

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 3, 2026

Title I SWP

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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. Luis Lucero		x			
5. Jennifer Mijangos-Flores			x		
6. Jaqueline Palomares				x	
7. Tina Neal				X	
8. Angela Villa				X	
9. Monica Moreno				X	
10. Deshawn Carroway				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_____.

Ewing Elementary

Title I SWP

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		3/26/26
SSC Chairperson	Maryan Riojas		03/26/26

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

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

FY 2026/27

Ewing - 0155

ON-SITE ALLOCATION

3010	Title I	\$98,394 *
7090	LCFF Supplemental & Concentration	\$280,320
7091	LCFF for English Learners	\$74,980

TOTAL 2026/27 ON-SITE ALLOCATION

\$453,694

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,852
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Program Budget	\$95,542
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Total Title I Allocation	\$98,394
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Ewing Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		18.6 %	2024-2025	19.7 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		59.5 %	2024-2025	60.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		43.9 %	2025-2026	45 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.2 %	2025-2026	48.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		35.7 %	2025-2026	36.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		62.3 %	2025-2026	63.4 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		25.4 %	2025-2026	26.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		60.2 %	2025-2026	61.3 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		51.4 %	2025-2026	52.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		69.3 %	2025-2026	70.4 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		63.6 %	2025-2026	64.7 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		20.4 %	2025-2026	21.5 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-32.8 pts	-25.7 pts	2024-2025	-10.7 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		37.7 %	2024-2025	42.7 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-30.8 pts	-35.2 pts	2024-2025	-20.2 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		36 %	2024-2025	41 %	↑
Goal 2	Chronic Absenteeism (ALL) Semester 1	27.3 %	16 %	2025-2026	15.4 %	↓

Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	96.1 %	97 %	2025-2026	98.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	89.3 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		88 %	2025-2026	90 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	3.07 %	1.3 %	2025-2026	0.97 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

At Ewing, a significant number of students are not achieving their goals in both ELA and Math. Specifically, the following major student groups are underperforming. 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.

Summary: The underachievement in ELA and Math among key student groups- English learners, and students with disabilities is due to several factors. These include:

- 1) Language barriers,
- 2) Attendance rates,
- 3) Inadequate staffing supports for students with disabilities, and cultural or socioeconomic challenges that impact the academic experience,
- 4) Teacher preparedness has been negatively impacted due to a reduction in professional learning hours and PLC meeting time.

These factors highlight the need for targeted differentiated instructional strategies and exploring new ways to build the capacity of teachers around clarity of learning intentions.

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.

- 1. Language barriers: Continue to offer and support the DLI program for newcomers.
- 2. Attendance Rates: Have office manager, home school liaison and admin work together to plan and facilitate attendance meetings to problem-solve with parents/guardians.
- 3. Staffing: Work with RIM to ensure that staffing ratios are appropriate.
- 4. Teacher Preparedness: Leverage ILT to build the capacity of their grade-level teams. Plan a year-long training series that aligns with CIPL's district focus on Goals and Guardrails.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

English Learners Instructional Plan for K-6

Partially Implemented

The actions were partially implemented to increase percentage of students who increased at least one ELPI level (English Learner)

SBAC Meeting or Exceeding Standards in ELA

Fully Implemented

The actions were fully implemented to continue to steadily increase SBAC scores in ELA.

SBAC Meeting or Exceeding Standards in Math

Partially Implemented

The actions were partially implemented to continue to steadily increase SBAC scores in math.

Increase number of Students who Engage Real-World Learning

Partially Implemented

The actions were partially implemented, as we are not able to provide all of the intended experiences.

Sustain Student Engagement Opportunities

Fully Implemented

The actions were fully implemented to continue to provide students with opportunities to participate in student engagement opportunities.

Decrease Chronic Absenteeism and Suspension Rate

Partially Implemented

The actions were partially implemented to decrease the number of students who are chronically absent.

Inclusive Opportunities for Families

Fully Implemented

The actions were fully implemented to provide inclusive opportunities for parents.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

English Learners Instructional Plan for K-6

Partially Effective

The actions were **Partially Effective**. Effective implementation of EL designated instruction for students. The percentage of students who scored a 4 on the ELPAC increased from 33.3% to 59.5% students. Additionally, Ewing is off-track in the Equitable access guardrail with 11.7% students tested, 8% below the District threshold of 19.6%.

SBAC Meeting or Exceeding Standards in ELA

Partially Effective

The actions were **Partially Effective**. Per the Early Literacy Interim Goal 1: Ewing had 43.94% students meeting their stretch goal. Slightly below the District threshold of 47.4%. However, the Literacy Intervention Goal was exceeded by nearly 9%. The threshold was 40.5%, whereas 48.8% of students met their stretch goal.

SBAC Meeting or Exceeding Standards in Math

Effective

The actions were **Partially Effective**. Partially effective implementation of Tier 1 SWUN math & Go Math instruction for students. Only 35.6% of students met or exceeded math proficiency on iReady D2.

Increase number of Students who Engage Real-World Learning

Effective

The actions were **Effective**. Opportunities provided across intended grades. Student interviews and Panorama reveal a continued high level of participation and satisfaction with opportunities offered. Every sport available is offered and teams have won city-wide championship titles.

Sustain Student Engagement Opportunities

Effective

The actions were **Effective**. Provided all intended experiences. Per Panorama Survey Data, 84% of respondents answered favorably with a 1% increase from 2025.

Decrease Chronic Absenteeism and Suspension Rate

Partially Effective

The actions were **Partially Effective**. Chronic Absenteeism improved to 155 students with a -2.9% decrease.

Inclusive Opportunities for Families

Effective

The actions were **Effective**. Parent inclusive opportunities are fully implemented. We had a record number of parents who participated in the evening school dances (370 parents, compared to previous years at 290). Coffee Chat meetings regularly have 15-18 parents, whereas the previous years' average was 9-12 parents. The fall carnival generated far more proceeds than the previous 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.

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.

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:
We regularly review budget, SPSA actions, student performance data at all SSC meetings. The committee was pleased to hear about the progress made in ELA in the various grade levels. The committee is interested in continuing supports such as teaching fellows, classified supplemental service contracts for tutoring and student engagement activities. The District will provide a Home-school liaison, reduced to .5 fte and a full-time school psychologist. Recommendations: A. Strengthen parent involvement by continuing to provide opportunities for participation. B. Continue providing structured RtI intervention. C. Maintain and support the DLI program by continuing to hire BCLAD Certified Staff.	ELAC meetings were held throughout the year to inform parents on current data and review student performance data. Home School Liaison will continue to support more with translation and communication with EL Continue to provide ELPI data chat resources and training for teachers to support continued growth. Continue to invite the TSA to ELAC meetings to provide updates on student progress. Continue to incorporate opportunities for parent input during regularly scheduled ELAC meetings.	Certificated staff, classified staff and administrative staff were provided the opportunity to complete the survey with budget details. Continue to provide professional learning opportunities in response to school-wide focus. 25-26 focus was on developing writing skills. Teachers participated in a multi-session series. 26-27 will be based on a continued or renewed focus determined by needs assessment to be administered late spring after iReady D3. Sub release time will be provided to allow for teachers to analyze data with grade-level colleagues, analyze student performance data, and plan instruction in response. Admin will support the conditions for high-quality Tier I and II instruction to occur in the classroom. Tier III supports will be coordinated by the TST Team. Admin will arrange for district department representatives to present to staff on topics, as needed to support best-practices and district-wide expectations in service of the Goals and Guardrails, not limited to DPI, AMA, CIPL, Early Learning, and English Learner Services.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

SBAC Meeting or Exceeding Standards in ELA

Action Details

Literacy Intervention

Ewing Elementary will continue to provide high-quality instruction through a three-tiered approach to literacy.

Direct Instructional Services

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

Tier I: Universal Support for All Students

- **Cat-funded Academic Coach:** Full-time academic coach supports teachers in refining instructional practices.
- **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.
- **Cat Funded- Materials and Supplies:** 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).
- **Certificated 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:** Offer professional learning opportunities in ELA and Math.

Tier II: 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.

- **Cat-funded Teaching Fellows:** Provide extra ELA and Math support based on academic data.
- **After-School Tutoring:** Additional support for ELA proficiency, particularly for English Learners.
- **Targeted Support Team (TST):** Refers students with recurring concerns to the TST for targeted intervention support.
- **Social-Emotional Support:** Hand-in-Hand Mentor and Tier II Specialist to 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 III: 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.

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. 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 targeted 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**
 - 5 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
 - Materials and Supplies to support parent involvement

English Learner (EL):

- Supplemental Instructional Materials and supplies
- 5 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** - Provide 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 after-school tutoring and social-emotional supports
- **Social Emotional Supports:** Funding one Hand-in-Hand Mentor 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 **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
- **Supplemental Books and Reference Online Subscriptions**

- **Graphics Orders**
- **Supplemental Materials and Supplies for EL students**
- **Supplemental Materials and Supplies for at-risk students**
- **Cat-funded Supplemental Service Contracts** will be offered to classified employees to support EL instruction and the most at-risk students
- **Cat-funded Supplemental Service contracts** will be offered to certificated teachers.

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

Students with Disabilities (SWD)

- **Targeted Academic Support and Intervention**
 - 5 Teaching Fellows will provide small group interventions for students below grade level
 - Site-funded Teacher on Special Assignment (TSA) to monitor and facilitate RTI for most at-risk students and accelerate English language acquisition for English learners.
 - 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

English Learner (EL):

- **Targeted Academic Support and Intervention**
 - 5 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Increased Family Engagement**
 - Provide monthly Family Engagement Hour
 - Home School Liaison Modules presented at parent meetings
 - Community resources and outreach partners available during events
 - School-wide event and assembly accommodations
 - Provide nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities will be provided for tutors, classified and certificated staff supporting students in multiple MTSS Tiers.
- Professional learning will be specifically designed by the academic coach to support Tier I instruction through an ongoing series. The focus will be determined by the staff and based on iReady D3 results.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 goals. • 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.	<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 standard 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 iReady D3 Results: Increase by 10% from prior year Outcomes monitored by Principal, VPs and teachers.

- Goal-setting Progress Monitoring Outcomes will be monitored by teachers, grade level PLCs, and admin.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

SBAC Meeting or Exceeding Standards in Math

Action Details

College & Career Readiness

Ewing Elementary will implement math instruction aligned to the Common Core State Standards with an emphasis on practices of instructional clarity, coherence and rigor.

Direct Instructional Services

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):** Follow 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:** Teaching Fellows (3.5 hours/day) will provide additional math support.
- **After-School Tutoring:** Contracts for after-school tutoring focused on improving math proficiency.
- **Targeted Support Team (TST):** Students with ongoing academic or behavioral concerns may be referred to the TST for further intervention.
- **Social-Emotional Support:** One Hand-in-Hand Mentor and an intervention specialist will provide socio-emotional 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:** Intervention Specialists will help develop individual behavior support 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 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, purchase, repairs and installation of technology and school equipment and appliances.

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.

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**
 - 5 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
- 5 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:** Technology will be purchased to support
- **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:** Hand-in-Hand Mentor to support SEL needs and attendance
- **Student Recognition:** Provide incentives, awards, and celebrations to EL and students with disabilities to recognize their growth and accomplishments
- **Family Engagement:** Provide nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services
- **Teacher Planning and Collaboration:** Fund 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
- Graphics for Supplemental Printed Materials

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

Students with Disabilities (SWD):

- **Targeted Academic Support and Intervention**
 - 5 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**
 - 5 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **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
- Providing nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities will be provided for tutors, classified and certificated staff supporting students in multiple MTSS Tiers.
- Professional learning will be specifically designed by the academic coach to support Tier I instruction through an ongoing series. The focus will be determined by the staff and based on iReady D3 results.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 by10% 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 standard in ELA by15 points. Outcomes measured by growth from distance from standard.
- SBAC Results: increase the percentage of students that are proficient by 10%
- K-6 iReady D3 Results: Increase by 10% from prior year Outcomes monitored by Principal, VPs and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Cert Subs to Teacher Planning & Data Chats (In service of Goals 1 & 2) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	29,399.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 5 Teaching Fellows @ 3.5 hrs/day	66,096.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplemental Materials and Supplies for Parent Involvement **No Food or Incentives**	2,899.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7000	Coordinate Interventions for At-Risk Students, EL Included **Budget lines for personnel include salaries and related benefits	88,305.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Books & References, Online Subscriptions	4,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			RICOH Lease 2 Copiers	45,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.3000	Coordinate Interventions for At-Risk Students, EL Included **Budget lines for personnel include salaries and related benefits	37,845.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL SS Contracts for Certificated Staff, ELPAC Assessors **Budget lines for personnel include salaries and related benefits	17,178.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			SS Service Contracts for Classified to support EL instruction **Budget lines for personnel include salaries and related benefits	2,600.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Supplemental Materials and Supplies	16,457.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Graphics for EL. Graphics Dept closing, moved from object 5725 to 5899.	600.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			SS Contracts for Certificated Staff **Budget lines for personnel include salaries and related benefits	4,908.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics for Academic Materials. Graphics Dept closing, moved from object 5725 to 5899.	1,200.00

\$316,487.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Chronic Absenteeism and Suspension Rate

Action Details

College & Career Readiness

Our goal is to keep students in class by implementing a tiered system of support for addressing students who are chronically absent or have suspensions related to misbehavior.

Direct Instructional Services

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
 - Teach Second Step 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
 - quarterly academic awards will be held to recognize student achievement
 - Goal-setting incentive celebrations 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**
- One Hand in Hand Mentor 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 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

Supplemental supports 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
- Supplemental Service contracts/Supplemental contracts for classified staff
- Hand-in-Hand mentoring
- **Cat-funded 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.

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 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- 5 @ 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 for student engagement opportunities
- Ricoh copy machine leases
- Direct Maintenance: Technology; purchases and installations
- Assemblies & Community engagement activities by vendors
- Parent/ Family Engagement Food, Materials & Supplies
- FUSD Nutrition Services
- **Cat-funded:** Hand in Hand Mentors - 1 @ 6 hours
- Teacher Supplemental Contracts
- Classified Supplemental Contracts
- FUSD Graphics & other printing vendors
- Mileage for HSL
- Classified Supplemental Service Contracts
- Mileage

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Increased Family Engagement**
- Climate and Culture Specialist will present SEL content during Family Engagement Hour to familiarize families with Second Step Curriculum.
- Home School Liaison Modules presented at parent meetings
- Community resources related to EL & ELD development and support provided during events
- Providing nutrition services, community events, and participation incentives through the use of FUSD approved vendors and FUSD nutrition services
- Parent communication through Parent Square, phone calls, home visits, SSTs and conferences to support families of chronically absent students.
- Educate parents on the impact of attendance and the correlation to academic achievement.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities will be provided for classified and certificated staff to ensure proficiency in SEL Curriculum.
- SEL Professional learning will be specifically designed by the Climate and Culture Specialist and site administrator to meet the needs identified by the Panorama Climate and Culture Survey.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

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.

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.

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** 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.

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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Increase number of Students who Engage in Real-World Learning

Action Details

College & Career Readiness

Ewing Elementary will expose students to a variety of career opportunities. We are committed to enhancing student engagement through real-world experiences that are meaningful, inclusive, and based on student interests. Our goal is to provide students with diverse opportunities that extend learning beyond the classroom.

Direct Instructional Services

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 3rd-6th
- 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
- Afterschool Dances
- Pep Rallies
- 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
- **Maintenance and Repairs:** Funds will be used for direct maintenance, purchase, repairs and installation of technology and school equipment and appliances.
- **Cat-funded Supplemental Service Contracts** will be offered to teachers to support special projects in service of student engagement opportunities.

Tier II

- 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 (Enrichment Wheel).

- Supplemental Service contracts will be provided to offer special projects in support of educating the whole child through real-world learning.

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 Mentor**, 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?

English Learner (EL):

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?

English Learner (EL):

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

- **Site-funded Teacher on Special Assignment (TSA)** to monitor and facilitate RTI and ELD
- **Supplemental Materials and Supplies for at-risk students**

- **Supplemental Materials and Supplies for EL students**
- **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 lease
- **Expanded Learning:** Providing certificated and classified extra pay contracts for additional tutoring and social-emotional supports
- **Social Emotional Supports:** Hand-in-Hand Mentor 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 variety of career choices:

- **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 jobs.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Enhance parent engagement, communication, and expanded learning opportunities.
- Materials and supplies will be purchased to support family engagement opportunities in service of this action.

Professional Learning

Describe Professional Learning related to this action.

- There is no profession learning tied to this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 outcomes measured in the Panorama Survey. There will be a 3% 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.

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 administration. Outcomes will be determined by the student questions that relate to real-world 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.

The goal is 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 3% favorable responses. Outcomes monitored by Admin Team and the Climate and Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Ewing Elementary will continue to augment music and arts education with the dance program. Efforts will aim to enhance the arts through creativity, movement, and critical thinking through the understanding that the arts stimulate students to learn better, think deeper and connect more meaningfully with the core academic content.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

Materials and supplies will be purchased to support the music and dance program for instruction and presentations.

Basic props to stimulate creativity.

Curricular materials to be provided that align with standards.

Provide basic costume attire and shoes that can be used repeatedly.

Guest presenters and professional learning for teachers to improve 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.

Not Required.

Student Groups

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

Not Required.

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

Not Required.

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

Not Required.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Performing arts will be showcased at various family engagement events such as:

Monthly engagement time

Carnival

School Concerts

Back to School Night/ Open House

After School Program

Cultural Holidays

Winter/Spring Recitals

End of Year Recital

Maintenance and Repairs: Funds will be used for direct maintenance, purchase, repairs and installation of technology and school equipment and appliances.

Materials and Supplies: (including appliances) will be purchased to support the performing arts program (shoes, uniforms, general performance attire, and accessories, stage props, curtains).

Professional Learning

Describe Professional Learning related to this action.

Not Required.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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. Increased student engagement: Students show enthusiasm, participation, and joy in movement-based learning. As measured by: Teacher observations, attendance, and student surveys Monitored by: Dance teacher and site administrator	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Improved Student Focus and Self-Regulation: Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately. As measured by: Teacher observations, reduction in redirections, or behavior incidents. Monitored by: Dance teacher and classroom teachers	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Enhanced School Culture and Climate: The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging to the school community. As measured by: School climate surveys, student attendance, and family engagement data. Monitored by: Site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Pay **Budget lines for personnel include salaries and related benefits	14,301.00
G2A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance Also Supporting G2A3	5,000.00
G2A1	Sup & Conc	Parent Participation	Direct-Food			FUSD Nutrition Services	5,000.00
G2A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : 1 Hand in Hand Mentor @ 6 hrs daily	31,940.00
G2A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage- HSL	300.00
G2A2	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs for Data Chats, Planning, IEP's, SST's, Coaching Support, Extracurricular Coverage, etc. (G1A1 & G2A2) **Budget lines for personnel include salaries and related benefits	2,388.00
G2A2	Sup & Conc	Instruction	Mat & Supp			Supplemental Materials and Supplies (In service of (Goal 1, Action 1-2 & Goal 2, Action 1-2)	78,278.00

\$137,207.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0155 Ewing Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0155	1110	1000	1120	Teacher-Subs					G1A1	Cert Subs to Teacher Planning & Data Chats (In service of Goals 1 & 2) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	29,399.00
060	3010	0155	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : 5 Teaching Fellows @ 3.5 hrs/day	66,096.00
060	3010	0155	1110	2495	4300	Mat & Supp					G1A1	Supplemental Materials and Supplies for Parent Involvement **No Food or Incentives**	2,899.00
030	7090	0155	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Mettler, Scott	0.7000	G1A1	Coordinate Interventions for At-Risk Students, EL Included **Budget lines for personnel include salaries and related benefits	88,305.00
030	7090	0155	1110	1000	1120	Teacher-Subs					G2A2	Certificated Subs for Data Chats, Planning, IEP's, SST's, Coaching Support, Extracurricular Coverage, etc. (G1A1 & G2A2) **Budget lines for personnel include salaries and related benefits	2,388.00
030	7090	0155	1110	1000	1160	Teacher-Supp					G1A2	SS Contracts for Certificated Staff **Budget lines for personnel include salaries and related benefits	4,908.00
030	7090	0155	1110	1000	2960	Oth Cls-Supp					G2A1	Classified Supplemental Pay **Budget lines for personnel include salaries and related benefits	14,301.00
030	7090	0155	1110	1000	4200	Bks & Ref					G1A1	Supplemental Books & References, Online Subscriptions	4,000.00
030	7090	0155	1110	1000	4300	Mat & Supp					G2A2	Supplemental Materials and Supplies (In service of (Goal 1, Action 1-2 & Goal 2, Action 1-2)	78,278.00
030	7090	0155	1110	1000	5631	Off Eq Lease					G1A1	RICOH Lease 2 Copiers	45,000.00
030	7090	0155	1110	1000	5723	Direct-Maint					G2A1	Direct Maintenance Also Supporting G2A3	5,000.00
030	7090	0155	1110	1000	5899	Cons Svc/Oth					G1A2	TBD : Graphics for Academic Materials. Graphics Dept closing, moved from object 5725 to 5899.	1,200.00
030	7090	0155	1110	2495	5767	Direct-Food					G2A1	FUSD Nutrition Services	5,000.00
030	7090	0155	1110	3110	5899	Cons Svc/Oth					G2A1	Hand in Hand Mentoring : 1 Hand in Hand Mentor @ 6 hrs daily	31,940.00
030	7091	0155	4760	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Mettler, Scott	0.3000	G1A1	Coordinate Interventions for At-Risk Students, EL Included **Budget lines for personnel include salaries and related benefits	37,845.00
030	7091	0155	4760	1000	1160	Teacher-Supp					G1A1	EL SS Contracts for Certificated Staff, ELPAC Assessors **Budget lines for personnel include salaries and related benefits	17,178.00
030	7091	0155	4760	1000	2960	Oth Cls-Supp					G1A1	SS Service Contracts for Classified to support EL instruction **Budget lines for personnel include salaries and related benefits	2,600.00
030	7091	0155	4760	1000	4300	Mat & Supp					G1A1	EL Supplemental Materials and Supplies	16,457.00
030	7091	0155	4760	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics for EL. Graphics Dept closing, moved from object 5725 to 5899.	600.00
030	7091	0155	4760	3130	5211	Local Mileag					G2A1	Mileage- HSL	300.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$98,394.00
Sup & Conc	7090	\$280,320.00
LCFF: EL	7091	\$74,980.00
Grand Total		\$453,694.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$316,487.00
G2 - The Whole Child (SEL and Engagement)	\$137,207.00
Grand Total	\$453,694.00

\$453,694.00