

## Ewing Elementary

10621666006225

Principal's Name: Sandra Toscano

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Ewing Elementary

Title I School

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

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

**School Site Council**


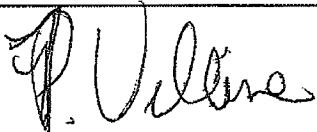
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sandra Toscano	X				
2. Chairperson - Tish Villines <i>Trish</i> ☺				X	
3. Fernando Ortega				X	
4. Ana Tracanna		X			
5. Cheri Soon				X	
6. Sarah Blancas			X		
7. Maria Gonzalez				X	
8. Need more members					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Ewing Elementary

Title I School

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Toscano		4/5/17
SSC Chairperson	Patricia Villines		4-5-17

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Ewing - 0155

**ON-SITE ALLOCATION**

3010	Title I	\$58,776 *
7090	LCFF Supplemental & Concentration	\$204,850
7091	LCFF for English Learners	\$104,394
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$368,020</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,104
Remaining Title I funds are at the discretion of the School Site Council	\$57,672
<b>Total Title I Allocation</b>	<b>\$58,776</b>

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	44/68	N/A <sup>3</sup>	15.53%	22.28%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	53/68	N/A <sup>3</sup>	9.27%	15.18%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	42/66	N/A <sup>3</sup>	11.20%	20.95%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	32/68	0.00% <sup>4</sup>	49.52%	51.99%	41.44%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	38/63	N/A <sup>6</sup>	28.70%	31.51%	4.17%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	15/63	N/A <sup>6</sup>	39.81%	64.38%	27.78%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	63/67	N/A <sup>7</sup>	N/A <sup>7</sup>	13.55%	26.94%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	62/67	N/A <sup>8</sup>	N/A <sup>8</sup>	14.29%	22.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

## 2 - Social Emotional/Climate Culture

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	34/68	6.43%	9.25%	16.46%	8.59%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	65/68*	16.12%	13.82%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	41/68	45.02%	44.90%	44.53%	50.75%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	23/68	95.64%	95.50%	95.40%	95.89%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	20/69	10.81%	13.34%	12.98%	9.52%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	27/68	N/A <sup>10</sup>	N/A <sup>10</sup>	32.43%	20.34%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	3.81%	0.12%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate



<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	10/68	3.44%	1.74%	2.70%	1.25%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/68	0.25%	0.12%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	16/67	95.95%	95.82%	85.96%	96.26%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	46/68	N/A <sup>13</sup>	N/A <sup>13</sup>	69.81%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	37/69	N/A <sup>13</sup>	N/A <sup>13</sup>	64.61%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	45/68	N/A <sup>13</sup>	N/A <sup>13</sup>	56.91%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	55/68	N/A <sup>13</sup>	N/A <sup>13</sup>	67.25%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: Sandra.Toscano - 03/02/2017

Save

## Ewing Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	22.28	27.28	Imagine Learning
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	26.99	31.99	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	31.51	36.51	
3169 - 3rd grade students reading at grade level	20.95	25.95	

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

#### Detail the Action

Ewing Elementary will implement standards-based ELA instruction to support an increase in the percentage of students scoring, "Standards met or Standards exceeded on the 2017-2018 ELA SBAC administration. We will establish a Language Team focused on supporting the advancement of English Learner students one language acquisition level a year.

#### SMART Goals

2015-2016 **ELA** SBAC data indicates that 22.28% of students scored "Standards met or Exceeded." 2016-2017 District Interim **ELA** CFA#2 data indicates that 26.99% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase in both SBAC, resulting in 27.28% and Interim CFA#2 resulting in 31.99% in students scoring "Standards met or Standards exceeded."

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District ELA CFA Interim Assessments
- Grade level common formative assessment
- DRP
- BAS
- KAIG
- Student Data Chats/Goal Setting Conferences =

**Owner(s):**

- Teacher
- AC Teams
- Lead Teachers
- Students

**Timeline:**

- Daily on-going CFAs
- Wonder's Weekly, Quarterly and End of Unit Assessments
- District Interim Assessments, including KAIG (Quarterly)

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

SEL Feedback to Teachers using classroom walk through data:

- Intentional Effective feedback to students
- Feedback to teachers using IPG Tenet 1
- 5:1 Ratio of adult positive interactions towards students
- Quarterly benchmark assessment created with support from REA, Maliti Gopal

**Owner(s):**

- Teachers
- Restorative Practice Counselor
- Administration

**Timeline:**

- Daily
- Weekly
- Quarterly benchmark assessment/story board

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

Share performance data for ELA to parents at meetings (Coffee Hour, ELAC, SSC, SST's, IEP's and Parent-Teacher Conferences). Share strategies with parents on how to support students at home.

**Describe Related Professional Learning:**

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, grade level and School wide
- Illuminate Test Development
- CFA Development
- Leading with Learning Teaching & Learning Cycle
- Technology to support Literacy Instruction
- Learning By Doing
- Making Thinking Visible
- Visible Learning
- Instructional Practice Guide Tenants
- ELD/ELA Framework

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Standards Instruction ELA Guaranteed & Viable Curriculum resources and materials (including DI materials, i.e. Estrellitas for Kinder)
- Tablets for use of online resources
- Teaching Fellows to support small group instruction in K-3 Classroom
- Site Licenses to support instruction (i.e. Imagine Learning as intervention tool for K-3)
- Blended Learning/Differentiated Instruction/ Response to Intervention
- Supplemental contracts for Certificated & Classified (i.e. Planning, tutoring, Language Team.)
- Substitutes for Student Success Team Meetings
- Substitutes for Language Team Meetings & Professional Learning
- Substitutes for teacher planning, peer observations and KAIG Assessments
- TSA to monitor response to intervention & Teaching Fellows
- Copy Machine to provide materials for instruction
- Conferences/Professional Learning for teacher development
- Copy Machine to provide materials for instruction

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Designated & Integrated ELD
- Academic Discourse
- Support from Teaching Fellows & Bilingual Paraprofessionals
- Teaching & Learning Cycle (Leading with Learning)
- Explicit instruction with language analysis

Ewing Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Other Instructional Resources	Other Certificated-Regular Salaries	Teacher, Spec Assgn	1.0000		Also Domain 1 Actions 2,3,4,5	\$	110,055.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher Sub-release time	\$	5,812.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts: Planning, tutoring, stipends, professional development, etc. Domain 1 Action 2 Domain 2 Action 1 Domain 2 Action 3 Domain 2 Action 4	\$	10,658.00
1	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Teacher Sub-Release time	\$	5,812.00
1	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts: Planning, tutoring, stipends, professional development, etc. Domain 1 Action 2 Domain 2 Action 1 Domain 2 Action 3 Domain 2 Action 4	\$	10,658.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Copy Machines, Work Room equipment, etc.	\$	14,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$	500.00
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows-Split funded with 7091 Domain 1 Action 2 Domain 2 Action 3	\$	57,672.00
1	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows-Split funded with 3010 Domain 1 Action 2 Domain 2 Action 3	\$	12,216.00
1	1	LCFF: EL	Instruction	Books & Other Reference				Site Licenses Domain 2 Action 3	\$	9,500.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Site Licenses Domain 2 Action 3	\$	2,000.00
1	1	LCFF: EL	Instruction	Travel				Conferences and travel, Professional learning and development fees	\$	2,500.00
1	1	Sup & Conc	Instruction	Travel				Conferences and travel, professional learning and development	\$	2,500.00
1	1	Sup & Conc	Parent Participation	Local Mileage				Mileage	\$	500.00
								<b>Total</b>	\$	<b>244,383.00</b>

## Action # 2

### Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQI Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	15.18	20.18	California Teaching Fellows Foundation
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	22.04	27.04	Other - Please specify within action
3752 - Students scoring maximum on the KAIG in Math	64.38	69.38	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Ewing Elementary will implement standards-based Math instruction to support an increase in the percentage of students scoring, "Standards met or Standards exceeded on the 2017-2018 Math SBAC administration.

### SMART Goals

2015-2016 **Math** SBAC data indicates that 15.8% of students scored "Standards met or Exceeded." 2016-2017 District Interim **Math** CFA#2 data indicates that 22.04% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase in the percentage of students scoring "Standards met or Standards exceeded" resulting in 20.18% in SBAC and 27.04% in Interim CFA#2.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Math CFA Interim Assessments
- Grade level common formative assessment
- Student Data Chats/Goal Setting Conferences

#### Owner(s):

- Teacher
- AC Teams
- Lead Teachers
- Students

#### Timeline:

- Daily on-going CFAs
- GoMath Weekly, Quarterly and End of Unit Assessments
- District Interim Assessments

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

SEL Feedback to Teachers using classroom walk through data:

- Intentional Effective feedback to students
- Feedback to teachers using Math IPG Tenet 1
- 5:1 Ratio of adult positive interactions towards students
- Quarterly benchmark assessment created with support from REA, Maliti Gopal

#### Owner(s):

- Teachers
- TSA
- Restorative Practice Counselor/RCA
- Administration

#### Timeline:

- Daily
- Weekly
- Quarterly benchmark assessment/story board/data collection tool

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

Data sharing at parent meetings (Parent Coffee Hour, ELAC, SSC, Parent Teacher Conferences, etc...) with strategies to support students at home.

**Describe Related Professional Learning:**

- Backwards mapping of Math Standards
- Data Analysis and Action Planning by teacher, grade level and School wide
- Illuminate/CFA Test Development
- Technology to support Math Instruction
- Math Progressions & Coherence
- Site-District Math Professional Learning with coaching support
- Instructional Practice Guide Tenants
- ELD/ELA Framework

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Standards Instruction Math Guaranteed & Mable Curriculum resources and materials
- Materials & supplies to support instruction
- Tablets for use of online resources
- Teaching Fellows to support small group instruction in K-3 Classroom (Teaching Fellows would provide additional support within classroom in small groups in any grade level based on identified students needs and strategies provided and supervised by classroom teacher).
- Differentiated Instruction/ Response to Intervention
- TSA to monitor response to intervention
- Supplemental contracts for Certificated & Classified (i.e. Planning, tutoring, etc.)
- Substitutes for monthly Student Success Team Meetings
- Substitutes for teacher planning and peer observations
- Copy Machine & Service to provide materials for instruction

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- Academic Discourse in Math content
- Support from Teaching Fellows & Paraprofessionals
- Visual supports
- Manipulatives & Math Tools

Ewing Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies: Copy, school, and poster paper, instructional items, warehouse orders, laminating film, PO's for Office Depot, GW, etc.	\$	27,624.00	
2	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology for students and staff: including tablets, lap tops, chargers, projectors, etc.	\$	12,000.00	
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials and Supplies: Copy, school, and poster paper, instructional items, warehouse orders, laminating film, PO's for Office Depot, GW, etc.	\$	20,130.00	
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology for students and staff: including tablets, lap tops, chargers, projectors, etc.	\$	3,000.00	
<b>Total</b>									<b>\$</b>	<b>62,754.00</b>	

**Action # 3**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	16.46	21.46	California Teaching Fellows Foundation
2358 - EL's not advancing at least one proficiency level in Re-designation	50	40	

New-Action   
  On-going   
 Reasoning:   
 Strong Evidence   
 Moderate Evidence   
 Promising Evidence

Detail the Action

Ewing Elementary will implement standards-based ELD instructional strategies to support and increase the percentage of English Language Learners who are redesignated. We will establish a Language Team focused on supporting the advancement of English Learner students one language acquisition level a year.

SMART Goals

2015-2016 End of Year **English Learner Redesignation rate** indicates that 16.46% of English Learner students were redesignated and 50% of English Learner students did not advance at least one proficiency level in one school year. By June 2018, there will be a 5% increase in the Redesignation rate resulting in 21.46% and a 10% decrease of students not advancing one proficiency level in one academic year, resulting in 40% or less.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- ELPAC
- DRP
- BAS
- KAIG
- Grade Level Common Formative Assessments
- Student Data Chats/Goal Setting Conferences

- Teacher
- AC Teams
- Lead Teachers
- EL Services TSA's
- Students

- Daily
- Weekly
- Quarterly Benchmark Assessments



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

SEL Feedback to Teachers using classroom walk through data:

- Intentional Effective feedback to students
- Feedback to teachers using IPG Tenet 1
- 5:1 Ratio of adult positive interactions towards students
- Quarterly benchmark assessment created with support from REA, Maliti Gopal

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

SQII indicator #3905:

- Number and percentage of Long Term English Learner (LTEL) students
- ATLAS EL Redesignation Goal Setting Report

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

- Share EL performance data to parents at meetings (Monthly Coffee Hour, ELAC, SSC, SST's, IEP's, Parent University and Parent-Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Home School Liaison
- ELPAC Assessors
- Teaching Fellows
- Bilingual Paraprofessionals
- Other materials & supplies to support ELA/ELD Instruction including, but not limited to graphics and technology
- Interpreters for parent meetings, home-school connection
- Standards Instruction ELA Guaranteed & Viable Curriculum resources and materials
- Teaching Fellows to support small group instruction in K-3 Classroom
- Site Licenses to support instruction (i.e. Imagine Learning as intervention tool for K-3)
- Supplemental contracts for Certificated & Classified (i.e. Planning, tutoring, Language Team.)
- Substitutes for Language Team Meetings, peer observation, Professional Learning & KAIG
- TSA to monitor response to intervention & Teaching Fellows
- Conferences/Professional Learning for teacher development

**Owner(s):**

- Teachers
- Restorative Practice Counselor
- Administration

**Timeline:**

- Daily
- Weekly
- Quarterly benchmark assessment

**Owner(s):**

- Teachers
- TSA
- AC Teams
- Lead Teachers
- Administration

**Timeline:**

- Daily
- Weekly
- Quarterly Benchmark Assessments

**Describe Related Professional Learning:**

- ELD Standards deconstruction
- ELPAC Data Analysis and Action Planning by teacher, grade level and School wide
- Leading with Learning Teaching & Learning Cycle
- Technology to support ELD Instruction
- Making Thinking Visible
- Visible Learning
- Site/District ELD PL
- Instructional Practice Guide Tenants
- ELD/ELA Framework

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

- ELPAC
- DRP
- BAS
- KAIG
- Grade Level Common Formative Assessments

Ewing Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School HmgLao	0.3750		Home School Liaison Hmong/Lao Domain 2 Action 5	\$	12,840.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750		Home School Liaison Spanish Domain 2 Action 5	\$	11,423.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors	\$	3,000.00
								<b>Total</b>	\$	<b>27,263.00</b>

**Action # 4**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7133 - Elementary students growth mindset survey results for questions 10-13	64.61	74.61	
7134 - Elementary students self-efficacy survey results for questions 14-17	56.91	66.91	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

Ewing Elementary will embed Social Emotional Learning (SEL) throughout the teaching and learning process. Students will be taught Self-Management and Self-Awareness strategies with the intent to improve growth mindset and self-efficacy (belief system) to improve student engagement in their learning and promote a strong "student identity".

SMART Goals

2015-2016 **Social Emotional Learning & School Culture/Climate Student Survey** showed 64.61% of students responded affirmatively in the Growth Mindset domain (Questions 10-13) and 56.91% of students responded affirmatively in the Self-Efficacy domain (Questions 14-17). By June 2018, there will be a 10% increase in the Growth Mindset and Self-Efficacy domain, determined by Social Emotional & School Climate/Culture Student Survey.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

**SEL Indicators/steps:**

- Intentional Effective feedback to students
- 5:1 Ratio of adult positive interactions towards students:
- Feedback to teachers using classroom walk through data & IPG Tenant 1
- Quarterly benchmark assessment created with support of REA
- Model Class Meetings and first 10 day lessons
- First 21 days of SEL Learning
- Emotional Intelligence (EQ) data analysis
- Goal 2 participation
- Student Data Chats/Goal Setting Conferences

**Owner(s):**

- Teachers
- TSA
- Students
- Restorative Practice Counselor
- PEACE Team

**Timeline:**

- Daily
- Weekly
- Quarterly

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

Intentional Effective feedback to students

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

Owner(s):

Teachers  
Administration  
Restorative Practice Counselor  
PEACE Team

Timeline:

Daily feedback

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

Meaningful Work/School Jobs for students:

- Build self identity

Owner(s):

Administration  
TSA  
Teachers  
Restorative Practice Counselor  
PEACE Team

Timeline:

Daily

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

- Mentoring for tier 3 students

Owner(s):

Administration  
TSA

Timeline:

Weekly

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

Student Leadership Grades 4-6:

- Assist with modeling behavior to student body
- Organize activities for SEL improvement (i.e. "I Can Campaign")
- Create video- What does it mean to be a Ewing Eagle?

Owner(s):

TSA  
Additional Teacher through Goal 2 contract

Timeline:

Weekly

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

Change school policies and procedures to promote growth mindset and self efficacy:

- Guidelines for success to include "I can, I will statements"
- Parents Awareness on SEL

Owner(s):

Teacher  
Restorative Practices Counselor  
Administration  
PEACE Team

Timeline:

Quarterly

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

- Class Meetings
- 2nd Step Lessons

Owner(s):

Teachers

Timeline:

Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- Share School Climate & Culture Survey (SEL) data with parents at meetings (Monthly Coffee Hour, ELAC, SSC, Parent University and Parent-Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings
- School Messenger weekly messages home
- Assemblies

- EQ (Emotional Intelligence) Training for Teachers
- Skillfull Teacher (Feedback to students)
- Learning by Doing (Chapter 5 Building the Collaborative Culture of a Professional Learning Community)
- Making Thinking Visible
- 1st 10 days focused on Community Building- emphasis on Growth Mindset & Self-Efficacy
- 2nd Step
- Positive Discipline in the classroom
- OLWEUS Class Meetings
- Community Building, Explicit SEL Instruction & Embedded skills

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Teacher Supplemental Contracts for Goal 2 Activities
- Substitutes for SST meetings
- Classified Supplemental Contracts to support classrooms & outside class activities and transitions
- TSA to support classrooms and SEL learning
- Technology to increase SEL learning and improve school climate & culture
- Babysitting, Translating & materials for meetings
- Monthly & Quarterly Awards

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

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

Ewing Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	2	Sup & Conc	Instruction	Other Classified-Supplemental				Classified Supplemental Contracts	\$	10,243.00
4	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Classified Supplemental Contracts-translators, babysitters, tutors, etc.	\$	3,115.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Involvement: materials, food, etc.	\$	5,227.00
4	2	LCFF: EL	Parent Participation	Direct-Food Services (Dr)				Food for mentors program, SEL trainings, parent meetings	\$	700.00
4	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation-GW P.O., other supply PO to support parent participation	\$	1,104.00
4	2	LCFF: EL	Instruction	Local Mileage				Mileage	\$	500.00
<b>Total</b>									<b>\$</b>	<b>20,889.00</b>

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	96.02	98.02	Other - Please specify within action
5942 - Chronic absenteeism rate	12.98	10.98	Other - Please specify within action

New-Action   
  On-going   
 Reasoning:   
 Strong Evidence   
 Moderate Evidence   
 Promising Evidence

Detail the Action

Ewing Elementary will implement proactive practices to support an increase in the number of students who attend school regularly.

SMART Goals

2016-2017 **Attendance rate** for Ewing showed 96.02% of students attended school regularly and 12.98% students who are chronically absent (90% or less attendance rate). By June of 2018, there will be a 2% increase in attendance and 5% decrease in students chronically absent.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends.
- Attendance Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts.
- Student Data Chats/Goal Setting Conference

Owner(s):

- Office Assistant
- Principal
- CWA
- Students

Timeline:

- Daily
- Weekly
- Quarterly

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

- Home Visits to parents in support of attendance efforts and goals.

Owner(s):

- Home School Liasons
- District CWA

Timeline:

- Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Daily attendance reports by Office Assistant to share with administration
- Attendance meetings with parents

Describe Related Professional Learning:

- Attendance data analysis with teachers by class (ATLAS Data Dashboard)
- Office Assistance updates at Staff Meetings

- Share attendance data to parents at meetings (Monthly Coffee Hour, ELAC, SSC, SST's, IEP's, Parent University and Parent-Teacher Conferences).
- Interpreters for parent meetings
- Quarterly Awards Assemblies
- EduText

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

- Attendance campaign with incentives to classrooms and students
- TSA to support classrooms and SEL learning & attendance efforts
- Technology to increase SEL learning and improve school climate & culture and attendance
- Babysitting, Translating, materials & supplies for meetings
- Health Assistant to assess student with chronic absenteeism and attendance concerns

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

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

Ewing Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.4375			\$ 12,731.00
<b>Total</b>									<b>\$ 12,731.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0155 Ewing Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows-Split funded with 7091 Domain 1 Action 2 Domain 2 Action 3	57,672.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub-release time	5,812.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts: Planning, tutoring, stipends, professional development, etc. Domain 1 Action 2 Domain 2 Action 1 Domain 2 Action 3 Domain 2 Action 4	10,658.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses Domain 2 Action 3	2,000.00
1	1	Sup & Conc	Instruction	Travel			: Conferences and travel, professional learning and development	2,500.00
1	1	Sup & Conc	Instruction	Direct-Maint			Copy Machines, Work Room equipment, etc.	14,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
1	1	Sup & Conc	Other Instructional Resources	Othr Crt-Reg	Teacher, Spec Assgn	1.000	Also Domain 1 Actions 2,3,4,5	110,055.00
1	1	Sup & Conc	Parent Participation	Local Mileag			: Mileage	500.00
1	1	LCFF: EL	Instruction	Teacher-Subs			Teacher Sub-Release time	5,812.00
1	1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts: Planning, tutoring, stipends, professional development, etc. Domain 1 Action 2 Domain 2 Action 1 Domain 2 Action 3 Domain 2 Action 4	10,658.00
1	1	LCFF: EL	Instruction	Bks & Ref			: Site Licenses Domain 2 Action 3	9,500.00
1	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows-Split funded with 3010 Domain 1 Action 2 Domain 2 Action 3	12,216.00
1	1	LCFF: EL	Instruction	Travel			: Conferences and travel, Professional learning and development fees	2,500.00
2	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies: Copy, school, and poster paper, instructional items, warehouse orders, laminating film, PO's for Office Depot, GW, etc.	27,624.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology for students and staff: including tablets, lap tops, chargers, projectors, etc.	3,000.00
2	1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies: Copy, school, and poster paper, instructional items, warehouse orders, laminating film, PO's for Office Depot, GW, etc.	20,130.00
2	1	LCFF: EL	Instruction	Nc-Equipment			Technology for students and staff: including tablets, lap tops, chargers, projectors, etc.	12,000.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	3,000.00
3	2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg		0.375		11,422.00



3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375	Home School Liaison Spanish Domain 2 Action 5	11,423.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School HmgLao	0.375	Home School Liaison Hmong/Lao Domain 2 Action 5	12,840.00
4	2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation-GW P.O., other supply PO to support parent participation	1,104.00
4	2	Sup & Conc	Instruction	Oth Cls-Supp			Classified Supplemental Contracts	10,243.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement: materials, food, etc.	5,227.00
4	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-translators, babysitters, tutors, etc.	3,115.00
4	2	LCFF: EL	Instruction	Local Mileag			: Mileage	500.00
4	2	LCFF: EL	Parent Participation	Direct-Food			: Food for mentors program, SEL trainings, parent meetings	700.00
5	2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.438		12,731.00
								<b>\$368,020.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,776.00
Sup & Conc	7090	\$204,850.00
LCFF: EL	7091	\$104,394.00
<b>Grand Total</b>		<b>\$368,020.00</b>

Domain Totals	Budget Totals
Academic	\$307,137.00
SEL / Culture & Climate	\$60,883.00
<b>Grand Total</b>	<b>\$368,020.00</b>