

**Ewing Elementary**

10621666006225

Principal's Name: Rosalinda Torres

Principal's Signature: *Rosalinda Torres*

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

**School Site Council**

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Rosalinda Torres	X				
2. Chairperson -Cheryl Winter				X	
3. Richard Martin				X	
4. Angela Lopez				X	
5. Trish Villines				X	
6. Naomi Hernadez				X	
7. Eloisa Martinon				X	
8. Claudia Aguilar				X	
9. Rosemary Soto				X	
10. Miguel Gutierrez			X		
11. Kelly Lightner			X		
12. Scott Merrill		X			
13. Christine Bixler		X			
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 _____.

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Rosalinda Torres	<i>Rosalinda Torres</i>	4-23-2020
SSC Chairperson	Cheryl Winters	<i>Cheryl Winters</i>	4-23-2020

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 2020/21

Ewing - 0155

**ON-SITE ALLOCATION**

3010	Title I	\$77,592 *
7090	LCFF Supplemental & Concentration	\$248,377
7091	LCFF for English Learners	\$87,249
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$413,218</b>

\* 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	\$2,196
Remaining Title I funds are at the discretion of the School Site Council	\$75,396
Total Title I Allocation	\$77,592

## Ewing Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.361 %	39.512 %	2018-2019	46.512 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	37.843 %	42.336 %	2018-2019	49.336 %
SBAC ELA Distance from Level 3 (African American)		-36.9 pts	2018-2019	-21.9 pts
SBAC Math Distance from Level 3 (African American)		-29.3 pts	2018-2019	-14.3 pts

**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)

The number of students who are meeting or exceeding standards based on ELA SBAC has had significant growth in the last four years. This growth is contributed to the following actions:

- Continued Implementation of GVC in Language Arts
- Implementation of IAB Assessments in ELA for all students in 3rd-6th grade. IAB assessments were determined by student outcomes on CFAs
- K-2nd grade students scoring significantly below on iReady and grade level benchmarks, were provided with targeted RtI by classroom teacher, Teaching Fellows and/or TSA
- Teaching Fellows work directly under the supervision of TSA
- After school intervention program was provided for selected EL, Foster, and Economically Disadvantaged students to provide additional support and tutoring.
- Supplemental books and other reading materials were purchased to support student literacy and reading instruction for both our students in English classes as well as students in our Dual Immersion classes.
- A second copier machine was leased to support our large school. This copy machine supports our work in K-2 Foundational Skills and our work with 3rd-6th IABs.

**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 systemic Multi-tiered Systems of support structures that ensure all students make continuous progress and are able to demonstrate mastery of standards

#### Factors and continued support needed to ensure closing the disproportionality gap for our significant subgroups:

- Using school wide data to continue to provide and improve interventions for targeted students in subgroups (Tier 3). Based on Power BI Data, African American and English Language students will have priority for after school support.
- PLC teams will continue to improve instruction supports to provide intervention through RtI Process (Tier 1 and Tier 2) of MTSS
- HSLs and Attendance Clerk will continue to communicate with parents of targeted students to support improved attendance

#### SBAC ELA Distance from Level 3 (African American)

- Inconsistent systemic Multi-tiered Systems of support structures that ensure all students make

- The purchase of any materials and supplies our students may need were purchased. Some materials include but not limited to, paper, notebooks, pencils, pens, highlighters, sticky notes, markers, crayons, chart paper, laminating film, poster paper, and other associated items.
- Rewards and incentives were provided for academic improvement and achievement for all students.

#### **SBAC ELA Distance from Level 3 (African American)**

No current actions. 2020-2021 plan will reflect interventions to support targeted groups.

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

The number of students who are meeting or exceeding standards based on ELASBAC has had significant growth in the last four years. This growth is contributed to the following actions:

- Students were provided with differentiated instruction that is aligned to grade level standards and incorporates eight mathematical practices
- Continued implementation of GVC in math
- Shifted focus to Think Smarter and Go Deeper problems in Go Math Curriculum
- Integrated ELD instruction to support mathematical concepts
- Integrated ELD instruction in Math for English Learner to support in building math vocabulary and mathematical concepts
- After school intervention program was provided for selected EL, Foster, and Economically Disadvantaged students to provide additional support and tutoring.
- After school intervention program was provided for selected EL, Foster, and Economically Disadvantaged students to provide additional support and tutoring.
- A second copier machine was leased to support our large school. This copy machine supports our school wide commitments in math of going deeper
- The purchase of any materials and supplies our students may need were purchased. Some materials include but not limited to, paper, notebooks, pencils, pens, highlighters, sticky notes, markers, crayons, chart paper, laminating film, poster paper, and other associated items.
- Rewards and incentives were provided for academic improvement and achievement for all students.

#### **SBAC Math Distance from Level 3 (African American)**

No current actions. 2020-2021 plan will reflect interventions to support targeted groups.

continues progress and are able to demonstrate mastery of standards

#### **Factors and continued support needed to ensure closing the disproportionality gap for our significant subgroups:**

- Using school wide data to continue to provide and improve interventions for targeted students in subgroups (Tier 3). These students will have priority for after school support.
- PLC teams will continue to improve instruction supports to provide intervention through Rti Process (Tier 1 and Tier 2) of MTSS
- HSLs and Attendance Clerk will continue to communicate with parents of targeted students to support improved attendance

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

- - Inconsistent systemic Multi-tiered Systems of support structures that ensure all students make continues progress and are able to demonstrate mastery of standards

#### **Factors and continued support needed to ensure closing the disproportionality gap for our significant subgroups:**

- - Using school wide data to continue to provide and improve interventions for targeted students in subgroups (Tier 3). These students will have priority for after school support.
  - PLC teams will continue to improve instruction supports to provide intervention through Rti Process (Tier 1 and Tier 2) of MTSS
  - HSLs and Attendance Clerk will continue to communicate with parents of targeted students to support improved attendance

#### **SBAC Math Distance from Level 3 (African American)**

- - Inconsistent systemic Multi-tiered Systems of support structures that ensure all students make continues progress and are able to demonstrate mastery of standards

#### **Factors and continued support needed to ensure closing the disproportionality gap for our significant subgroups:**

- - Using school wide data to continue to provide and improve interventions for targeted students in subgroups (Tier 3). These students will have priority for after school support.
  - PLC teams will continue to improve instruction supports to provide intervention through Rti Process (Tier 1 and Tier 2) of MTSS
  - HSLs and Attendance Clerk will continue to communicate with parents of targeted students to support improved attendance

### **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 evidence in gains in both ELA and Math district assessments
- Funding will continue to be allocated for Teaching Fellows
- After School Tutorial Funds will be used toward intentional targeted instruction and tutoring after school of African American Students
- We will use role model mentors to engage African American students in academic and non-academic settings.

**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.

As a result of the analysis from the actions that whose targets were met, on track for meeting, or not met, and as a result of the new metrics and student groups identified in the California Dashboard, the following metrics and actions have been added to the 2020/2021 SPSA Under Goal 1:

- Metric added to Actions #1 and #2- SBAC ELA Distance from Level 3 (African American Students)
- Metric added to Action #3 -SBAC MATH Distance from Level 3 (African American Students)
- Intervention added to Actions #1 and #2 - After School Tutoring in ELA for African America Students
- Intervention added to Action #3 - After School Tutoring in MATH for African America Students

**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:**

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, EL Redesignation, Suspension Data, Student Engagement, and Attendance
- The council was pleased with the steady gains in ELA and Math on district assessments.
- The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Restorative Practice Counselor,
- The Council suggested adding additional funding for technology.

**2 ELAC:**

- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, EL Redesignation, Suspension Data, Student Engagement, and Attendance
- The Committee was pleased with the steady gains in ELA and Math on district assessments.
- The Committee would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Restorative Practice Counselor.
- The Committee suggested adding additional funding for technology.

**3 Staff:**

- All teachers were provided and completed a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC.
- The staff would like supports such as Teaching Fellows, HSL Hmong and Spanish and Restorative Practice Counselor to continue.
- The staff suggested adding additional funding for technology and substitute teachers for teacher planning days.

**Action 1**

**Title:** ELA Reading by Third Grade

**Action Details:**

Ewing Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary intervention through a systematic approach will improve ELA literacy instruction at each level of intervention to ensure that 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

1. Classroom supervision and walk troughs using IPG
2. BAS/SEL, iReady
3. District and grade level benchmarks
4. Student/teacher goal setting and monitor
5. English Language Review Team (ELRT)
6. Atlas and district data reports
7. Grade Level Common Formative Assessments
8. SPED Assessment: VCCALPS, CAA, pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.
9. Transitional Kindergarten Benchmark Assessment

#### Owner(s):

1. Administrators
2. Teachers, ILT
3. Teachers, ILT and Admin
4. Teachers, ILT, Admin and students
5. Teachers and TSA
6. Administration
7. Teachers
8. Teachers
9. Teachers

#### Timeline:

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

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

- Implementation of District Adopted Language Arts Curriculum, Wonders/Maravillas/STAR/Unique, Wonders Work
- Close Reading Strategies: Complex Text, Task and Talk
- Integrated ELD Instruction
- All EL Students will receive daily 30 minutes of Designated ELD Instruction by their classroom teacher
- Guided Reading and small group instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide 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
- Teaching Fellows under the supervision of TSA for students in K-2
- Differentiated classroom instruction aligned to CCSS, ELD/ELA Framework as evident by Teaching and Learning Cycle
- Tablets for use of online resources and/or online assessments
- To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced and upgraded as needed. This will include the purchase and/or installation of equipment such as tablets, computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- Bilingual Paraprofessionals
- Home School Liaisons
- Mileage for HSL
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly IEP, Student Success Team Meetings, and PL
- Substitutes for data chats, peer observations, teacher planning and BAS Testing
- TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation (i.e. graphics)
- Parent participation including, but not limited to babysitting, translating, etc.
- Translators (i.e. Parent/Teacher Conferences)
- Direct maintenance and repairs
- Travel and Conference costs for Certificated Staff
- Direct Food Services

**Specify enhanced services for EL students:**

- Designated and Integrated ELD
- Academic discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Keystone Pedagogy's and Lab School Professional Learning
- Explicit Instruction with language analysis
- ELPAC Assessors to support testing administration
- Supplemental contracts for Certificated and Classified to support EL's
- Materials and supplies that support instruction including, but not limited to, technology and student materials for EL students

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

- Share reading performance data to parents at meetings (Coffee Hour, ELAC, SSC, SST's, IEP's and Parent Teacher Conferences)
- Ongoing communication between the classroom teacher and parents to keep parents informed of student progress
- 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, school website, LCD Tablet distribution, Peach Jar, School Messenger, etc.)
- Fall and Spring Book Fairs will be held to promote student literacy in both English and Spanish

**Specify enhanced services for low-performing student groups:**

- Great first instruction (Tier 1)
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted Rtl priority will be given to identified ATSI subgroup, African American Students
- Targeted Rti through MTSS
- Priority on After School Tutoring for selected EL, African American, Homeless, Foster and Economically Disadvantage students
- We will use role model mentors to engage African American students in academic and non-academic settings.

**Describe Professional Learning related to this action:**

- Backwards mapping of ELA Standards
- Data analysis and action planning by teacher, grade level, and school wide
- CFA Development
- Leading with Learning Teaching and Learning Cycle
- Research-based Professional Reading, Learning by Doing, Making Thinking Visible
- ELA/ELD Frameworks in connection to IPG Tenets
- As a lab school, we will continue to engage in PL led by EL Services on EL Strategies and Keystone Pedagogies
- Teachers will work collaborative with EL Coaches during PLC time
- Technology to support literacy instruction
- Modules on Cultural Proficiency
- Conference/Professional Development and Travel Expenses

**Action 2**

**Title:** CAASP Meeting or Exceeding Standards in ELA

**Action Details:**

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

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

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

1. Classroom supervision and walkthroughs using Instructional Practice Guide (IPG)
2. Implementation of CFAs, IABs and FIBAs
3. Student Goal Setting
4. English Language Review Team (ELRT)
5. District assessments and reports
6. CAASPP/SBAC

Owner(s):

1. Administrators
2. Grade Level PLC/Leads and ILT
3. Students
4. Administrators, teacher and TSA
5. Administrators and TSA
6. Teachers and Administrators

Timeline:

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

- Implementation of District Adopted Language Arts Curriculum, Wonders/Maravillas/STAR/Unique
- Supplemental books and reading materials will be purchased to support student literacy and reading instruction in English and Dual Immersion classes
- Close Reading Strategies: Complex Text, Task and Talk
- Integrated ELD Instruction
- All EL Students will receive daily 30 minutes of Designated ELD Instruction by their classroom teacher
- Guided Reading and small group instruction
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide prevention to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Teaching Fellows under the supervision of TSA for students in K-2
- Differentiated classroom instruction aligned to CCSS, ELD/ELA Framework as evident by Teaching and Learning Cycle
- Tablets for use of online resources and/or online assessments
- To support reading instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced and upgraded as needed. This will include the purchase and/or installation of equipment such as tablets, computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- Bilingual Paraprofessionals
- Home School Liaisons
- Mileage for HSL
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly IEP, Student Success Team Meetings, and PL
- Substitutes for data chats, peer observations, teacher planning and BAS Testing
- TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation (i.e. graphics)
- Parent participation including, but not limited to babysitting, translating, etc.
- Translators (i.e. Parent/Teacher Conferences)
- Direct maintenance and repairs
- Travel and Conference costs for Certificated Staff
- Direct Food Services

Specify enhanced services for EL students:

- Designated and Integrated ELD
- Academic Discourse
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Teaching and Learning Cycle
- Explicit Instruction with language analysis

Specify enhanced services for low-performing student groups:

- After School Tutoring will be provided to selected EL, African American Students, Foster, and Economically Disadvantaged students.
- Targeted RtI through MTSS
- Students with disabilities will receive daily differentiated instruction utilizing GVC and intervention components.

- After school tutorial will be available to selected EL, Foster and Economically Disadvantaged students to provide support and assistance with homework and tutoring
- English Language Review Team will meet in the Fall and Spring to review student progress, data and to create monitor action plans. Subs will be provided for teachers to attend
- Additional training by English Language Services to address the needs of EL students
- A Teaching Fellow will work with TSA to provide additional intervention to identified EL, Foster and Economically Disadvantaged students.

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

- During parent teacher conference, teacher will review current reading level and set goals for each student.
- Administrators to share ELA performance data to parents at meetings (Coffee Hour, ELAC, SSC, Parent English Classes, Parent University and Nutrition Parent Classes).
- Parent meetings to support and increase the use of Edu Text, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger.
- Interpreting for parent meetings and parent teacher conferences, as needed.
- Additional student supervision, babysitting, materials, and supplies will be provided for parent meetings.
- Fall and Spring Book Fairs will be held to promote student literacy in both English and Spanish.
- Spanish speaking and Hmong speaking Home School Liasons will help facilitate communication, as needed.
- Ongoing communication between the classroom teacher and parents to keep parents informed of student progress

- Students with disabilities will receive weekly SPED classroom visits and teacher feedback to support goals and actions.
- Small group instruction (and one-on-one support from a para or Teaching Fellow) in class through targeted RtI priority will be given to identified ATSI subgroup, African American Students
- We will use role model mentors to engage African American students in academic and non-academic settings.

**Describe Professional Learning related to this action:**

- Backwards mapping of ELA State Standards
- Continued coaching to support implementation of ELA/ELD Framework
- Integrated and Designated ELD instruction in all subject areas
- Leading with Learning Teaching and Learning Cycle
- Technology to support literacy instruction
- Learning by Doing
- Research Based Professional Readings
- ELA/ELD Frameworks in connection to IPG Tenets
- Staff collaboration during PLC that is focused on four grounding questions
- Subs will be provided for additional coaching, planning and professional learning for teachers
- Modules on Cultural Proficiency

**Action 3**

**Title:** CAASPP Meeting or Exceeding Standards in Math

**Action Details:**

Ewing Elementary will implement mathematical instruction aligned to the Common Core State Standards and mathematical claims with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Supports will center on professional learning with PLCs as the drivers, the use of common formative assessments, performance tasks, and RtI.

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

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

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

**Owner(s):**

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

**Timeline:**

1. Ongoing
2. Fall and Spring
3. Ongoing
4. Fall, Winter and Spring
5. Ongoing
6. Ongoing
7. Ongoing
8. Spring
9. Spring

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

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- Implementation of District Adopted Math Curriculum, Go Math
- Differentiated Instruction that is aligned to grade level standards and incorporates eight mathematical practices including the use of manipulatives
- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide prevention to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Tablets for use of online resources and /or online assessments
- To support math instruction and assessment, computer hardware and accessories will be purchased, repaired, replaced and upgraded as needed. This will include the purchase and/or installation of equipment such as tablets, computers, computer carts, printers, ink cartridges, projectors, projector bulbs, document cameras, smart classroom equipment, cables, batteries or other supplies, as needed, to address the instructional needs of students and teachers.
- Classroom materials and supplies including, but not limited to: notebooks, paper, pencils, scissors, pens, markers, crayons, highlighters, and other associated items will be purchased to support instruction in math and intervention program needs.
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Administrators and TSA to monitor response to intervention, assessments and school wide actions
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation (i.e. graphics)
- Parent participation including, but not limited to babysitting, translating, etc.
- Direct maintenance and repairs
- Travel and Conference costs for Certificated Staff

#### Specify enhanced services for EL students:

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- Academic Discourse in Math content
- English Language Review Team will meet in the Fall and Spring to review student progress, data and to create monitor action plans. Subs will be provided for teachers to attend
- Support from Bilingual Paraprofessionals & Bilingual Teaching Fellows
- Visual supports
- Math tools and resources
- Small group instruction to include language focus
- Additional training to address the needs of EL students will be provided to teachers by EL Services
- Supplemental Contracts aligned to training may be provided for staff planning
- Teaching Fellow under the direct supervision of TSA will provide support to identified English Learners
- After school tutorial center will be provided to selected EL, Foster, and Economically Disadvantaged students

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

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- During parent teacher conference, teacher will review current reading level and set goals for each student.
- Administrators to share math performance data to parents at meetings (Coffee Hour, ELAC, SSC, Parent English Classes, Parent University and Nutrition Parent Classes).
- Parent meetings to support and increase the use of Edu Text, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger.
- Interpreting for parent meetings and parent teacher conferences, as needed.
- Additional student supervision, babysitting, materials, and supplies will be provided for parent meetings.
- Spanish speaking and Hmong speaking Home School Liaisons will help facilitate communication, as needed.

#### Specify enhanced services for low-performing student groups:

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

#### Describe Professional Learning related to this action:

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- Connecting our Lab School PL learning to support implementation of strategies to support Math instruction and student learning
- Backward mapping of math standards
- Data analysis and action planning by teacher, grade level and school wide
- Teachers in collaboration of their grade level PLC will continue CFA Development, creating lessons which include eight mathematical practices and the planning/implementation of RtI
- Technology to support math instruction
- Mathematical Practices in connection to IPG Tenets
- Math coaching support

- Ongoing communication between the classroom teacher and parents to keep parents informed of student progress
- Conference/Professional Development and Travel Expenses

## Action 4

**Title:** English Learners Instructional Plan for K-6

### Action Details:

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

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

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

1. Classroom supervision and walkthroughs using IPG
2. Teacher/Admin Data Chats
3. Grade Level Common Formative Assessments (CFAs)
4. iReady
5. IAB Assessments Grades 3-6
6. Student/teacher goal setting and monitoring
7. Atlas and district data reports
8. SBAC results
9. SPED Assessment: VCCALPS, CAA, pre- and post tests from Unique every month except August and December, and Unique benchmarks twice a year.

#### Owner(s):

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

#### Timeline:

1. Ongoing
2. Fall and Spring
3. Fall and Spring
4. Fall and Spring
5. Ongoing

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier I- Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide prevention to proactively support student success
- Tier II- Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for students needing skill and will supports
- Tier III- Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Tablets for online use of integrated ELA/ELD resources
- Materials and supplies to support ELA/ELD instruction, but not limited to graphics and technology
- Teaching Fellows
- Parent Participation Meetings & Events
- Home School Liaison
- ELPAC Assessors
- Interpreters for parent meetings, home-school connection
- Site Licenses to support instruction
- Supplemental contracts for Certificated and Classified
- Substitutes for peer observation, Professional Learning, K and 1st grade assessments
- TSA to monitor response to intervention & Teaching Fellows

- Conferences/Professional Learning for teacher development with travel and costs
- Substitute Release Time for Admin/Teacher Data Chats
- Direct maintenance and repairs
- Mileage for HSL
- Direct Food Services
- Saturday School with ELD focus

#### Specify enhanced services for EL students:

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- Academic Discourse across content areas
- English Language Review Team will meet in the Fall and Spring to review student progress, data and to create monitor action plans. Subs will be provided for teachers to attend
- Support from Bilingual Paraprofessionals & Bilingual Teaching Fellows
- Visual supports
- Small group instruction to include language focus
- Additional training to address the needs of EL students will be provided to teachers by EL Services
- Supplemental Contracts aligned to training may be provided for staff planning
- Teaching Fellow under the direct supervision of TSA will provide support to identified English Learners
- After school tutorial center will be provided to selected EL, Foster, and Economically Disadvantaged students
- ELPAC Assessors to support testing administration for ELs
- Integrated ELD
- All EL Students will receive daily 30 minutes of Designated ELD Instruction by their classroom teacher
- Support from Teaching Fellows and Bilingual Paraprofessional
- Teaching & Learning Cycle
- Keystone Pedagogies
- Explicit Instruction with language analysis

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

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- During parent teacher conference, teacher will review current reading level and set goals for each student.
- Administrators to share ELA performance data to parents at meetings (Coffee Hour, ELAC, SSC, Parent English Classes, Parent University and Nutrition Parent Classes).
- Parent meetings to support and increase the use of Edu Text, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger.
- Interpreting for parent meetings and parent teacher conferences, as needed.
- Additional student supervision, babysitting, materials, and supplies will be provided for parent meetings.
- Fall and Spring Book Fairs will be held to promote student literacy in both English and Spanish.
- Spanish speaking and Hmong speaking Home School Liaisons will help facilitate communication, as needed.
- Ongoing communication between the classroom teacher and parents to keep parents informed of student progress

#### Specify enhanced services for low-performing student groups:

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

#### Describe Professional Learning related to this action:

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- Continued coaching to support implementation of ELA/ELD Framework
- Integrated and Designated ELD instruction in all subject areas
- Leading with Learning Teaching and Learning Cycle
- Technology to support literacy instruction
- Learning by Doing
- Research Based Professional Readings
- ELA/ELD Frameworks in connection to IPG Tenets
- Making Thinking Visible Learning & other researched-based strategies
- Site/District ELD PL (Lab School)
- ELPAC Data Analysis and Action Planning by teacher, grade level and School wide
- Subs will be provided for additional coaching, planning and professional learning for teachers
- Travel and costs for professional learning opportunities

# 2020-2021 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 : Teaching Fellows G1A1, A2, A3, A4, G2, A1	75,092.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation G1, A1, A2, A3, A4, G2 A1, G4 A1, A2 (No Food or Incentives)	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning day, SSTs, IEPs, Peer Observation, Data Chats G1A1, A2, A3, A4	7,724.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies-Instructional Items, paper, laminating film, warehouse orders, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, etc. G1 A1,2, 3, 4, G2A1, G4 A1, A2	94,286.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology G1 A1, A2, A3, A4	36,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease Goal 1, A1, A2, A3, A4	16,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance G1 A1, A2, A3, A4	3,500.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			English Language Review Team sub release, subs for teachers for Peer Observation, testing G1 A1, A2, A3, A4	2,674.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Vertical Articulation G1A1, A2, A3, A4	5,855.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies-Instructional Items, paper, laminating film, warehouse, bilingual books, Office Depot, GW, Barnes and Noble Lake School, Specialty G1 A1, A2, A3, A4	4,966.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1, A2, A3, A4, G2, A1	40,495.00
G1A1	LCFF: EL	Instruction	Local Mileag			Mileage G1A1, A2, A3, A4, G4A1	600.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors G1A4	6,000.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			Ceremony for Redesignated Students and parent meetings G1A4, G4A1, G4A2	1,000.00

**\$297,192.00**

**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 %	58.16 %	2018-2019	65.16 %

**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**

Goal 2 Participation Rate

An analysis of our two year trend data illustrates the number of student who are engaged in Goal 2 activities has been inconsistent as follows:

- 2017-2018 - 96.8%
- 2018-2019 - 60.3%

  

- Continue six week long "Enrichment Wheel" elective sessions to be held in the third and four quarters. Staff members, Teaching Fellows and community volunteers teach classes
- Goal 2 activities were planned to engage students in art, activities and athletics. Subs were provided as needed to allow teachers to attend Goal 2 activities
- Materials and supplies were used purchased to support Goal 2 activities

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

**Goal 2 Participation Rate**

Goal 2 Participation Rate

- Disproportionality is attributed to decreased attendance
- Low club sponsorship to organize and manage activities
- Students not attending the activity

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

- We fully implemented all actions and budget expenditures were adequate to meet this goal.
- Coaches and club sponsors will be included in tracking Goal 2 engagement data for their particular students.

**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.

- . Based on data from Power BI we will survey students in identified subgroups on the types activities or clubs they would be interested, in an effort to increase student engagement in target subgroups

**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:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> <li>• During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, EL Redesignation, Suspension Data, Student Engagement, and Attendance</li> <li>• The council was pleased with the steady gains in ELA and Math on district assessments.</li> <li>• The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Restorative Practice Counselor,</li> <li>• The Council suggested adding additional funding for technology.</li> </ul>	<ul style="list-style-type: none"> <li>• During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, EL Redesignation, Suspension Data, Student Engagement, and Attendance</li> <li>• The Committee was pleased with the steady gains in ELA and Math on district assessments.</li> <li>• The Committee would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Restorative Practice Counselor.</li> <li>• The Committee suggested adding additional funding for technology.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers were provided and completed a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC.</li> <li>• The staff would like supports such as Teaching Fellows, HSL Hmong and Spanish and Restorative Practice Counselor to continue.</li> <li>• The staff suggested adding additional funding for technology and substitute teachers for teacher planning days.</li> </ul>

## Action 1

**Title:** Increase Goal 2 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. To increase Goal 2 student engagement and build on the students sense of school connectedness, the following actions will be implemented:

- Increased participation in Goal 2 activities will be encouraged for all students
- Climate and Culture Team will work with staff and students to identify and implement additional Goal 2 opportunities
- Additional supervision will be provided to promote positive interactions and student safety
- Safe and Civil Schools procedures and Restorative Practices will be implemented school-wide to provide a positive school climate and culture
- The Restorative Practices Counselor and Peace Team will work with staff and students to promote positive relationships and activities
- Classified support staff will supervise Eagle's Nest during morning and lunch recess
- Enrichment Wheel courses will be offered in Spring semester
- Contracts will be offered to staff who sponsor an after school, during lunch or before school engagement activity

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

**Explain the Progress Monitoring and data used for this Action**

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

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

Owner(s):

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

Timeline:

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

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

- Purchase orders for athletics, clubs, activities, and the arts (i.e. uniforms, trophies and equipment)
- Supplemental contracts for staff to facilitate clubs, sports and 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.

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

Specify enhanced services for low-performing student groups:

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

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

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

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

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...)

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.

All certificated staff will teach an Enrichment Wheel course during Q3 and Q4.

## 2020-2021 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	Instruction	Direct-Graph			Graphics G1, A1, A2, A3, A4	2,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			School Involvement and Engagement: Save Mart, food for student and parent participation and meetings G1, A1, A2, A3, A4, G2 A1, G4A1, A2	8,000.00

**\$10,000.00**

**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
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**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.

<b>1</b> 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.

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

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

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**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.

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**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.

<b>1</b> SSC:

<b>2</b> ELAC:

<b>3</b> Staff:

**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
Chronic Absenteeism	9.568 %	11.463 %	2018-2019	9.463 %
Suspensions Per 100	0.571 %	2.918 %	2018-2019	1.918 %
Chronic Absenteeism (African American)		27.3 %	2018-2019	25.3 %
Suspension Rate (African American)		11.8 %	2018-2019	8.8 %

**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**

- Parent attendance meetings
- Increase Goal 2
- HSL home-school communication

**Chronic Absenteeism (African American)**

No comparison data

**Suspension Rate (African American)**

No comparison data

**Suspensions Per 100**

- RP counseling support students, parents and staff with ongoing training and PL
- SEL Instruction
- Campus Safety Assistant

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

**Chronic Absenteeism**

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

- Students are chronically sick and have to miss school
- Unexpected traveling out of town
- High levels of transiency due to being displaced from their homes

**Chronic Absenteeism (African American)**

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

**Suspension Rate (African American)**

- Inconsistent guardian support and follow-through
- Limited communication due to inaccurate information on emergency cards and access to technology
- Low student participation in Restorative Practices opportunities, alternative consequences, and extended learning/social skills around appropriate and inappropriate behaviors
- Transiency

**Suspensions Per 100**

There has been an increase in suspensions due to:

- Students bringing dangerous items to school
- Low student participation in Restorative Practices opportunities, alternative consequences, and extended learning/social skills around appropriate and inappropriate behaviors

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

- Most actions were effective in supporting student achievement as evidence by gains in ELA and Math district assessments.
- Funding will continue to be allocated for RP counselor, Home School Liaison, Teaching Fellows and technology

**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.

- Implementation of parent incentive program for improving student attendance for their child in order to be able to reduce chronic absenteeism.
- Implementation of student incentive program for improving student attendance focus will be our African American Students

**Step 4:** 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:

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, EL Redesignation, Suspension Data, Student Engagement, and Attendance
- The council was pleased with the steady gains in ELA and Math on district assessments.
- The Council would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Restorative Practice Counselor,
- The Council suggested adding additional funding for technology.

**2** ELAC:

- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, data for SBAC, EL Redesignation, Suspension Data, Student Engagement, and Attendance
- The Committee was pleased with the steady gains in ELA and Math on district assessments.
- The Committee would like supports to continue such as Teaching Fellows, HSL Hmong and Spanish, Classified Supplemental Contracts and Restorative Practice Counselor.
- The Committee suggested adding additional funding for technology.

**3** Staff:

- All teachers were provided and completed a survey with budget details. Staff surveys and input directly impacted the allocation of resources. The feedback from teachers was shared with SSC and ELAC.
- The staff would like supports such as Teaching Fellows, HSL Hmong and Spanish and Restorative Practice Counselor to continue.
- The staff suggested adding additional funding for technology and substitute teachers for teacher planning days.

## Action 1

**Title:** Decrease Chronic Absenteeism

### Action Details:

In 2018-2019, 11.46% of students were identified as chronically absent. In June of 2021, there will be a 2% decrease in Chronic Absenteeism. Ewing will support and educate all stakeholders on the impact of attendance, how it correlates to academic achievement. Ewing will continue to utilize a school wide incentive program to improve attendance rates for all students. Ewing will continue parent communication through phone calls, home visits and conferences to support families of chronically absent students. Students with absences will be encouraged to attend Saturday School session/s.

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

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

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

#### Owner(s):

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

#### Timeline:

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

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

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

#### Owner(s):

- Office Assistant
- Home School Liasons
- District CWA

#### Timeline:

- Monthly

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

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

- Target chronically absent students to attend Saturday Academy to recover absences
- Target chronically absent students to be informed on the impacts of being in school everyday phone calls, weekly monitoring, CWA and Tier 2 Specialist support
- CWAS data collection, home visits, and attendance conferences with parents and students

- Increase participation of African American students in Meaningful Work, Enrichment Wheel, Goal 2 activities, Goal 3 CCR experiences
- We will create opportunities for students to give us input on activities that will increase their engagement and participation in extra-curricular activities.
- We will create opportunities for students to engage before school in order to improve student attendance.

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

- 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

**Describe Professional Learning related to this action:**

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

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

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

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

**Owner(s):**

1. Teachers, administrators, parents
2. Administrators
3. Teachers, parents, students, administrator
4. Students, teachers, TSA
5. Administrator
6. Teachers, RP Counselor, TSA
7. RP Counselor, Teachers
8. Teachers, Support Staff, Volunteers, Students
9. Teachers, students
10. RP counselor, students, parents, administrator
11. Mentor, student
12. Tier 2 Specialist, administrator
13. Parents, Administrator

**Timeline:**

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

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

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

Owner(s):

- Teachers Administration
- Restorative Practice
- Counselor
- PEACE Team

Timeline:

- Daily feedback

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

- Meaningful Work/School Jobs for students: Gain a sense of self competence, self-efficacy, sense of purpose, increase social-awareness, sense of belonging, growth mindset, and build caring relationships

Owner(s):

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

Timeline:

- Daily

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

- Teacher Supplemental Contracts for Goal 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.

Describe Professional Learning related to this action:

- Class Meetings 2nd Step Lessons
- EQ (Emotional Intelligence) Training for Teachers
- Skillfull Teacher (Feedback to students)

- Interpreters for parent meetings
- School Messenger weekly messages home
- Assemblies
- Direct Food Services

- 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
- CHAMPs & MAC training for our new teachers
- Cultural Proficiency Modules

## 2020-2021 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	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-Extra Support for students, teachers and site. G1, A1, A2, A3, A4, G4 A1, A2	10,616.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		13,344.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.3750		12,315.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Counselor, School	0.5000	Split funded - 0.50 FTE Ewing U7090 / 0.50 FTE Restorative Justice U0500	69,751.00

**\$106,026.00**

## 2020-2021 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 : Teaching Fellows G1A1, A2, A3, A4, G2, A1	75,092.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Participation G1, A1, A2, A3, A4, G2 A1, G4 A1, A2 (No Food or Incentives)	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning day, SSTs, IEPs, Peer Observation, Data Chats G1A1, A2, A3, A4	7,724.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies-Instructional Items, paper, laminating film, warehouse orders, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, etc. G1 A1,2, 3, 4, G2A1, G4 A1, A2	94,286.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology G1 A1, A2, A3, A4	36,500.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease Goal 1, A1, A2, A3, A4	16,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance G1 A1, A2, A3, A4	3,500.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			English Language Review Team sub release, subs for teachers for Peer Observation, testing G1 A1, A2, A3, A4	2,674.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Vertical Articulation G1A1, A2, A3, A4	5,855.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies-Instructional Items, paper, laminating film, warehouse, bilingual books, Office Depot, GW, Barnes and Noble Lake School, Specialty G1 A1, A2, A3, A4	4,966.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A1, A2, A3, A4, G2, A1	40,495.00
G1A1	LCFF: EL	Instruction	Local Mileag			Mileage G1A1, A2, A3, A4, G4A1	600.00
G1A4	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors G1A4	6,000.00
G1A4	LCFF: EL	Parent Participation	Direct-Food			Ceremony for Redesignated Students and parent meetings G1A4, G4A1, G4A2	1,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics G1, A1, A2, A3, A4	2,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			School Involvement and Engagement: Save Mart, food for student and parent participation and meetings G1, A1, A2, A3, A4, G2 A1, G4A1, A2	8,000.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Supplemental Contracts-Extra Support for students, teachers and site. G1, A1, A2, A3, A4, G4 A1, A2	10,616.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		13,344.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.3750		12,315.00
G4A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Counselor, School	0.5000	Split funded - 0.50 FTE Ewing U7090 / 0.50 FTE Restorative Justice U0500	69,751.00

\$413,218.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,592.00
Sup & Conc	7090	\$248,377.00
LCFF: EL	7091	\$87,249.00
<b>Grand Total</b>		<b>\$413,218.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$297,192.00
G2 - All students will engage in arts, activities, and athletics	\$10,000.00
G4 - All students will stay in school on target to graduate	\$106,026.00
<b>Grand Total</b>	<b>\$413,218.00</b>