

Ewing Elementary

10621666006225

Principal's Name: Sandra Toscano

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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 - Cheryl Winter					
3. Miguel Gutierrez		X			
4. Kelly Lightner					
5. Christine Bixler		X			
6. Scott Merrill		X			
7. Keri Ocegüera			X		
8. Sarah Quesada (Alternate)					
9. Richard Martin				X	
10. Angela Lopez				X	
11. Naomi Hernandez				X	
12. Claudia Aguilar (ELAC Rep)				X	
13. Rosemary Soto (DAC Rep)				X	
14. Eloisa Martinon (ELAC Rep)				X	
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 _____.

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		3/26/19
SSC Chairperson	Cheryl Winter		3/26/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Ewing - 0155

ON-SITE ALLOCATION

3010	Title I	\$70,218 *
7090	LCFF Supplemental & Concentration	\$250,417
7091	LCFF for English Learners	\$92,583
TOTAL 2019/20 ON-SITE ALLOCATION		\$413,218

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,241
Remaining Title I funds are at the discretion of the School Site Council	\$67,977
Total Title I Allocation	\$70,218

Ewing Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	16.559 %	0.678 %	2017-2018	7.678 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.941 %	30.361 %	2017-2018	37.361 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.118 %	30.843 %	2017-2018	37.843 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- Accountable Communities were in the Initiating and Implementing phase of Learning by Doing AC/PLC Continuum. Areas of growth include:
 - CFA development protocol
 - Progress monitoring protocols and alignment
 - Data Analysis protocol
 - Consistent feedback to teachers focused on ELA school wide commitments
 - Grade 3-6 use of IAB assessments

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

- Accountable Communities were in the Initiating and Implementing phase of Learning by Doing AC/PLC Continuum. Areas of growth include:
 - CFA development protocol
 - Progress monitoring protocols and alignment
 - Lack of Data Analysis protocol
 - Mathematical practices and school wide commitments (Use of higher level word problems daily, K-minimum of 60 mins of math daily, Grades 1-6 minimum of 90 minutes of math instruction a day)

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

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

- Inconsistent systematic Multi-Tiered Systems of Support response to intervention (RtI) that ensures all students make continuous progress and are able to demonstrate mastery of standards.

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

- Inconsistent systematic Multi-Tiered Systems of Support response to intervention (RtI) that ensures all students make continuous progress and are able to demonstrate mastery of standards.

EL Reclassification Rate (All grade levels)

- Inconsistent systematic Multi-Tiered Systems of Support response to designated and integrated ELD Instruction that ensures all students make continuous progress and are able to demonstrate mastery of ELA/ELD standards.

- Consistent feedback to teachers focused on Math school wide commitments
- Grade 3-6 use of IAB assessments

EL Reclassification Rate (All grade levels)

- Accountable Communities were in the Initiating and Implementing phase of Learning by Doing AC/PLC Continuum. Areas of growth include:
 - CFA development protocol
 - Progress monitoring protocols and alignment
 - Data Analysis protocol
 - Consistent feedback to teachers focused on ELA/ELD Lab School/School wide commitments

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actions were effective in supporting student achievement as evident by gains in both ELA & Math, funding will continue. Increase of Teaching Fellows to support classrooms at all grades K-2.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase to RP Counselor SEL Service to include consistent support to site 5 days a week, versus 2 days a week.

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

1 SSC:

- The Council analyzed data and appreciates gains showing student growth in ELA & Math district assessments.
- Parents want supports to continue with increases to
 - Teaching Fellows
 - Technology
 - Materials & Supplies

2 ELAC:

- The Council analyzed data and appreciates gains showing student growth in ELA & Math district assessments.
- Parents want supports to continue with increases to
 - Teaching Fellows
 - Technology
 - Materials & Supplies

3 Staff:

The staff voted to increase:

- Technology
- Materials & Supplies
- Parent Participation supports
- PL Conference Expenses

The staff voted to keep:

- Professional Learning & related expenses
- Site-funded TSA and include more intervention opportunities
- HSL's
- ELPAC Assessors
- Teaching Fellows
- Copy Machine & Direct Maintenance

The staff voted to decrease:

- Teacher Substitute Salaries

Action 1

Title: ELA Instructional Plan for K-6

Action Details:

Ewing Elementary will ensure that all students receive high quality instruction through a 3-tiered approach to literacy. Necessary intervention through a systematic approach will improve ELA Literacy instruction at each level of intervention to ensure that student make continuous progress and are able to demonstrate mastery of standards.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- SBAC
- District ELA Interim Assessments
- Grade Level Common Formative Assessments
- IAB Assessments
- DRP
- BAS
- KAIG
- Data chats with Teachers
- Classroom goal-setting
- Student goal-setting
- SPED Assessment: VCCALPS, CAA pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.
- Transitional Kindergarten Benchmark Assessment

Owner(s):

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment

Timeline:

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

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Math Guaranteed and Viable Curriculum resources and materials
- Technology i.e. Tablets for use of online resources, licenses, etc...
- Bilingual Paraprofessionals
- Home School Liaison
- Mileage for HSL
- Teaching Fellows to support small group reading instruction

- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly IEP, Student Success Team Meetings, and PL
- Substitutes for data chats, peer observations, KAIG Assessments & 1st Grade BAS Testing
- TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation (i.e. graphics)
- Extra time for teachers to plan with their grade level
- Parent participation including, but not limited to babysitting, translating, etc.
- Translators (i.e. Parent/Teacher Conferences)
- Direct maintenance and repairs
- Travel and Conference costs for Certificated Staff
- Direct Food Services

Specify enhanced services for EL students:

- Academic discourse
- Designated and Integrated ELD
- Support from Teaching Fellows and Aides
- Teaching & Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Bilingual Teaching Fellows to support small group reading instruction in Dual Languages (Spanish & English)
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students
- Saturday School with ELD focus

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

- Share Math performance data to parents at meetings (Coffee Hour, ELAC, SSC, SST's, IEP's and Parent Teacher Conferences)
- Share strategies with parent son how to support students at home (Coffee Hour, Parent University classes, Parent English Classes)
- Interpreters and babysitting for parent meetings
- Parent Participation Meetings & Events
- HSL's (Spanish and Hmong) to support and translate for parents in meetings and events
- Parent meetings to support district tools (EduText, ATLAS Parent Portal, LCD Tablet distribution, Peach Jar, School Messenger, etc...)

Action 2

Title: Math Instructional Plan for K-6

Action Details:

Ewing Elementary will ensure that all students receive high quality instruction through a 3-tiered approach to access mathematical practices. Necessary intervention through a systematic approach will improve Math instruction at each

Specify enhanced services for low-performing student groups:

- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RtI
- After School Tutoring after school will be an option to families

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate Item Back and CFA Development
- Lab School Work & Teaching and Learning Cycle
- Research-based Professional Learning i.e. Making Thinking Visible
- Technology to support literacy instruction
- Conference/Professional Development and Travel Expenses

level of intervention to ensure that student make continuous progress and are able to demonstrate mastery of standards. Supports will focus on professional learning, with AC's as the drivers, the use of common formative assessments, performance tasks, and RtI.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- SBAC
- District Math Interim Assessments
- Grade Level Common Formative Assessments
- KAIG
- Data chats with Teachers
- Classroom goal-setting
- IAB Assessments Grades 3-6
- TK Benchmark Assessment
- SPED Assessment: VCCALPS, CAA pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.

Owner(s):

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration

Timeline:

- Daily checking for understanding
- Common Formative Assessments
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District Interim Assessments
- KAIG Quarterly data
- Quarterly IAB's Grades 3-6
- TK Assessments/Baseline: Fall, Winter, Spring
- SPED Assessment: pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education support/service is needed and justifiable
- Math Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- Bilingual Paraprofessionals for Dual Immersion Classes
- Home School Liaison
- Mileage for HSL
- Teaching Fellows to support small group reading instruction
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly IEP, Student Success Team Meetings, and PL
- Substitutes for data chats, peer observations, KAIG Assessments & 1st Grade BAS Testing
- TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Extra time for teachers to plan with their grade level
- Parent participation including, but not limited to babysitting, translating, graphics, etc.
- Materials and supplies for parent participation
- Translators (i.e. Parent/Teacher Conferences)
- Direct maintenance and repairs

- Travel and Conference costs for Certificated Staff
- Direct Food Services

Specify enhanced services for EL students:

- Academic Discourse in Math content
- Support from Bilingual Paraprofessionals & Bilingual Teaching Fellows
- Visual supports
- Math tools and resources
- Small group instruction to include language focus
- Saturday School with ELD focus

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

- Share Math performance data to parents at meetings (Coffee Hour, ELAC, SSC, SST's, IEP's and Parent Teacher Conferences)
- Share strategies with parent on how to support students at home (Coffee Hour, Parent University classes, Parent English Classes)
- Interpreters for parent meetings
- Parent meetings to support district tools (EduText, ATLAS Parent Portal, LCD Tablet distribution, Peach Jar, School Messenger, etc...)

Specify enhanced services for low-performing student groups:

- Small group instruction (or one-in-one support from a para or Teaching Fellow) in class through targeted RtI
- After School Tutoring after school will be an option to families

Describe Professional Learning related to this action:

- Backward mapping of math standards
- Data analysis and action planning by teacher, grade level and school wide
- Illuminate item bank
- CFA Development
- Technology to support math instruction
- Mathematical Practices in connection to IPG Tenets
- Math coaching support to include Lesson Study
- Conference/Professional Development and Travel Expenses

Action 3

Title: English Learners Instructional Plan for K-6

Action Details:

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

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

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

- ELPAC
- DRP
- BAS
- KAIG
- Grade level CFA's
- IAB Assessments Grades 3-6
- Data Chats
- SPED Assessment: VCCALPS, CAA pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.

Owner(s):

- Teacher
- AC Teams
- Lead Teachers
- EL Coaches
- Students

Timeline:

- Daily
- Weekly
- Quarterly Benchmark Assessments
- Quarterly IAB Assessments
- SPED Assessment: pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.

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

- Parent Participation Meetings & Events

- Home School Liaison
- ELPAC Assessors
- 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
- Supplemental contracts for Certificated & Classified
- Substitutes for peer observation, Professional Learning, KAIG Assessment & 1st Grade BAS Testing
- TSA to monitor response to intervention & Teaching Fellows
- Conferences/Professional Learning for teacher development with travel and costs
- Substitute Release Time for Admin/Teacher Data Chats
- Saturday School with ELD focus

Specify enhanced services for EL students:

- Academic discourse
- Designated and Integrated ELD
- Support from Teaching Fellows and Bilingual Aides
- Teaching & Learning Cycle
- Keystone Pedagogies
- Explicit Instruction with language analysis
- Bilingual Teaching Fellows & Para Professionals/Aides
- ELPAC Assessors to support testing administration for EL's
- Saturday School with ELD focus

Explain the 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.
- Support with ELPAC exposure and practice
- Parent meetings to support district tools (EduText, ATLAS Parent Portal, LCD Tablet distribution, Peach Jar, School Messenger, etc...)

Specify enhanced services for low-performing student groups:

- Small group instruction in class through targeted RtI
- After School Tutoring after school will be an option to families
-

Describe Professional Learning related to this action:

- ELD Standards deconstruction
- ELPAC Data Analysis and Action Planning by teacher, grade level and School wide
- Lab School Work & Learning Cycle Technology to support ELD Instruction
- Making Thinking Visible Learning & other researched-based strategies
- Site/District ELD PL (Lab School)
- Instructional Practice Guide
- Coaching support to include Lesson Study
- Travel and costs for professional learning opportunities

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows SPSA# G1A1 / G1A2 / G1A3	67,977.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation and Engagement-Materials, supplies, etc. (No incentives or food) SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G2A1	2,241.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries-IEP's, Peer Observations, BAS Testing, etc. SPSA# G1A1 / G1A2 / G1A3 / G4A1 / G4A2	3,530.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology for students and staff including laptops, tablets, projectors, projector bulbs, chargers, communication radios and parts, etc. SPSA# G1A1 / G1A2 / G1A3 / G4A2	20,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel, conference, professional learning, and related expenses such as registration fees, travel expenses, transportation, lodging, meals, etc. SPSA# G1A1 / G1A2 / G1A3	23,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease, and maintenance and repairs on copy machines, work room equipment, poster maker, laminating machines, etc. SPSA# G1A1 / G1A2 / G2A1 / G3A1 / G4A1	16,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics SPSA# G1A1 / G1A2 / G1A3 / G4A2	498.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			School Involvement and Engagement: Save Mart Card, materials, supplies, food, etc. for participation in activities, meetings, etc. SPSA# G1A1 / G1A2 / G2A1 / G4A1 / G4A2	8,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitute Salaries (Bilingual) IEP's, Peer Observations, BAS Testing, etc. SPSA# G1A1 / G1A2 / G1A3 / G4A1 / G4A2	2,940.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts (Bilingual)-Planning, tutoring, EL Support, teacher support, student support, facilitate clubs and activities, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A2	2,411.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies-Instructional items, paper, (copy, printing, construction, poster, etc.) laminating film, warehouse orders, Spanish books, PO's for Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, etc. SPSA# G1A1 / G1A3 / G2A1	14,692.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	36,516.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Instruction	Subagreements			SPSA# G1A1 / G1A2 / G1A3	26,516.00
G1A1	LCFF: EL	Instruction	Local Mileag			Mileage, etc. SPSA# G1A1 / G1A2 / G3A1 / G4A1 / G4A1	600.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services to support parent participation, meetings, etc. SPSA# G1A1 / G1A2 / G2A1 / G4A1 / G4A2	500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts-Planning, tutoring, EL Support, teacher support, student support, facilitate clubs and activities, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A2	2,411.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies-Instructional items, paper, (copy, printing, construction, poster, etc.) laminating film, warehouse orders, PO's for Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, etc. SPSA# G1A1 / G1A3 / G2A1	96,215.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors SPSA# G1A1 / G1A3	4,500.00

\$302,031.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	97.564 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

We increased participation rate in all Goal 2 activities.

- Increased the number of sports/activities that would be accessible to all students (i.e. Meaningful Work, sports teams [include B Teams to increase percentage of students participating], Folklorico Dance and Cheer).
- Kindness Campaign implemented School Wide
- Including school wide activities for all PK to 6th grade (Jog-a-thon, Carnival performances, Peach Blossom, Jump rope for Heart, Pennies for Pets, Intramural sports activities during noon time recess, Good News Club, etc.)

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

Goal 2 Participation Rate

Disproportionality would be attributed to poor attendance, lack of club sponsorship, and parent permission to participate. We are currently working with Parent University that will support us with our Hmong and Lao student population showing low participation in Goal 2 activities.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We were assigned a Tier 2 Specialist as a part of 18 schools to implement targeted Tier 2 support. We fully implemented actions and budget expenditures to achieve this goal.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase to RP Counselor SEL Support to include consistent support to site 5 days a week, versus 2 days a week.

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

1 SSC:

Council provided feedback sharing appreciation for adding additional opportunities for our students. They suggested that we include more sports opportunities for primary grades.

2 ELAC:

They were appreciative that we added additional opportunities for our students. They suggested that we include all grade levels (i.e. K-2). Positive feedback was provided regarding Kindness Campaign and Meaningful Work Program at Ewing.

3 Staff:

Staff shared the desire to be more involved in Goal 2 activities and Meaningful Work. They have volunteered to lead student groups and continue to share ideas for our Meaningful work program and Kindness Campaign. Teachers participate in a several committees that provide more opportunities for our students.

Action 1

Title: Increase Goal 2 Engagement Participation Rate

Action Details:

Ewing Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field trips, school wide and class sponsored activities.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- Reports from ATLAS (Goal 2 Engagements)
- SEL data
- Staff/Parent/Student survey data
- Panorama data
- Power BI data
- Data Dashboard Data

- Principal
- Vice Principal
- TSA
- RP Counselor
- Tier 2 Specialist
- Teachers
- Peace Team
- Coaches

- Monthly Climate & Culture Meetings
- August 2019-June 2020

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

- Purchase orders for athletics, clubs, activities, and the arts (i.e. uniforms, trophies and equipment)
- Supplemental contracts for staff to facilitate clubs, sports and all goal 2 activities
- Transportation services to attend activity or event
- Registration fees for training camps/conditioning opportunities
- Materials and supplies, including but not limited to, notebooks, paper, pencils, etc.
- Lease of copy machine and maintenance

- Parent Participation Meetings & Events
- Direct Food Services

Specify enhanced services for EL students:

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

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

Share Goal 2 opportunities to parents at Back-to-School Night, Open House, School Site Council meetings, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, TK/Kinder Orientation on first day of school, and teacher parent conferences. Parent meetings to support district tools (EduText, ATLAS Parent Portal, LCD Tablet distribution, Peach Jar, School Messenger, etc...)

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

We have PL with staff to generate ideas for clubs and activities. In addition, staff will be trained to record events and take attendance on ATLAS. All staff to participate in committee work and Meaningful Work Program.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Other Classified Support Supplemental Contracts-Supports to students, parents, and site, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	6,245.00

\$6,245.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	95.798 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 4th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family obligation.

Exposure to Careers - 6th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family concerns regarding duration of trip.

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

Exposure to Careers - 3rd Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 4th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family obligation.

Exposure to Careers - 6th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the field trip. The small percentage of students who did not attend was related to absences due to illness or other family concerns regarding duration of trip.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We will continue to promote all student and family engagement to Goal 3 experiences.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase to RP Counselor SEL Service to include consistent support to site 5 days a week, versus 2 days a week.

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

1 SSC:

The Council shared positive feedback and appreciation that students were able to have exposure to career and college experiences funded by the district. They want these opportunities to continue. Input was provided regarding increase of technology with goal of 1 to 1 computers school wide.

2 ELAC:

They were appreciative that students were able to have exposure to career and college experiences funded by the district. They want these opportunities to continue. Input was provided regarding increase of technology with goal of 1 to 1 computers school wide.

3 Staff:

Staff truly enjoys Goal 3 experiences for students to have exposure to career and college experiences funded by the district. Staff feedback is that these opportunities should continue.

Input:

- Focus on steps and preparation for careers within that particular field of study.
- Input was provided regarding increase of technology with goal of 1 to 1 computers school wide.
- Need for a variety of options for Goal 3 experiences
- Make experiences relevant to student interests

Action 1

Title: Increase Attendance of Goal 3 Experiences for Grades 3, 4, 6

Action Details:

Ewing will expose students to a variety of career opportunities through field trips, career speakers, career fairs, and research presentations. AC teams will calendar events and make trip arrangements to ensure for highest student participation.

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

Explain the Progress Monitoring and data used for this Action

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

- Meaningful Work/School Jobs for students: Build self identity
- Staff/Parent/Student School Climate & Culture survey data

Owner(s):

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

Timeline:

- Daily

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

- Provide transportation to event or activity, if needed
- HSL's to support communication to families
- Saturday School TK-6th
- Materials and supplies will include, but not limited to, lease of copy machine, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials

Specify enhanced services for EL students:

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

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

- Administration and staff will present Goal 3 opportunities for parents at Back-to-School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, TK/K Parent Orientation on first day of school, and school communications to parents (Monthly calendar, School Messenger every week, Parent/Teacher Conferences).

Specify enhanced services for low-performing student groups:

All students are encouraged to engage in arts, athletics and activities. Encourage and engage students in Meaningful Work. Encourage students to attend Saturday School.

Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all experiences are scheduled and all arrangements are made within the appropriate timelines.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-Supports for students, teachers, parents, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	7,492.00

\$7,492.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
ADA Attendance	96.304 %	95.521 %	2017-2018	96.521 %
Chronic Absenteeism	8.646 %	11.568 %	2017-2018	9.568 %
Suspensions Per 100	1.886 %	1.571 %	2017-2018	0.571 %
Student Survey - Included	84.734 %	65.464 %	2017-2018	72.464 %
Student Survey - Caring adult	91.109 %	75.385 %	2017-2018	82.385 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

- Attendance Meetings
- Increase in Goal 2 Engagements
- Increased Communication (Home-School)
- Mentoring Program

Suspensions Per 100

- RP Counseling support, possible increase in days of support on campus from 2 days a week to 5 days a week.
- SEL Instruction
- Campus Safety Assistant, 2-3 days a week
- Mentoring Program
- Meaningful Work Program

ADA Attendance

- Student Goal 2 Engagements
- Mentoring Program
- Meaningful Work Program

Student Survey - Caring adult

- Meaningful Works Program

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

Chronic Absenteeism

- Counseling services needed for family
- Inconsistent parent support and follow-through:
 - Communication
 - Attending meetings
 - Emergency Card information not updated (not getting school updates through School Messenger weekly)

Suspensions Per 100

Inconsistent parent support and follow-through:

- Communication, responding to school
- Attending conferences/SST's/suspension meetings
- Emergency Card information not updated

ADA Attendance

Inconsistent parent support and follow-through:

- Communication
- Attending conferences/SST's
- Attendance Meetings
- Emergency Card information not updated

- Peace Makers Training & program implementation
- Kindness Campaign

Student Survey - Included

- Meaningful Work Program
- Peace Makers
- Goal 2 Engagements
- SEL Instruction

Student Survey - Caring adult

Need for Professional Learning on Growth Mindset, SEL Data analysis and action planning.

Student Survey - Included

Need for connections with a caring adult on campus:

- Goal 2 opportunities
- Growth Mindset opportunities and instruction
- Need for 5:1 ratio of interactions by adults to students

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

. Each item was effective in support of student achievement.

- Teachers continue to support efforts towards improved attendance
- CWA
- TSA
- Materials and supplies
- RP Counselor
- CSA
- Paraprofessionals/Teaching Fellows
- Tier 2 Specialist was added to support Ewing this year

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase to RP Counselor SEL Support to include consistent support to site 5 days a week, versus 2 days a week.

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

1 SSC:

The Council gave positive feedback regarding increase of connections with school and staff. They would like these opportunities to continue. SSC was concerned with absenteeism rate and offered suggestions to improve parent participation.

2 ELAC:

The Council gave positive feedback regarding increase of connections with school and staff. They would like these opportunities to continue. SSC was concerned with absenteeism rate and offered suggestions to improve parent participation.

3 Staff:

Staff shared feedback regarding suggestions to improve parent/school connection and support.

Action 1

Title: Improved Attendance/Decrease Chronic Absenteeism

Action Details:

Ewing Elementary will implement proactive practices to support an increase in the number of students who attend school regularly. Students with absences will be encouraged to attend Saturday School session/s.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

- Office Assistant
- Principal
- CWA
- Students
- HSL
- Tier 2 Specialist
- Saturday School Lead

Timeline:

- Daily
- Weekly
- Quarterly

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

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

Owner(s):

- Office Assistant
- Home School Liasons
- District CWA

Timeline:

- Monthly

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

- Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends.
- Attendance Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts.
- Student Data Chats/Goal Setting Conference
- Materials and supplies will include, but not limited to, lease of copy machine and copies for parents, incentives, notebooks, backpacks, and other materials
- Substitute Release Time for Admin/Teacher Data Chats
- Extra pay contracts/Supplemental contracts for classified staff
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Encourage students to attend Saturday School for attendance recovery. Target chronically absent students through phone calls, weekly monitoring, CWA and Tier 2 Specialist support.

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

Describe Professional Learning related to this action:

- Daily attendance reports by Office Assistant to share with administration.
- Attendance meetings with parents
- 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 (attendance awards)
- EduText, School Messenger, and all other parent communication
- Direct Food Services

- Attendance data analysis with teachers by class (ATLAS Data Dashboard)
- Office Assistance updates at Staff Meetings
- On-going PL with Peace Team to discuss school wide strategies for improvement

Action 2

Title: Reduce Out-of-School Suspension Rates

Action Details:

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".

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

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

- SEL Indicators/steps: Intentional Effective feedback to students with Professional Learning opportunities for staff
- 5:1 Ratio of adult positive interactions towards students:
- Feedback to teachers using classroom walk through data & IPG Tenet 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
- Parent Participation Meetings & Events

Owner(s):

- Teachers
- TSA
- Students
- Restorative Practice Counselor
- PEACE Team
- Tier 2 Specialist

Timeline:

- Daily
- Weekly
- Quarterly

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

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

Owner(s):

- Teachers Administration
- Restorative Practice
- Counselor
- PEACE Team

Timeline:

- Daily feedback

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

- Meaningful Work/School Jobs for students: Build self identity

Owner(s):

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

Timeline:

- Daily

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

- Mentoring for tier 3 students

Owner(s):

- TSA
- Admin
- Mentors (U4F & FIRM Mentors)

Timeline:

- Every Week, Wednesday 12-1pm

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

- Teacher Supplemental Contracts for Goal 2 Activities
- Restorative Practice Counselor
- Substitutes for SST & IEP meetings
- Classified & Certificated 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
- Materials and supplies that support instruction, including but not limited to, graphics, incentives, and technology.
- Technology for students and staff including lap tops, tablets, projectors, projector bulbs, chargers, communication radios, etc.
- Extra pay contracts/Supplemental contracts for classified staff
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Encourage students to participate in:

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

Provide additional support:

- SST Process & Support
- RP Counseling services and support
- SPED students- MD process
- Behavior Support Plans
- ICET Referral

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

- 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

Describe Professional Learning related to this action:

- Class Meetings 2nd Step Lessons
- 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

- Assemblies
- Direct Food Services

- 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
- CHAMPs & MAC training for our new teachers

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts (Bilingual)-Translators, student support, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	4,994.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	SPSA# G1A1 / G1A2 / G1A3 / G3A1 / G4A1	12,837.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.3750	SPSA# G1A1 / G1A2 / G1A3 / G3A1 / G4A1	11,344.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Counselor, School	0.5000	Restorative Practices Counselor for Ewing Ewing SPSA funding 0.50 FTE/G4A2 Restorative Justice funding 0.50 FTE	67,026.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-Translators, student support, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	1,249.00

\$97,450.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0155 Ewing Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows SPSA# G1A1 / G1A2 / G1A3	67,977.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation and Engagement-Materials, supplies, etc. (No incentives or food) SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G2A1	2,241.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Substitute Salaries-IEP's, Peer Observations, BAS Testing, etc. SPSA# G1A1 / G1A2 / G1A3 / G4A1 / G4A2	3,530.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology for students and staff including laptops, tablets, projectors, projector bulbs, chargers, communication radios and parts, etc. SPSA# G1A1 / G1A2 / G1A3 / G4A2	20,000.00
G1A1	Sup & Conc	Instruction	Travel			: Travel, conference, professional learning, and related expenses such as registration fees, travel expenses, transportation, lodging, meals, etc. SPSA# G1A1 / G1A2 / G1A3	23,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copier Lease, and maintenance and repairs on copy machines, work room equipment, poster maker, laminating machines, etc. SPSA# G1A1 / G1A2 / G2A1 / G3A1 / G4A1	16,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics SPSA# G1A1 / G1A2 / G1A3 / G4A2	498.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			School Involvement and Engagement: Save Mart Card, materials, supplies, food, etc. for participation in activities, meetings, etc. SPSA# G1A1 / G1A2 / G2A1 / G4A1 / G4A2	8,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher Substitute Salaries (Bilingual) IEP's, Peer Observations, BAS Testing, etc. SPSA# G1A1 / G1A2 / G1A3 / G4A1 / G4A2	2,940.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supplemental Contracts (Bilingual)-Planning, tutoring, EL Support, teacher support, student support, facilitate clubs and activities, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A2	2,411.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies-Instructional items, paper, (copy, printing, construction, poster, etc.) laminating film, warehouse orders, Spanish books, PO's for Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, etc. SPSA# G1A1 / G1A3 / G2A1	14,692.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows SPSA# G1A1 / G1A2 / G1A3	36,516.00
G1A1	LCFF: EL	Instruction	Local Mileag			Mileage, etc. SPSA# G1A1 / G1A2 / G3A1 / G4A1 / G4A1	600.00
G1A1	LCFF: EL	Parent Participation	Direct-Food			Food Services to support parent participation, meetings, etc. SPSA# G1A1 / G1A2 / G2A1 / G4A1 / G4A2	500.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts-Planning, tutoring,	2,411.00

G1A2		Instruction	Teacher-Supp			EL Support, teacher support, student support, facilitate clubs and activities, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A2	2,411.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies-Instructional items, paper, (copy, printing, construction, poster, etc.) laminating film, warehouse orders, PO's for Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, etc. SPSA# G1A1 / G1A3 / G2A1	96,215.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors SPSA# G1A1 / G1A3	4,500.00
G2A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Other Classified Support Supplemental Contracts-Supports to students, parents, and site, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	6,245.00
G3A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-Supports for students, teachers, parents, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	7,492.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts (Bilingual)-Translators, student support, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	4,994.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	SPSA# G1A1 / G1A2 / G1A3 / G3A1 / G4A1	12,837.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.3750	SPSA# G1A1 / G1A2 / G1A3 / G3A1 / G4A1	11,344.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Counselor, School	0.5000	Restorative Practices Counselor for Ewing Ewing SPSA funding 0.50 FTE/G4A2 Restorative Justice funding 0.50 FTE	67,026.00
G4A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-Translators, student support, etc. SPSA# G1A1 / G1A2 / G1A3 / G2A1 / G4A1 / G4A2	1,249.00

\$413,218.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,218.00
Sup & Conc	7090	\$250,417.00
LCFF: EL	7091	\$92,583.00
Grand Total		\$413,218.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$302,031.00
G2 - All students will engage in arts, activities, and athletics	\$6,245.00
G3 - All students will demonstrate the character and competencies for workplace success	\$7,492.00
G4 - All students will stay in school on target to graduate	\$97,450.00
Grand Total	\$413,218.00