024	-32.8 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓		-88.2 pts	2023-2024	-73.2 pts
SBAC ELA- percentage of students met/exceeded standard	✓	34.7 %	31.6 %	2023-2024	36.6 %
SBAC Math - Average distance from standard	✓	34.7 pts	-45.8 pts	2023-2024	-30.8 pts
SBAC Math - percentage of students met/exceeded standard	✓	33.7 %	29.9 %	2023-2024	34.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Goal 1 Actions 1, 2 & 3: At Ewing, a significant number of students are not achieving at challenging levels in both English Language Arts (ELA) and Mathematics. Specifically, the following major student groups are underperforming: English Learners and students with disabilities. This lack of achievement across multiple student demographics points to potential gaps in instructional strategies, resources, and supports that are essential for fostering high academic performance.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The underachievement in ELA and Math among key student groups—English Learners, and students with disabilities—is due to several major factors. These include language barriers, attendance rates, limited access to resources, inadequate supports for students with disabilities, and cultural or socioeconomic challenges that impact academic engagement. Additionally, teacher preparedness and the lack of early intervention or consistent academic support systems further contribute to the achievement gaps. These factors highlight the need for targeted, differentiated instructional strategies and supports for these students.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

To address underachievement in ELA and Math among key student groups, the following needs must be met:

- 1. Language Barriers (ELs) – Structured ELD instruction, bilingual support, and teacher training on scaffolding.
- 2. Limited Resources (Socioeconomically Disadvantaged) – Tutoring opportunities for identified students, and student goal-setting structures.
- 3. Inadequate Support (Students with Disabilities) – Student interventions, teacher & support staff training, supplemental behavioral supports and attendance supports.
- 4. Cultural/Socioeconomic Challenges – Parent engagement, social emotional supports and mental health services, attendance supports.
- 5. Teacher Preparedness – Instructional planning, formative assessments, ongoing professional development in foundational skills (OG), and instructional coaching.
- 6. Lack of Early Intervention– Carefully coordinated universal screening, tiered interventions, and tutoring support programs (for example teaching fellows or interact fellows) will help close the aforementioned achievement gaps.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

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

Partially Implemented

24-25 SPSA Actions were partially implemented. There needs to be refinement regarding the use of instructional minutes for intervention time and grade level content. PLCs will continue to implement a comprehensive reading program with an emphasis on early literacy and foundational skills in grades PK-2. The focus of PLC work will continue to focus on the implementation of reading strategies and interventions to achieve our goal of all students reading by 3rd grade. SEL needs will be supported by Hand in Hand Mentors in tandem with other Tier II and III on-site supports such as All 4 Youth, RPSC Staff, and the Tier II Specialist.

Action 2: CAASP Meeting or Exceeding Standards in ELA

Partially Implemented

24-25 SPSA Actions were partially implemented. There is a lack of consistency around MTSS. Not all grade levels have structures in place to support Tier 1 and Tier 2 learning. PLC work around CFA cycles were not complete. Not all teachers use the same CFAs which does not allow for analysis to then reteach to gain mastery of the standards. Additional funding for sub release time and extra pay contracts for planning was found to be in order.

Action 3: CAASPP Meeting or Exceeding Standards in Math

Partially Implemented

The actions were partially implemented. Support is needed for the 6th grade team to help students learn grade level content; support is needed on how to teach to the grade level standards while providing foundational math

skills for students performing below grade level.

Action 4: English Learners Instructional Plan for K-6

Fully Implemented

The actions were fully implemented- The ELPI showed a hard decline of number of students meeting eligibility criteria for the 24-25 school year. EL student made growth on ELPAC. Teachers were trained to use the data chats tool and asked to facilitate in the early spring.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

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

Partially Effective

The actions were partially effective- Overall, only 22% of students were proficient on iReady D2. The iReady projection reveals a maintenance of 22% for D3. We believe that if we provide targeted instruction for students in 1st grade, we anticipate seeing a decrease in students who are at least one grade level behind. They will continue to be supported during pull out intervention.

Action 2: CAASP Meeting or Exceeding Standards in ELA

Effective

The actions were effective, yielding a 31.6% proficiency rate, up slightly from the previous year at 29.6%.

Action 3: CAASPP Meeting or Exceeding Standards in Math

Effective

The actions were effective, yielding a 29.9% proficiency rate, up slightly from the previous year at 28.6%.

Action 4: English Learners Instructional Plan for K-6

Effective

The actions were effective, however the recent year's data suffered, because most eligible students tested out, leaving a narrow margin of students to succeed in overall proficiency. The gains will be measured within the performance bands during the 24-25 school year.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1: We find that the greatest yield comes from Tier I instruction. We will continue to leverage our PLC+ work, with an emphasis on accountability with our ILT leads. Additionally, we will continue to invest in building the instructional knowledge base of foundational skills pedagogy.

Action 2: We will continue to balance the ILT efforts to include math among its focal points. Teachers will incorporate data chats to support basic math skills in addition to ELA and EL content areas.

Action 3: The actions were effective the previous year, leaving a very narrow margin to sustain continued growth. The 22-23 school year yielded a 24% proficiency rating. 23-24 yielded a 9.5% proficiency rating. Most of the LTEL's had redesignated the previous year, leaving few students to meet eligibility criteria. Data chats will continue to be part of the Cycle of Continuous Improvement Model to stage another wave of redesignation-ready.

Section D: 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.

SSC:	ELAC:	Staff:
- During all of our ELAC and SSC meetings during the year, we have reviewed budget, SPSA actions, student performance data in iReady, Attendance data, and Reclassification data. - The committee was pleased to hear about the progress made in ELA and Math in the various grade levels. - The committee, is interested in continuing supports such as Teaching Fellows, Classified Supplemental Service Contracts, Hand in Hand Mentors, and extra pay contracts for tutoring and student engagement. - The District will continue to fund a 1.0 FTE home school liaison and a 1.0 FTE school psychologist. - Recommendations: A.) Strengthen parent involvement by continuing parent engagement opportunities. B.) Continue providing RtI intervention structures. C.) Maintain and support the DLI program by continuing to hire bilingual staff for better communication with families.	- ELAC meetings were held throughout the year to inform parents on current data and review current needs assessment. A needs assessment was issued for parents and staff in mid-February. - Data was shared with ELAC parents and allocations align with staff input and community feedback. Overall responses supported current actions. - Continue to provide ELPI data chat resources and training for teachers to support the CCI process with LTEL students. - Continue to invite TSA to ELAC, parent engagement meetings and staff meetings to keep them current on best practices for supporting LTEL students.	- All certificated staff, classified staff and administrative staff were provided the opportunity to complete a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback provided by the community will be shared at the next staff meeting. - Increase focus group support and provide opportunities for small group instruction. - Provide opportunities for teachers to watch others teach and/or engage in lesson study practices. Sub-release opportunities should support these professional growth practices. - Continue to provide professional learning on grade-level content standards to ensure alignment to standards and assessments.

Action 1 :

English Learners Instructional Plan for K-6

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Support for All Students

- Access to Grade-Level Curriculum:** Ensures English Learners (ELs) receive the core curriculum while being supported in their language development.

- **Essential Academic and Social Behaviors:** Identifies and teaches key academic and social behaviors that promote success for EL students.
- **Prevention Strategies:** Proactively supports EL students to prevent academic challenges through early intervention and access to resources.
- **Teaching Fellows:** Teaching Fellows support EL students under the supervision of instructional staff to ensure alignment with language development goals.
- **Devices for Integrated ELA/ELD Resources:** Provides devices for students to access integrated English Language Arts (ELA) and English Language Development (ELD) resources.
- **Materials and Supplies for ELA/ELD Instruction:** Purchases materials, including technology, to enhance ELA/ELD instruction and language acquisition.
- **Home-School Liaison:** Assists with communication between home and school, ensuring families are informed and involved in their child's language development.
- **Interpreters for Parent Meetings:** Provides interpreters for effective communication during parent meetings and school events.

Tier 2: Targeted Support for At-Risk EL Students

- **Supplemental Interventions:** Schedules time for targeted interventions to meet the specific academic and behavioral needs of EL students, especially those identified through data analysis.
- **Progress Monitoring Chats:** Conducts regular check-ins to monitor the academic progress of Redclassified Fluent English Proficient (RFEP) students to prevent regression.
- **After-School Intervention/Tutoring:** Provides additional support for Newcomer ELs, At-Risk students, and Long-Term English Learners (LTELs) with less than two years in U.S. schools.
- **Small Group Instruction:** Delivers targeted, small group language support based on formative assessment data.
- **ELPAC Assessors:** Trains and utilizes ELPAC assessors to monitor English proficiency levels and progress.
- **Parent Participation Meetings & Events:** Organizes meetings and events to increase parent involvement in their child's language learning, including the use of translators.
- **Site Licenses for ELA/ELD Instruction:** Provides licenses for educational software and digital resources to support ELA and ELD instruction.

Tier 3: Intensive Support for EL Students with Significant Needs

- **Intensive Interventions:** Delivers targeted and high-intensity interventions for EL students who require more significant support in language development and academics.
- **Response to Intervention (RTI):** Analyzes data to determine the appropriate level of intervention intensity for Tier 3 EL students.
- **Special Education Referral:** Identifies students who may need Special Education services based on their response to interventions.
- **Academic Coach:** The academic coach works closely with teachers to monitor the effectiveness of Tier 3 interventions and adjust strategies accordingly.
- **Substitutes for Peer Observations & Professional Learning:** Provides substitutes to allow teachers to participate in professional learning or observe peers for best practices in EL instruction.

Supplemental Support Across All Tiers

- **Supplemental Contracts:** Provides contracts for certificated and classified staff to ensure ongoing support for EL students, including tutoring and planning.
- **Substitutes for Teacher Data Chats:** Allows for substitute release time so that administrators and teachers can meet for data-driven discussions about EL students' progress.
- **TSA Support:** The Teaching and Learning Specialist (TSA) monitors the response to intervention for EL students and coordinates efforts with Teaching Fellows.
- **Conferences/Professional Learning:** Supports teacher development in EL instruction by funding conferences and professional learning opportunities, including travel costs.
- **Direct Maintenance and Repairs:** Ensures all technology used for EL instruction is maintained and repaired as needed.
- **Mileage for Home School Liaison:** Provides funds for the Home School Liaison's travel to support communication and engagement with families.
- **Direct Food Services:** Provides meal support to students as needed during after-school programs or events related to EL instruction.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Ewing currently has:

- 197 EL Students
- 27 are LTEL
- 27 EL Students with an IEP
- 3 LTEL students with an IEP

All EL students will receive specific goal-setting individualized conferences facilitated by their teacher. Teachers will set goals and monitor their progress using the Ellevation Data Chat Tool. At Tier I, teachers have already been trained and began exploring the use of the tool during the Spring of 2025. Three periodic checkpoints will be identified by the ILT to backwards map using the ELPAC assessment window. They will incorporate the Common Core Companion as a guide to understand and implement adaptations for EL students to access the standards. Parents will be onboarded in the goals and action plans via Parent Square and ELAC meetings in service of shared accountability. Teaching Fellows will also participate more intensively with the 27 LTEL's by adapting their Tier II instructional groupings to address gaps in the ELD domains.

Newcomer students will be offered additional small group instruction afterschool. A supplemental service contract will be offered to an experienced certificated teacher to lead.

LTEL's will be progress-monitored through the identified targeted group serviced by the Teaching Fellows EL Intervention cohorts.

Students who have been reclassified will be monitored by the TSA and respective certificated teachers.

Student Groups

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

Students with Disabilities (SWD):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Supplemental materials and supplies to support specific needs such as sensory items, motor skills/room, and visual/speech aids curriculum, communication boards & devices
- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations

English Learner (EL):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students who are below grade level
 - Site-funded Teacher on Special Assignment (TSA) to monitor and facilitate RTI and Designated ELD in classrooms and with teaching fellow support
 - Site-funded ELPAC certificated assessor that is trained and familiar with our EL students
- **Teacher Planning and Collaboration**
 - Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students
- **Increased Family Engagement**
 - Family Engagement Hour monthly with a focus on EL progress and strategies used at school and home
 - Home School Liaison Modules presented at parent meetings
 - Community resources related to EL & ELD development and support provided during events

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

- **English Learner (EL) and Students with Disabilities (SWD):**
- **Site-funded Teacher on Special Assignment (TSA)** to monitor and facilitate RTI and ELD
- **Home-School Communication** - Increase mileage for home visits and extra pay contracts for special projects related to increasing attendance and family engagement
- **Technology & Literacy Resources**
- **Operational Resources:** Extra Copy machine leases
- **Expanded Learning:** Providing certificated and classified extra pay contracts for additional tutoring and social-emotional supports
- **Social Emotional Supports:** Funding two Hand in Hand Mentors to support SEL needs and attendance
- **Student Recognition:** Providing incentives, awards, and celebrations to EL and students with disabilities to recognize their growth and accomplishments
- **Family Engagement:** Providing nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services
- **Teacher Planning and Collaboration:** Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students

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

Students with Disabilities (SWD):

- Behavioral and cognitive visual supports
- Small group instruction to include language focus
- Academic Discourse across content areas
- Additional training
- Supplemental Service Contracts
- Supplemental Materials and adaptive equipment
- Continue to provide a sensory space (motor room)

English Learners (EL):

- Designated and Integrated ELD
- Academic Discourse across content areas
- English Language Review Team will meet in the Fall and Spring to review student progress, data and to create monitor action plans. Subs will be provided for teachers to attend
- Vertical articulation and alignment within programs, such as Dual Immersion, and PLC teams to implement most effective EL strategies and keystone pedagogies to ensure consistency and equity of instruction
- Disaggregate EL student data within the Dual Immersion and English Only Programs; monitor progress and create action plans for literacy in Spanish and English (Grades TK-2) and progress along the ELD Proficiency Level Continuum toward reclassification (Grades 3-6).
- Support from Bilingual Paraprofessionals & Bilingual Teaching Fellows
- 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 Fellows under the direct supervision of TSA will provide support to identified English Learners
- After school tutorial center will be provided to selected EL
- ELPAC Assessors to support testing administration for ELs
- Integrated ELD
- All EL Students will receive daily 30 minutes of Designated ELD Instruction by their classroom teacher or TSA
- Support from Teaching Fellows and Bilingual Paraprofessional
- Teaching & Learning Cycle
- Explicit Instruction with language analysis

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback - Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention. - Goal setting: School/Grade Level/Teacher/Student - Outcomes monitored by TSA, Teaching Fellows, and respective teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments - Outcomes measured by growth from assessment-to-assessment stretch growth goals. - Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data. - Goal setting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC Results: decrease the distance from meeting standards in ELA by 15 points. Outcomes measured by growth from distance from standard. - SBAC Results: increase the percentage of students that are proficient by 10% - K-6 iReady3 Results: Increase by 10% from prior year Outcomes monitored by Principal, VPs and teachers.

Action 2 :

SBAC 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Support for All Students

- Core Reading Block:** Follows the Guaranteed Viable Curriculum (GVC) to ensure consistent instruction in reading and writing.
- Technology Integration:** Uses technology to support Common Core State Standards and student learning.
- Materials and Supplies:** Funds purchase instructional materials for ELA and Math to support curriculum delivery.
- Goal-setting Incentives:** Materials for academic goal-setting based on district and state assessments.
- Classroom Incentives:** Incentives to encourage meeting academic and behavioral goals.
- ELD Reclassification Recognition:** Acknowledges students and families who meet reclassification criteria for English Learners (EL).
- Substitute Support:** Substitutes for instructional walks, data analysis, coaching, and PLC planning days.
- PLC Planning:** Provides time for professional collaboration and data analysis among teachers.
- Professional Learning:** Instructional coaches and TSA support professional development in ELA and Math.
- Parent Engagement:** Materials and services (babysitting, translators) to encourage parent participation.
- Climate and Culture Specialist:** Assists with classroom management, observations, and feedback for teachers.
- Professional Development:** Offers continued learning opportunities in ELA and Math as funding allows.

Tier 2: Targeted Support for At-Risk Students

- Intervention Block:** 30-minute focused support based on formative assessment data

- **ELD Support:** Uses Wonders ELD Curriculum for English Learners to address reclassification needs.
- **Teaching Fellows:** Provide extra ELA and Math support based on academic data (3.5 hours/day).
- **After-School Tutoring:** Additional support for ELA proficiency, particularly for English Learners.
- **Targeted Support Team (TST):** Refers students with ongoing concerns to the TST for further intervention.
- **Social-Emotional Support:** Hand in Hand Mentors and Restorative Practice Counselor offer emotional and behavioral support.
- **Intervention Specialist:** Leads social skills groups and offers individualized support.
- **Safety Support:** Campus Safety Assistant ensures a safe environment during instructional hours and after-school programs.

Tier 3: Intensive Support for Students with Significant Needs

- **Student Success Team (SST):** Refers students not responding to Tier 1 and 2 interventions for personalized support.
- **504 Accommodations and Special Education Testing:** Based on data, students may be referred for accommodations or special education testing.
- **Behavior Intervention:** Addresses ongoing behavioral issues through ICET and individual plans.
- **Substitute Support:** Provides substitutes during SST meetings for coverage and planning.
- **SST Management:** A certificated staff member coordinates and manages SST meetings and interventions.
- **Language Arts Curriculum:** Implements district-adopted curriculum (Wonders/Maravillas/STAR/Unique) for literacy.
- **Guided Reading and Small Group Instruction:** Focuses on targeted literacy support for students.
- **Integrated ELD Instruction:** Daily 30-minute designated ELD for all English Learners.
- **Psychologist Support:** Full-time school psychologist provides mental health services and assessments.
- **Academic Coach:** Full-time academic coach supports teachers in refining instructional practices.

Supplemental Support Across All Tiers

- **Materials and Supplies for Literacy:** Additional books and resources support literacy and writing in ELA and SLA for Dual Immersion classes.
- **Technology for Instruction and Assessment:** Tablets, computers, headphones and other devices support learning and assessments.
- **Differentiated Instruction:** Tailors classroom instruction to meet individual student needs.
- **Teaching Fellows:** Teaching Fellows support K-2 students under TSA supervision to improve literacy skills.
- **Bilingual Paraprofessionals and Home School Liaisons:** Support for bilingual students and family engagement, including mileage and contracts.
- **Parent Participation:** Provides materials and services (e.g., translations) to enhance parent involvement.
- **Maintenance and Repairs:** Supports technology and equipment maintenance to ensure instructional resources are functioning.
- Graphics Dept. to create visual materials to support instruction and communications
- **FUSD Nutrition Services and approved Vendors:** Supports engagement activities, enrichment activities, celebrations and recognition ceremonies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Ewing currently has:

- 197 EL Students
- 27 are LTEL
- 27 EL Students with an IEP
- 3 LTEL students with an IEP

All EL students will receive specific goal-setting individualized conferences facilitated by their teacher. Teachers will set goals and monitor their progress using the Ellevation Data Chat Tool. At Tier I, teachers have already been trained and began exploring the use of the tool during the Spring of 2025. Three periodic checkpoints will be identified by the ILT to backwards map using the ELPAC assessment window. They will incorporate the Common Core Companion as a guide to understand and implement adaptations for EL students to access the standards. Parents will be onboarded in the goals and action plans via Parent Square and ELAC meetings in service of shared accountability. Teaching Fellows will also participate more intensively with the 27 LTEL's by adapting their Tier II instructional groupings to address gaps in the ELD domains.

Newcomer students will be offered additional small group instruction afterschool. A supplemental service contract will be offered to an experienced certificated teacher to lead.

LTEL's will be progress-monitored through the identified targeted group serviced by the Teaching Fellows EL Intervention cohorts.

Students who have been reclassified will be monitored by the TSA and respective certificated teachers.

Student Groups

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

Students with Disabilities (SWD):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Supplemental materials and supplies to support specific needs such as sensory items, motor skills/room, and visual/speech aids curriculum, communication boards & devices
- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations

English Learner (EL):

- Supplemental Instructional Materials and supplies
- 7 Teaching Fellows who will provide small group interventions for students below grade level
- Supplemental Materials and supplies to encourage parent participation and promoting collaborative partnership in goal-setting efforts.

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

- **English Learner (EL) and Students with Disabilities (SWD):**
- **Site-funded Teacher on Special Assignment (TSA)** to monitor and facilitate RTI and ELD Interventions
- **Home-School Communication** - Increase mileage for home visits and extra pay contracts for special projects related to increasing attendance and family engagement
- **Technology & Literacy Resources**
- **Operational Resources:** Extra Copy machine leases to support instruction
- **Expanded Learning:** Providing certificated and classified extra pay contracts for additional tutoring and social-emotional supports
- **Social Emotional Supports:** Funding two Hand in Hand Mentors to support SEL needs and attendance
- **Student Recognition:** Providing incentives, awards, and celebrations to EL and students with disabilities to recognize their growth and accomplishments
- **Family Engagement:** Providing nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services
- **Teacher Planning and Collaboration:** Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students

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

Students with Disabilities (SWD)

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Site-funded Teacher on Special Assignment (TSA) to monitor and facilitate RTI
 - Supplemental materials and supplies to support specific needs such as sensory items, motor skills/room, and visual/speech aids curriculum, communication boards & devices
- **Teacher Planning and Collaboration**
 - Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to

- individual needs of students
- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations

English Learner (EL):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Site-funded Teacher on Special Assignment (TSA) to monitor and facilitate RTI and Designated ELD in classrooms and with teaching fellow support
 - Site-funded ELPAC certificated assessor that is trained and familiar with our EL students
- **Teacher Planning and Collaboration**
 - Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students
- **Increased Family Engagement**
 - Family Engagement Hour monthly with a focus on EL progress and strategies used at school and home
 - Home School Liaison Modules presented at parent meetings
 - Community resources related to EL & ELD development and support provided during events

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Classroom walk-throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention goals.
- Goal setting: School/Grade Level/Teacher/Student
- Outcomes monitored by TSA, Teaching Fellows, and respective teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments
- Outcomes measured by growth from assessment-to-assessment stretch growth goals.
- Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data.
- Goal setting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA by 15 points. Outcomes measured by growth from distance from standard.
- SBAC Results: increase the percentage of students that are proficient by 10%.
- K-6 iReady3 Results: Increase by 10% from prior year

Outcomes monitored by Principal, VPs and teachers.

Action 3 :

SBAC 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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Support for All Students

- **Core Math Block (GVC):** Follows the Guaranteed Viable Curriculum (GVC) to ensure all students receive consistent and rigorous math instruction.
- **Technology Integration:** Uses technology to support student learning aligned to Common Core State Standards (CCSS) in math.
- **Instructional Support Technology:** Funds will be allocated for purchasing and maintaining technology tools and software to support math instruction.
- **Materials and Supplies:** Funds will be used to purchase math materials and supplementary resources aligned to CCSS (MLD)
- **Goal-setting Incentives:** Incentives will be provided to motivate students to achieve academic progress based on district and state assessments.
- **Classroom/School-wide Incentives:** Rewards for students who meet academic and behavioral goals.
- **Substitute Support:** Substitutes provided for instructional walks, data analysis, coaching, and one PLC planning day.
- **Instructional Coach Support:** Teachers will receive professional learning in math based on current data, with support from instructional coaches.
- **Professional Development:** Specialized trainings and substitutes will be provided for teachers working with district coaches and outside vendors on professional development needs.
- **Parent Communication:** Materials, refreshments, babysitting, and translators will support communication with parents on student progress.
- **Climate and Culture Specialist:** Provides support for classroom management, observations, and feedback.
- **Professional Learning Opportunities:** Additional opportunities for math-focused professional development, as funding allows.

Tier 2: Targeted Support for At-Risk Students

- **Intervention Block:** A 30-minute intervention block for focused math support based on formative assessment data.
- **Math Interventions:** Targeted interventions for students needing additional math support based on ongoing assessment.
- **Teaching Fellows:** Seven Teaching Fellows (3.5 hours/day) will provide additional math support based on academic data.
- **After-School Tutoring:** Contracts for after-school tutoring focused on improving math proficiency, particularly for English Learners.
- **Targeted Support Team (TST):** Students with ongoing academic or behavioral concerns may be referred to the TST for further intervention.
- **Social-Emotional Support:** Two Hand in Hand Mentors and a Restorative Practice Counselor provide social-emotional and behavioral support.
- **Intervention Specialist:** Supports students' social-emotional needs through social skills groups and individual interventions.
- **Safety Support:** An 8-hour Campus Safety Assistant ensures a safe learning environment during instructional and after-school hours.

Tier 3: Intensive Support for Students with Significant Needs

- **Student Success Team (SST):** Students not responding to Tier 1 and 2 interventions will be referred for SST meetings to develop personalized math intervention plans.
- **504 Accommodations and Special Education Testing:** Students may be referred for 504 accommodations or Special Education testing based on data analysis from Tier 1 and 2.
- **Behavior Intervention:** Students with ongoing behavioral issues may be referred to the district ICET (Inter-agency Child Empowerment Team).
- **Behavior Intervention Specialists:** District Behavior Intervention Specialists will help develop individual behavior plans and offer teacher guidance.
- **Substitute Support for SST:** Substitutes will be provided during SST meetings for classroom coverage.
- **SST Management:** A certificated staff member will manage and plan SST meetings to ensure effective interventions.
- **Math Curriculum Implementation (Go Math):** The district-adopted math curriculum (Go Math) will be implemented for all students.
- **Differentiated Instruction:** Instruction will be tailored to meet grade-level standards, using manipulatives and incorporating the eight mathematical practices.
- **MLD Training and Coaching:** Selected PLC teams will receive training and coaching on math instruction.
- **Psychologist Support:** A full-time school psychologist will support students with mental health needs affecting math performance.

Supplemental Support Across All Tiers

- **Coaching & Training:** Implementation of MLD training and coaching support for PLC teams
- **Math Materials and Supplies:** Classroom student and teacher supplies (e.g., MLD notebooks, pencils, scissors, markers) will be purchased to support math instruction and intervention.
- **Technology for Math Instruction:** Tablets, computers, headphones and other technology tools will be purchased, repaired, or replaced to support math instruction and assessments.
- **Supplemental Contracts:** Supplemental contracts for certificated and classified staff (e.g., planning, tutoring, assessing, SST).
- **Monitoring Response to Intervention:** Administrators, Academic Coach and TSA will monitor the effectiveness of interventions and assessments across the school.
- **Parent Participation:** Materials and support for parent engagement, including translations, babysitting, and refreshments for meetings.
- **Maintenance and Repairs:** Funds will be used for direct maintenance and repairs of technology and instructional equipment

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Ewing currently has:

- 197 EL Students
- 27 are LTEL
- 27 EL Students with an IEP
- 3 LTEL students with an IEP

All EL students will receive specific goal-setting individualized conferences facilitated by their teacher. Teachers will set goals and monitor their progress using the Ellevation Data Chat Tool. At Tier I, teachers have already been trained and began exploring the use of the tool during the Spring of 2025. Three periodic checkpoints will be identified by the ILT to backwards map using the ELPAC assessment window. They will incorporate the Common Core Companion as a guide to understand and implement adaptations for EL students to access the standards. Parents will be onboarded in the goals and action plans via Parent Square and ELAC meetings in service of shared accountability. Teaching Fellows will also participate more intensively with the 27 LTEL's by adapting their Tier II instructional groupings to address gaps in the ELD domains.

Newcomer students will be offered additional small group instruction afterschool. A supplemental service contract will be offered to an experienced certificated teacher to lead.

LTEL's will be progress-monitored through the identified targeted group serviced by the Teaching Fellows EL Intervention cohorts.

Students who have been reclassified will be monitored by the TSA and respective certificated teachers.

Student Groups

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

Students with Disabilities (SWD):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Supplemental materials and supplies to support specific needs such as sensory items, motor skills/room, and visual/speech aids curriculum, communication boards & devices
- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations

English Learner (EL):

- Supplemental Instructional Materials and supplies
- 7 Teaching Fellows who will provide small group interventions for students below grade level
- Supplemental Materials and supplies to encourage parent participation and promoting collaborative partnership in goal-setting efforts.

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

- **English Learner (EL) and Students with Disabilities (SWD):**
- **Site-funded Teacher on Special Assignment (TSA)** to monitor and facilitate RTI and ELD Interventions
- **Home-School Communication** - Increase mileage for home visits and extra pay contracts for special projects related to increasing attendance and family engagement
- **Technology & Literacy Resources**
- **Operational Resources:** Extra Copy machine leases to support instruction
- **Expanded Learning:** Providing certificated and classified extra pay contracts for additional tutoring and social-emotional supports
- **Social Emotional Supports:** Funding two Hand in Hand Mentors to support SEL needs and attendance
- **Student Recognition:** Providing incentives, awards, and celebrations to EL and students with disabilities to recognize their growth and accomplishments
- **Family Engagement:** Providing nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services
- **Teacher Planning and Collaboration:** Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students

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

Students with Disabilities (SWD):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Site-funded Teacher on Special Assignment (TSA) to monitor and facilitate RTI
 - Supplemental materials and supplies to support specific needs such as sensory items, motor skills/room, and visual/speech aids curriculum, communication boards & devices
- **Teacher Planning and Collaboration**
 - Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students
- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations

English Learner (EL):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Site-funded Teacher on Special Assignment (TSA) to monitor and facilitate RTI and Designated ELD in classrooms and with teaching fellow support
 - Site-funded ELPAC certificated assessor that is trained and familiar with our EL students
- **Teacher Planning and Collaboration**
 - Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students
- **Increased Family Engagement**
 - Family Engagement Hour monthly with a focus on EL progress and strategies used at school and home
 - Home School Liaison Modules presented at parent meetings
 - Community resources related to EL & ELD development and support provided during events

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...
Include how these outcomes will be measured and who will monitor them.

- Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback
- Outcomes measured by walkthrough data focused on IPG and PL school focus areas in ELA and Intervention.
- Goal setting: School/Grade Level/Teacher/Student
- Outcomes monitored by TSA, Teaching Fellows, and respective teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...
Include how these outcomes will be measured and who will monitor them.

- Data analysis of District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments
- Outcomes measured by growth from assessment-to-assessment stretch growth goals.
- Students meeting their D2 iReady stretch growth will increase by 10% comparing last year's data to this year's data.
- Goalsetting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.
Include how these outcomes will be measured and who will monitor them.

- SBAC Results: decrease the distance from meeting standards in ELA by 15 points. Outcomes measured by growth from distance from standard.
- SBAC Results: increase the percentage of students that are proficient by 10%
- K-6 iReady3 Results: Increase by 10% from prior year
Outcomes monitored by Principal, VPs and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Mat & Supp **No food or incentives**	4,372.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows Intervention 7 @ 3.5 hrs/day	90,332.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000	Coordinate Interventions for At-Risk Students	119,315.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supp	32,642.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH Copy Machine Leases	38,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000	Coordinate Interventions for At-Risk Students	51,136.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors, Tutoring, Peer Observation and Intervention Support	17,164.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Babysitting, Mentor Support for EL's and Afterschool Tutoring, Elementary Special Projects	9,819.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Mat & Supp for EL	20,481.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL	400.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days, Data Chats, SST's, IEP's, Assessments, Peer Observations, Coaching Support, & Extracurricular Coverage	16,697.00

\$400,358.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	92.2 %	84.7 %	2024-2025	85.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Ewing is currently at an 85% favorable response rate for the Student-Centered Real-World Experiences domain on the Climate and Culture Survey, which is the same as the District average.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- A shortage of staffing
- Transportation remains an issue.
- In some cases, parents do not allow their children on out-of-town trips such as 6th grade camp.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Work with HR to fill vacant positions.
- Plan ahead to reserve busses to events where known limitations in transportation pose a problem with participation, such as Peach Blossom Festival and out-of-town trips.
- Hold Q & A meetings for parents to ease anxiety about out-of-town trips such as 6th grade camp.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase number of Students who Engage Real-World Learning

Partially Implemented

The actions were partially implemented. There is a low participation rate of student in real-world learning experiences for students in grade K-2. Grades 3-6 have a higher participation rate. Parents don't feel comfortable with their students attending overnight trips such as 6th grade camp.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase number of Students who Engage Real-World Learning

Partially Effective

There was a single percentage point drop, but overall we maintained approximately the same response rate in this domain.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

For next year, Ewing teachers will incorporate real-world learning experiences into their class syllabus. They will answer questions for parents at the beginning of the during the back-to-school night event which is usually well-attended.

Section D: 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.

SSC:

- During all of our ELAC and SSC meetings during the year, we have reviewed budget, SPSA actions, student performance data in iReady, Attendance data, and Reclassification data.
- The committee was pleased to hear about the progress made in ELA and Math in the various grade levels.
- The committee is interested in continuing supports such as Teaching Fellows, Classified Supplemental Service Contracts, Hand in Hand Mentors, and extra pay contracts for

ELAC:

- ELAC meetings were held throughout the year to inform parents on current data and review current needs assessment. A needs assessment was issued for parents and staff in mid-February.
- Data was shared with ELAC parents and allocations align with staff input and community feedback. Overall responses supported current actions.
- Continue to provide ELPI data chat resources and training for

Staff:

- All certificated staff, classified staff and administrative staff were provided the opportunity to complete a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback provided by the community will be shared at the next staff meeting.
- Increase focus group support and provide opportunities for small group instruction.
- Provide opportunities for teachers to watch others teach

tutoring and student engagement.

- The District will continue to fund a 1.0 FTE home school liaison and a 1.0 FTE school psychologist.
- Recommendations: A.) Strengthen parent involvement by continuing parent engagement opportunities. B.) Continue providing RtI intervention structures. C.) Maintain and support the DLI program by continuing to hire bilingual staff for better communication with families.

teachers to support the CCI process with LTEL students.

- Continue to invite TSA to ELAC, parent engagement meetings and staff meetings to keep them current on best practices for supporting LTEL students.

and/or engage in lesson study practices. Sub-release opportunities should support these professional growth practices.

- Continue to provide professional learning on grade-level content standards to ensure alignment to standards and assessments.

Action 1 :

Increase number of Students who Engage Real-World Learning

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

Tier 2 and 3

- Behavior supports for students will be planned and implemented to build relationships, character and career skills.
- Materials and supplies will be provided to support student engagement in character-building and career opportunities (Elective Wheel).
- Supplemental Service contracts will be provided using Goal 2 funds to offer student engagement opportunities

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Tier 1: Universal Support for All EL Students

1. Career Exploration and Engagement Opportunities (TK-6th Grade)

We provide a variety of activities that expose students, including EL students, to a wide range of career goals and aspirations:

- **District Funded Career Engagement Opportunities (Grades 3-6):** EL students will participate in career exploration activities that provide exposure to different career paths, helping them connect school learning to real-world applications.
- **Career Exploration through Cultural Events:** EL students will engage in cultural events that not only reflect the diversity of our school community but also introduce them to a range of professional and cultural backgrounds, broadening their understanding of the world of work.

2. Character Building and Leadership Opportunities

We focus on creating a positive school climate where EL students are recognized for their efforts and achievements:

- **Character Counts/Student of the Month Awards:** These awards recognize the personal growth, responsibility, and positive behavior of EL students, building their self-esteem and motivation.
- **Student Council Leadership Opportunities:** EL students will be encouraged to participate in leadership roles, such as joining the Student Council, fostering a sense of belonging, responsibility, and pride in their school community.
- **Community Volunteer/Service Opportunities:** EL students will have opportunities to engage in service-learning projects, contributing to the community while developing important career readiness skills like teamwork, leadership, and responsibility.

3. Social-Emotional Learning (SEL) and Personal Growth

EL students will receive ongoing SEL support, which is essential for their emotional well-being and academic success:

- **Second Step Class Meetings:** The implementation of **Second Step** SEL curriculum will include lessons on **Growth Mindset** and **Goal Setting**, helping EL students develop the necessary emotional and cognitive skills to thrive in school.
- **Red Ribbon Week:** Activities related to **Red Ribbon Week** will focus on making healthy choices and building resilience, reinforcing key messages that promote the social and emotional well-being of EL students.

4. Academic and Extracurricular Engagement

EL students will have access to diverse academic and extracurricular activities that promote learning, creativity, and social connection:

- **Spelling Bee & Peach Blossom Festival:** These events provide a platform for EL students to showcase their academic skills and celebrate their cultural diversity.
- **After-School Clubs:** Based on staffing interest, after-school clubs will be available for all students, including EL students, in areas such as arts, sports, and academic enrichment.
- **Cultural Events:** EL students will have the opportunity to participate in cultural events that celebrate and reflect the diversity of their community, enriching their learning experiences and reinforcing their connection to the broader world.

Tier 2 and 3: Targeted Support for At-Risk and High-Needs EL Students

1. Behavior Supports and Relationship Building

EL students who require additional support will receive targeted interventions to promote positive behavior, personal growth, and career development:

- **Behavior Supports:** Specific behavior interventions will be put in place to help EL students develop positive relationships with peers and adults. This will also include character-building activities designed to teach EL students essential social and emotional skills for academic and career success.
- **Relationship-Building through Mentoring:** Personalized mentoring programs, such as **Hand in Hand Mentors**, will provide one-on-one support to help EL students build strong, trusting relationships with staff and peers.

2. Materials and Supplies

Materials and supplies will be provided to ensure that EL students have the necessary tools to succeed in academic and extracurricular activities:

- **Materials for Engagement:** Materials to support engagement in character-building and career exploration activities, such as books, educational games, and career exploration kits, will be made available to EL students.
- **Support for Extracurricular Participation:** Supplies and resources, such as uniforms, equipment, and registration fees for after-school clubs, sports, and other activities, will be provided to ensure EL students have equal access to all opportunities.

3. Extended Staff Support and Extra Pay Contracts

To ensure that students, including EL students, have access to a wide variety of engagement opportunities, additional staff support will be provided:

- **Extra Pay Contracts (Goal 2 Funds):** Staff members will be contracted to lead after-school clubs, sports teams, and other enrichment activities. This will ensure that there are sufficient resources and staff to support EL students in these extracurricular opportunities.
- **Focused Support for LTEL and Newcomer Students:** EL students, particularly Long-Term English Learners and newcomers, will receive additional language and academic support through specialized small-group instruction and individualized services.

Student Groups

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

Students with Disabilities (SWD): and English Learner (EL):

- Materials and supplies to support the RtI Intervention program
- CA Teaching Fellows Foundation
- Materials and Supplies to promote parent participation

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

Students with Disabilities (SWD): and English Learner (EL):

- **Site-funded Teacher on Special Assignment (TSA)** to monitor and facilitate RTI and ELD
- **Home-School Communication** - Increase mileage for home visits and extra pay contracts for special projects related to increasing attendance and family engagement
- **Technology & Literacy Resources**
- **Operational Resources:** Extra Copy machine leases
- **Expanded Learning:** Providing certificated and classified extra pay contracts for additional tutoring and social-emotional supports
- **Social Emotional Supports:** Funding two Hand in Hand Mentors to support SEL needs and attendance
- **Student Recognition:** Providing incentives, awards, and celebrations to EL and students with disabilities to recognize their growth and accomplishments
- **Family Engagement:** Providing nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services
- **Teacher Planning and Collaboration:** Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students

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

Students with Disabilities (SWD): and English Learner (EL):

Career Exploration and Engagement Opportunities (TK-6th Grade)

We provide a variety of activities that expose students, including EL students, to a wide range of career goals and aspirations:

- **District Funded Career Engagement Opportunities (Grades 3-6):** EL students will participate in career exploration activities that provide exposure to different career paths, helping them connect school learning to real-world applications.
- **Career Exploration through Cultural Events:** EL students will engage in cultural events that not only reflect the diversity of our school community but also introduce them to a range of professional and cultural backgrounds, broadening their understanding of the world of work.

Progress Monitoring: Outcomes

Reasoning for using this action		
☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We anticipate an increase in outcomes measured in the Panorama Survey. There will be a 5% increase in favorable responses in questions relating to how students feel they are prepared for the real-world. Outcomes will be monitored by Admin team and the Climate and Culture Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will see an increase from the Fall Climate & Culture survey to the Spring Panorama Survey. Outcomes will be determined by the student questions that relate to real-world domain. There will be an increase of 5% favorable responses. Outcomes to be monitored by Admin Team and Climate and Culture Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We hope to sustain the high gains achieved in the previous surveys an increase in the Fall Climate & Culture family survey from last year to this year. Outcomes will be measured by the real-world domain student questions. There will be an increase of 5% favorable responses. Outcomes monitored by Admin Team and the Climate and Culture Team.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Service Contracts for Certificated Staff	4,904.00

\$4,904.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		27.9 %	2023-2024	27.3 %
Chronic Absenteeism - (English Learner)	✓		25.5 %	2023-2024	24.9 %
Suspension Rate	✓	0.5 %	3.4 %	2023-2024	3.07 %
Suspension Rate - (Asian)	✓		3.3 %	2023-2024	2.97 %
Suspension Rate - (English Learner)	✓		3.6 %	2023-2024	3.27 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Ewing is facing minimal challenges in reducing chronic absenteeism and addressing the suspension rates across different student groups, particularly among English Learners and Asian students.

Chronic Absenteeism: The overall rate stands at **27.9%**for the 2023-2024 school year and currently at **24.4%**for the 2024-2025 school year

Suspension Rate: The suspension rate is **3.4%**for the 2023-2024 school year and currently at **2.14%**for the 2024-2025 school year

- Asian Students:** Suspension rates for this group stand at 12.2%of all suspensions, for the 2023-2024 school year and currently at 8.33% of all suspensions for the 2024-2025 school year
- English Learners:** Suspension rates for English Learners are 29.27%of all suspensions for the 2023-2024 school year and currently at 33.3% of all suspensions for the 2024-2025 school year

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic Absenteeism: There is a persistent **chronic absenteeism** rate that negatively impacts student engagement, academic performance, and overall school climate.

- Family & Socioeconomic Barriers:** Transportation, housing instability, immigration status/insecurity, and work schedules impact attendance.
- Health Concerns:** Illness, mental health, and limited healthcare access contribute to absences.
- Disparities Among Student Groups:** Higher absenteeism among English Learners may reflect systemic barriers and engagement gaps.

Suspension Rate:

- **Behavioral Challenges:** Increased incidents require more effective interventions and supports.
- **Supervision & Classroom Management:** Gaps contribute to disengagement and result in behaviors
- **Equity Concerns:** Disproportionate suspensions and disciplinary disparities highlight the need for culturally responsive discipline.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Goal:
To develop and implement targeted interventions that reduce **chronic absenteeism** and **suspension rates**, with particular attention to improving outcomes for **English Learners** and **Asian students**.

Focus Areas for Action:

1. **Improve Attendance:** Implement strategies such as personalized attendance monitoring, outreach to families, and support systems for at-risk students to reduce chronic absenteeism, especially among English Learners.
2. **Review Disciplinary Practices:** Analyze suspension data and disciplinary practices to identify potential biases or systemic issues that disproportionately affect English Learners and Asian students. Focus on restorative practices and alternatives to suspension.
3. **Engagement & Support:** Provide additional academic and social-emotional support to students with higher absenteeism and suspension rates, such as counseling, mentorship programs, and family engagement initiatives.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Student Engagement Opportunities

Fully Implemented

Elective Engagements:

- Student Council/Leadership
- Clubs: Peach Blossom, Good News Club
- Athletics: Volleyball, Flag Football, Cross Country, Soccer, Basketball, Wrestling, Track & Field, Softball

School-wide Engagements/Assemblies:

- Enrichment wheel
- Red Ribbon week
- Kindness week
- Read Across America
- Wild About Reading
- Autism Awareness

Family Engagement Activities:

- Back to School Night
- Carnival

- Parent Engagement Hour
- ELAC
- School Site Council
- Family Dances
- Pastries with Parents
- Jog-a-thon

Action 2: Decrease Chronic Absenteeism

Partially Implemented

Climate & Culture Team: Implemented school-wide classroom attendance incentive

Home-School Liaison: Increase Home Visits

Office Assistant:

TST Team: Data tracking students with 90% or below attendance rate and determining support services

Tier 2 Intervention Specialist: Contacting families of students with 90% and below attendance and supporting with check-in/check-out support strategy

Social worker: Part-time, began mid-year with an emphasis on truancy and chronic absenteeism supports to students and families

Action 3: Reduce Out-of-School Suspension Rates

Fully Implemented

Restorative Practices Counselor Supports: Suspension re-entries, restorative circles, self- management groups

Tier 2 Intervention Specialist: check-in/check-out support strategy, running Girl Power groups,

Hand in Hand Mentors:

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Student Engagement Opportunities

Effective

Our current year's plan aimed to increase student engagement opportunities by allocating funds for supplemental service contracts to compensate staff for facilitating campus clubs, athletics, and other extracurricular activities. We also scheduled community events such as a large-scale carnival, son/daughter dances, and meritorious incentive celebrations. All of these events were attended at full capacity.

Action 2: Decrease Chronic Absenteeism

Partially Effective

This year, with the help of the school social worker, we have begun to schedule and facilitate ADA meetings with parents of students who have 6 or more unexcused absences. We began during the 3rd quarter, because the school social worker was hired late into the school year. The parents who have attended are not the parents of the habitually truant students. We will refine our selection process to invite the appropriate parents.

Action 3: Reduce Out-of-School Suspension Rates

Effective

This year, we have aligned our disciplinary practices and decision-making with the restorative practices principles. We have made it a point to onboard parents, teachers and any involved stakeholders when exclusionary practices are considered to ensure that an out-of-school suspension is appropriate and is a last resort.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

As a result of the popular attendance, we will not make any major changes to this portion of the plan. We will sustain its successful participation rate through continuation of these actions.

Section D: 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.

SSC:

- During all of our ELAC and SSC meetings during the year, we have reviewed budget, SPSA actions, student performance data in iReady, Attendance data, and Reclassification data.
- The committee was pleased to hear about the progress made in ELA and Math in the various grade levels.
- The committee, is interested in continuing supports such as Teaching Fellows, Classified Supplemental Service Contracts, Hand in Hand Mentors, and extra pay contracts for tutoring and student engagement.
- The District will continue to fund a 1.0 FTE home school liaison and a 1.0 FTE school psychologist.
- Recommendations: A.) Strengthen parent involvement by continuing parent engagement opportunities. B.) Continue providing RtI intervention structures. C.) Maintain and support the DLI program by continuing to hire bilingual staff for better communication with families.

ELAC:

- ELAC meetings were held throughout the year to inform parents on current data and review current needs assessment. A needs assessment was issued for parents and staff in mid-February.
- Data was shared with ELAC parents and allocations align with staff input and community feedback. Overall responses supported current actions.
- Continue to provide ELPI data chat resources and training for teachers to support the CCI process with LTEL students.
- Continue to invite TSA to ELAC, parent engagement meetings and staff meetings to keep them current on best practices for supporting LTEL students.

Staff:

- All certificated staff, classified staff and administrative staff were provided the opportunity to complete a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback provided by the community will be shared at the next staff meeting.
- Increase focus group support and provide opportunities for small group instruction.
- Provide opportunities for teachers to watch others teach and/or engage in lesson study practices. Sub-release opportunities should support these professional growth practices.
- Continue to provide professional learning on grade-level content standards to ensure alignment to standards and assessments.

Action 1 :

Sustain 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:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Support for All Students

- **Purchase Orders for Athletics, Clubs, Activities, Arts:** Provides uniforms, awards, incentives, and equipment for all students participating in extracurricular activities to support engagement and success.
- **Materials and Supplies:** Purchases essential materials (e.g., notebooks, paper, pencils, technology) to support student involvement in clubs, sports, and arts activities.
- **Parent Participation Meetings & Events:** Organizes events to engage parents in supporting their children's involvement in extracurricular activities, ensuring a collaborative school-home connection.
- **Direct Food Services:** Provides meals and snacks during events and activities to support student participation and well-being

Tier 2: Targeted Support for At-Risk Students

- **Supplemental Contracts for Staff:** Facilitates the hiring of staff to run and support targeted clubs, sports, and other engagement opportunities aimed at increasing student participation and success.
- **Increased Training for SEL Skill Development:** Focused training on SEL skill development through programs like Second Step, Class Meetings, Morning Meetings, Circles, and Olweus, which benefit at-risk students by enhancing emotional and social learning.
- **Transportation Services:** Provides transportation for students to attend off-site events, sports, or activity-related opportunities, ensuring equity in participation.
- **Registration Fees for Training Camps/Conditioning Opportunities:** Provides funding for students to attend camps or conditioning opportunities to improve their athletic and leadership skills.

Tier 3: Intensive Support for Students with Significant Needs

- **Hand in Hand Mentors:** Provides mentors for students in need of one-on-one support to enhance their involvement in extracurricular activities and develop personal and social skills.
- **Fun Works & Motivational Speakers/Assemblies:** Implements structured, engaging activities, offering a safe space for encouragement, personal growth and skill development.

Supplemental Support Across All Tiers

- **Lease of Copy Machine and Maintenance:** Ensures consistent availability of materials for clubs, activities, and events by leasing and maintaining copy machines for instructional and extracurricular purposes.
- **Materials and Supplies for Clubs and Activities:** Supplies necessary tools and resources to support extracurricular clubs, sports, and arts activities for all students, promoting broader participation and engagement.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Increased Engagement Opportunities for EL Students:

- **Clubs, Athletic Teams, and Co-curricular Activities:** EL students will be encouraged to participate in a wide variety of extracurricular activities, including clubs, athletic teams, and visual and performing arts programs. These opportunities will help students build connections with peers and foster school pride.
- **Enrichment Wheel Courses (K-6):** These courses will be specifically designed to cater to the diverse needs of EL students, offering enrichment in areas such as language development, art, music, and sports.

- **After-School Athletics:** EL students, particularly those in grades 3-6, will be actively encouraged to participate in after-school athletic programs, such as cross-country and wrestling (3rd and 4th grades only), fostering physical activity, teamwork, and leadership skills.

2. **Building School Climate and Culture:**

- **Climate and Culture Team/PEACE Team and Student Council:** These teams will collaborate with staff and students to identify and implement additional engagement opportunities tailored to the needs of EL students, ensuring they feel welcomed, valued, and heard.
- **Restorative Practices and Safe and Civil Schools Procedures:** Restorative practices and conflict resolution strategies will be implemented school-wide to maintain a positive and supportive environment, helping EL students build positive relationships and understand the importance of respect and empathy in a school setting.
- **Restorative Practices Counselor and Peace Team:** These teams will specifically support EL students by working with them individually or in groups, focusing on relationship-building, emotional regulation, and conflict resolution skills.

3. **Support for Social-Emotional Learning (SEL):**

- **Second Step and Olweus Bullying Prevention Program:** EL students will receive SEL instruction through structured programs like Second Step, which is designed to teach empathy, self-regulation, and problem-solving skills. This SEL instruction will be integrated into the daily routine through **Morning Meetings, Circles, and Class Meetings**.
- **Classified Support Staff:** Staff members will be available to supervise recess periods (morning and lunch) to ensure that EL students have safe spaces for social interaction and conflict resolution.
- **Hand in Hand Mentors:** Mentorship opportunities will be provided for EL students, helping them feel supported both academically and socially by a peer or staff member.

4. **Increased Support for Newcomer and LTEL Students:**

- **Targeted Language Development Programs:** EL students will have access to language support services, such as small group instruction, targeted tutoring, and language-rich activities to promote English proficiency.
- **Support from Classified and Certificated Staff:** In addition to classroom instruction, classified and certificated staff will work closely with EL students, providing individualized and group-based support to help them acclimate to the school environment and develop their language skills.
- **Engagement through Arts (Proposition 28 Funds):** EL students will have the opportunity to engage in arts programs, where language can be developed in a creative and expressive way, increasing student confidence and participation in school activities.

5. **Family and Community Involvement:**

- **Parent Participation Meetings & Events:** Regular meetings and events will be held to ensure that families of EL students are involved in their child's educational journey. These meetings will offer resources, support, and opportunities for parents to engage in the school community.
- Parent university Modules presented and facilitated by our site HSL

6. **Academic Support and Resources:**

- **Materials and Supplies:** EL students will have access to essential materials such as notebooks, pencils, technology, and other tools to support their learning. This ensures that they have everything they need to succeed both inside and outside the classroom.
- **Leased Equipment & Copy Machines:** The necessary resources, such as leased copy machines, will be in place to ensure that staff can print and distribute materials that support EL students' academic progress and engagement.

Student Groups

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

Students with Disabilities (SWD) & English Learner (EL):

- Materials & Supplies
- CA Teaching Fellows- 7@ 3.5 hours a day
- Parent Engagement Materials & Supplies

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

Students with Disabilities (SWD) & English Learner (EL):

- Site Funded TSA
- Subs for planning days, data chats, SST's/IEP's, Assessment, Peer Observation, Coaching Support, Peer Observation, & Extra-curricular coverage
- Materials & Supplies
- Ricoh copy machine leases
- Direct Maintenance: Technology
- Fun Works/Assemblies & Community engagement activities by vendors
- Parent/ Family Engagement Materials & Supplies
- FUSD Nutrition Services
- Hand in Hand Mentors - 2 @ 6 hours
- Teacher Supplemental Contracts
- Classified Supplemental Contracts
- FUSD Graphics & other printing vendors
- Mileage for HSL

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

Students with Disabilities (SWD) & English Learner (EL):

- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings tailored to EL and SWD supports and resources
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations for SWD

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We anticipate an increase in participation in student clubs, athletics, and family engagement activities. Opportunities for student voice will serve as the conduit for short-term change.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. New outcomes will be monitored by the student responses in the Climate and Culture Survey. Currently, students in grades 4-6 report an 82% favorable response rate. An increase will be shaped by having student athletes promote participation with the help of student council and voice during morning announcements. We aspire to increase this rate by at least 5%.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We expect to see a sustained participation in the high numbers of students who participate in extracurricular activities. Participation will be measured by the admin team and Climate and Culture Team.

Action 2 :

Decrease Chronic Absenteeism and Suspension Rate

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

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

Tier 2

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

Tier 3

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

Materials and supplies will include, but not limited to:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Ewing currently has:

- 197 EL Students
- 27 are LTEL
- 27 EL Students with an IEP
- 3 LTEL students with an IEP

All EL students will receive specific goal-setting individualized conferences facilitated by their teacher. Teachers will set goals and monitor their progress using the Ellevation Data Chat Tool. At Tier I, teachers have already been trained and began exploring the use of the tool during the Spring of 2025. Three periodic checkpoints will be identified by the ILT to backwards map using the ELPAC assessment window. They will incorporate the Common Core Companion as a guide to understand and implement adaptations for EL students to access the standards. Parents will be onboarded in the goals and action plans via Parent Square and ELAC meetings in service of shared accountability. Teaching Fellows will also participate more intensively with the 27 LTEL's by adapting their Tier II instructional groupings to address gaps in the ELD domains.

Newcomer students will be offered additional small group instruction afterschool. A supplemental service contract will be offered to an experienced certificated teacher to lead.

LTEL's will be progress-monitored through the identified targeted group serviced by the Teaching Fellows EL Intervention cohorts.

Students who have been reclassified will be monitored by the TSA and respective certificated teachers.

Student Groups

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

Students with Disabilities (SWD) & English Learner (EL):

- Materials & Supplies
- CA Teaching Fellows- 7@ 3.5 hours a day
- Parent Engagement Materials & Supplies

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

Students with Disabilities (SWD) & English Learner (EL):

- Site Funded TSA
- Subs for planning days, data chats, SST's/IEP's, Assessment, Peer Observation, Coaching Support, Peer Observation, & Extra-curricular coverage
- Materials & Supplies
- Ricoh copy machine leases
- Direct Maintenance: Technology
- Fun Works/Assemblies & Community engagement activities by vendors
- Parent/ Family Engagement Materials & Supplies
- FUSD Nutrition Services
- Hand in Hand Mentors - 2 @ 6 hours
- Teacher Supplemental Contracts
- Classified Supplemental Contracts
- FUSD Graphics & other printing vendors
- Mileage for HSL

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

Students with Disabilities (SWD) & English Learner (EL):

- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings tailored to EL and SWD supports and resources
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations for SWD

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions monthly compared to previous year. Outcomes to be measured by quarterly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team. Decrease in chronic absenteeism rate monthly compared to last year. Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. Outcomes monitored by Admin Team and Student Study Team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions by semester compared to previous year. Outcomes to be measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team. Decrease in chronic absenteeism rate by semester compared to last year. Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. Outcomes monitored by Admin Team, Teachers, Climate & Culture Team and Student Study Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions overall from last year to this year. Outcomes to be measured by monthly meetings to review/analyze suspension data by school, grade level, teacher, and area of incidents. Outcomes monitored by Admin Team, TST, and Climate & Culture Team. Decrease in chronic absenteeism rate from this year to last year. Outcomes measured by monthly meetings to review/analyze attendance data by school, grade level, teacher. Outcomes monitored by Admin Team, Teachers, and Student Study Team and TST.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	3,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works: Student and Community Engagement	4,000.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			Enrichment Wheel, Classified PL, Crossing Guards, Campus Beautification, Elem. Special Projects	13,090.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring 2 Mentors @ 6 hrs/day	63,480.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage- HSL	330.00

\$83,900.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.2 %	88.2 %	2024-2025	89.3 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Building a Collaborative Culture though PLC Work

N/A

Not Implemented

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Building a Collaborative Culture though PLC Work

Ineffective

N/A

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

Section D: 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.

SSC:

N/A

ELAC:

N/A

Staff:

N/A

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	95 %	2024-2025	96.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

It has been a challenge getting parents to attend specific events on campus or come to meetings to support their student's achievement. Typically, the same parents participate and support school functions.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Not all parents feel comfortable coming on to public government institutions, given the national political climate.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

School will communicate with parents with ease anxiety and remind parents that FUSD schools are safe for our families to attend.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Families

Fully Implemented

- Increase positive contacts home.

- Increase general messaging to parents to encourage participation.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Families

Effective

Overall, the metrics for this goal yield positive results. Ewing is committed to continuing to support events that encourage parent participation such as school carnivals, music programs, school dances, and regularly scheduled parent engagement opportunities.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

No major changes are in order. Ewing Elementary School receives generous ongoing support from staff and community members to host a variety of activities that foster parent engagement.

Section D: 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.

SSC:

- During all of our ELAC and SSC meetings during the year, we have reviewed budget, SPSA actions, student performance data in iReady, Attendance data, and Reclassification data.
- The committee was pleased to hear about the progress made in ELA and Math in the various grade levels.
- The committee is interested in continuing supports such as Teaching Fellows, Classified Supplemental Service Contracts, Hand in Hand Mentors, and extra pay contracts for tutoring and student engagement.
- The District will continue to fund a 1.0 FTE home school liaison and a 1.0 FTE school psychologist.
- Recommendations: A.) Strengthen parent involvement by continuing parent engagement opportunities. B.) Continue providing RtI intervention structures. C.) Maintain and support the DLI program by continuing to hire bilingual staff for better

ELAC:

- ELAC meetings were held throughout the year to inform parents on current data and review current needs assessment. A needs assessment was issued for parents and staff in mid-February.
- Data was shared with ELAC parents and allocations align with staff input and community feedback. Overall responses supported current actions.
- Continue to provide ELPI data chat resources and training for teachers to support the CCI process with LTEL students.
- Continue to invite TSA to ELAC, parent engagement meetings and staff meetings to keep them current on best practices for supporting LTEL students.

Staff:

- All certificated staff, classified staff and administrative staff were provided the opportunity to complete a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback provided by the community will be shared at the next staff meeting.
- Increase focus group support and provide opportunities for small group instruction.
- Provide opportunities for teachers to watch others teach and/or engage in lesson study practices. Sub-release opportunities should support these professional growth practices.
- Continue to provide professional learning on grade-level content standards to ensure alignment to standards and assessments.

communication with families.

Action 1 :

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:

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

SMART Goal: By the end of the 2025-2026 school year, the percentage of meaningful engagement opportunities for parents to attend at Ewing will increase to 95% on the FUSD Parent Survey.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Universal Support for All Students

- **Student-Centered and Real-World Learning:** Parents are invited to serve as chaperones for college and career-related field trips, promoting student engagement and community involvement.
- **Parent Engagement in School Events:** Parents are encouraged to attend sports games, clubs, and events like the Spelling Bee and Peach Blossom to actively support their child's extracurricular activities and learning.
- **Title I Meetings:** Provides opportunities for all educational partners to understand the goals of Title I, the allocation of funding, parent involvement opportunities, and parents' rights under Title I.
- **Communication with Parents:** Parent engagement is facilitated through multiple communication channels, including emails, EduText, ParentSquare, phone calls, and in-person communication, ensuring parents stay informed and connected with the school.
- **Materials and Supplies for Parent Engagement:** Purchases necessary materials and supplies to support site needs for hosting and supervising events and promoting parent involvement.
- **Translators/Babysitting for Parent Meetings:** Provides translation services and babysitting to ensure all families, regardless of language or childcare needs, can participate in parent meetings and events.

Tier 2: Targeted Support for At-Risk Students

- **ELAC Meetings:** These meetings provide a platform for educational partners to understand the ELPAC process (initial/summative), interpret ELPAC scores, and discuss strategies to help EL students become proficient in reading, writing, listening, and speaking.

- **Quarterly Evaluation of Student Performance and Social-Emotional Needs:** The school will evaluate students' academic performance, social-emotional needs, and overall site program improvements on a quarterly basis with the involvement of educational partners, ensuring early identification of needs and targeted support.
- **SSC Meetings at Convenient Times:** The School Site Council (SSC) will schedule meetings at times that are convenient for the majority of families, ensuring broader participation in decision-making and planning.

Tier 3: Intensive Support for Students with Significant Needs

- **Hand in Hand Mentors:** Two Hand in Hand Mentors will provide targeted, individualized support for students with significant social-emotional or behavioral needs, helping them engage in learning and school activities.
- **Extra-Pay/Overtime for Employees:** Provides extra pay or overtime for staff to support events, parent involvement, and engagement activities for students in need of additional assistance.
- **Substitute Teachers for SST and IEP Meetings:** Substitutes will be provided, as available, to ensure that staff can attend and support SST and IEP meetings during instructional hours, especially for students who require specialized interventions.
- **Mileage Reimbursement for Home Visits:** Approved staff will receive mileage reimbursement for home visits to provide additional support for families in need of personalized communication and assistance.

Supplemental Support Across All Tiers

- **POs and Direct Food Services:** Purchase orders and food service contracts will be used to provide food and refreshments during selected activities and parent events, enhancing participation and engagement.
- **Parent Participation Events & Support:** Ensures that parent involvement is encouraged and supported through events, communication, and services tailored to meet the needs of all families.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Ewing currently has:

- 197 EL Students
- 27 are LTEL
- 27 EL Students with an IEP
- 3 LTEL students with an IEP

All EL students will receive specific goal-setting individualized conferences facilitated by their teacher. Teachers will set goals and monitor their progress using the Ellevation Data Chat Tool. At Tier I, teachers have already been trained and began exploring the use of the tool during the Spring of 2025. Three periodic checkpoints will be identified by the ILT to backwards map using the ELPAC assessment window. They will incorporate the Common Core Companion as a guide to understand and implement adaptations for EL students to access the standards. Parents will be onboarded in the goals and action plans via Parent Square and ELAC meetings in service of shared accountability. Teaching Fellows will also participate more intensively with the 27 LTEL's by adapting their Tier II instructional groupings to address gaps in the ELD domains.

Additional supports for EL students include:

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

Newcomer students will be offered additional small group instruction afterschool. A supplemental service contract will be offered to an experienced certificated teacher to lead.

LTEL's will be progress-monitored through the identified targeted group serviced by the Teaching Fellows EL Intervention cohorts.

Students who have been reclassified will be monitored by the TSA and respective certificated teachers.

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

Student Groups

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

Students with Disabilities (SWD):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students below grade level
 - Supplemental materials and supplies to support specific needs such as sensory items, motor skills/room, and visual/speech aids curriculum, communication boards & devices
- **Increased Family Engagement**
 - Family Engagement Hour, monthly
 - Home School Liaison Modules presented at parent meetings
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations

English Learner (EL):

- **Targeted Academic Support and Intervention**
 - 7 Teaching Fellows will provide small group interventions for students who are below grade level
 - Site-funded Teacher on Special Assignment (TSA) to monitor and facilitate RTI and Designated ELD in classrooms and with teaching fellow support
 - Site-funded ELPAC certificated assessor that is trained and familiar with our EL students
- **Teacher Planning and Collaboration**
 - Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students
- **Increased Family Engagement**
 - Family Engagement Hour monthly with a focus on EL progress and strategies used at school and home
 - Home School Liaison Modules presented at parent meetings
 - Community resources related to EL & ELD development and support provided during events

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

- **English Learner (EL) and Students with Disabilities (SWD):**
- **Site-funded Teacher on Special Assignment (TSA)** to monitor and facilitate RTI and ELD
- **Home-School Communication** - Increase mileage for home visits and extra pay contracts for special projects related to increasing attendance and family engagement
- **Technology & Literacy Resources**
- **Operational Resources:** Extra Copy machine leases
- **Expanded Learning:** Providing certificated and classified extra pay contracts for additional tutoring and social-emotional supports
- **Social Emotional Supports:** Funding two Hand in Hand Mentors to support SEL needs and attendance
- **Student Recognition:** Providing incentives, awards, and celebrations to EL and students with disabilities to recognize their growth and accomplishments
- **Family Engagement:** Providing nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services
- **Teacher Planning and Collaboration:** Funding for substitute teachers to allow time for data chats, goal-setting sessions, peer observation, and extra planning time to ensure instruction is guided and informed by student progress and tailored to individual needs of students

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

English Learners (EL): and Socio-economically Disadvantaged (SED):

Ensure monthly SST meetings to address the needs of our lowperforming groups. Ensuring consistent communication with all parents. Increasing opportunities for parent engagement during and after school hours. Site-based School Social Worker to support in identifying psychosocial factors impacting identified students' unmet needs. Additionally, the School Social Worker will recruit students to participate in the Peer-to-Peer Mentoring program which supports increasing student belonging and connectedness to school.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We anticipate an increase in attendance at the Title I Parent Meeting/Back to School Night and at Parent Conferences. Outcomes measured by attendance rosters. There will be a 10% increase in attendance as compared to last year. Outcomes monitored by Admin team and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall Climate & Culture survey to the Spring Panorama Survey. Outcomes will be determined by the family engagement domain. There will be an increase of 3% favorable responses. Outcomes to be monitored by Admin Team and Climate and Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We anticipate an increase in the Fall Climate & Culture family survey from last year to this year. Outcomes will be measured by the family engagement domain. There will be an increase of 4% favorable responses. Outcomes monitored by Admin Team and teachers.

2025-2026 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	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Incentives or Food*	3,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Mat & Supp Parent Engagement	8,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			FUSD Nutrition Services	7,000.00

\$18,000.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0155 Ewing Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Mat & Supp **No food or incentives**	4,372.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows Intervention 7 @ 3.5 hrs/day	90,332.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000	Coordinate Interventions for At-Risk Students	119,315.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Mat & Supp	32,642.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH Copy Machine Leases	38,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000	Coordinate Interventions for At-Risk Students	51,136.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors, Tutoring, Peer Observation and Intervention Support	17,164.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Babysitting, Mentor Support for EL's and Afterschool Tutoring, Elementary Special Projects	9,819.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Mat & Supp for EL	20,481.00
G1A1	LCFF: EL	Instruction	Direct-Graph			Graphics for EL	400.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning Days, Data Chats, SST's, IEP's, Assessments, Peer Observations, Coaching Support, & Extracurricular Coverage	16,697.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Service Contracts for Certificated Staff	4,904.00
G3A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	3,000.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works: Student and Community Engagement	4,000.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			Enrichment Wheel, Classified PL, Crossing Guards, Campus Beautification, Elem. Special Projects	13,090.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand Mentoring 2 Mentors @ 6 hrs/day	63,480.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileage			Mileage- HSL	330.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Incentives or Food*	3,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Mat & Supp Parent Engagement	8,000.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			FUSD Nutrition Services	7,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$97,704.00
Sup & Conc	7090	\$310,128.00
LCFF: EL	7091	\$99,330.00
Grand Total		\$507,162.00

\$507,162.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$400,358.00
G2 - Expand student-centered and real-world learning experiences	\$4,904.00
G3 - Increase student engagement in their school and community	\$83,900.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$18,000.00
Grand Total	\$507,162.00