

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 2, 2021

| Table of Contents | |
|--------------------------------|--|
| Topic | Details |
| Cover Page | <i>CDS Code with Signature</i> |
| Table of Contents | <i>Listing of SPSA Contents and District Goals</i> |
| Centralized Services | <i>N/A</i> |
| School Site Council Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council (SSC) | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i> |

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

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

Consolidated Program Assurances

| |
|---|
| <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 Engagement 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 | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
|---------------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | | | | | |
| 1. Principal - Rosalinda Torres | X | | | | |
| 2. Chairperson -Rosemary Hidalgo-Soto | | | | X | |
| 3. Raquel Garcia | | X | | | |
| 4. Elizabeth Flores | | X | | | |
| 5. Jacqueline Herrera | | X | | | |
| 6. Stephanie Herrera | | | X | | |
| 7. Fernando Ortega | | | | X | |
| 8. Maria Gonzalez | | | | X | |
| 9. Adeja Moreno | | | | X | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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|---|
| Check the appropriate box below: |
| <input 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: Ewing Elementary | | | |
|---|-----------------------|------------------------------|----------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Rosalinda Torres | <i>Rosalinda Torres</i> | 4/9/2021 |
| SSC Chairperson | Rosemary Hidalgo-Soto | <i>Rosemary Hidalgo-Soto</i> | 4/9/2021 |

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 2021/22

Ewing - 0155

ON-SITE ALLOCATION

| | | |
|---|---|------------------|
| 3010 | Title I | \$79,005 * |
| 7090 | LCFF Supplemental & Concentration | \$260,997 |
| 7091 | LCFF for English Learners | \$95,175 |
| | | |
| 7099 | School Opening Support <i>(New! One-time funds)</i> | \$29,479 |
| TOTAL 2021/22 ON-SITE ALLOCATION | | \$464,656 |

| | | |
|---|--|----------|
| * 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 | \$2,061 |
| | Remaining Title I funds are at the discretion of the School Site Council | \$76,944 |
| | Total Title I Allocation | \$79,005 |

Ewing Elementary 2021-2022 - SPSA - AMENDED 4/27/2021

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Current Target | Actual | As Of | Target |
|---|----------------|---------|-----------|---------|
| I-Ready ELAD2 On Level | | 36.71 % | 2020-2021 | 43.71 % |
| I-Ready Math D2 On Level | | 29.16 % | 2020-2021 | 36.16 % |
| I-Ready ELAD2 On Level (African American) | | 40 % | 2020-2021 | 47 % |
| I-Ready Math D2 On Level (African American) | | 22.73 % | 2020-2021 | 29.73 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

The number of students who met or exceeded standards based on iReady D2 has significant growth from the previous year. 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

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

I-Ready ELA D2 On Level

The number of students who met or exceeded standards based on iReady D2 has significant growth from the previous year. 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.

work in K-2 Foundational Skills and our work with 3rd-6th IABs.

- The purchase of any materials and supplies our students may need were purchased. Some materials include but are 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.

I-Ready ELA D2 On Level (African American)

- Daily Tier 1 ELA on grade level instruction (120 minutes includes whole and small group for differentiation) from classroom teacher
- Consistent reteaching in small group when needed
- Increased opportunities to participate in Intervention Groups lead by TSA

I-Ready Math D2 On Level

The number of students who met or exceeded standards based on iReady D2 increased from the previous year. 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
- Participation in Math Lesson Design for 5th and 6th grade teachers
- 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.

I-Ready Math D2 On Level (African American)

See Above

I-Ready ELA D2 On Level

I-Ready ELA D2 On Level (African American)

I-Ready Math D2 On Level

I-Ready Math D2 On Level (African American)

- The purchase of any materials and supplies our students may need were purchased. Some materials include but are 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.

I-Ready ELA D2 On Level (African American)

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

I-Ready Math D2 On Level

The number of students who met or exceeded standards based on iReady D2 increased from the previous year. 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
- Participation in Math Lesson Design for 5th and 6th grade teachers
- 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.
- 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.

I-Ready Math D2 On Level (African American)

- Daily Tier 1 Math on grade level instruction (120 minutes includes whole and small group for differentiation) by classroom teacher
- Consistent reteaching in small group when needed
- Increased opportunities to participate in Intervention Groups lead by TSA

I-Ready ELA D2 On Level

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

I-Ready ELA D2 On Level (African American)

I-Ready Math D2 On Level

I-Ready Math D2 On Level (African American)

Step 2: For the current year, 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of the analysis from the actions 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 2021/2022 SPSA under Goal 1:

- Metric added to Actions #1 and #2- iReady 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 American Students
- Intervention added to Action #3 - After School Tutoring in MATH for African American Students Continue Math coaching support but differentiate PL and support by grade level needs.

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:

- During all of our SSC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Council suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Committee suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

- 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.

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, Unique benchmarks twice a year, DRDP, The Benchmark, FSA, Common Formative Assessments and IEP goals for progress monitoring.

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, DRPD, FSA, The Benchmark (TK)
- 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 Care, 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 assessments, 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

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 RtI 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 from Hand in Hand Mentor program to engage African American students in academic and non-academic settings.

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.

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:

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

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

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
- 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.

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.
- 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.

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.

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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. 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):

- Implementation of MLD training and coaching support for 5th & 6th grade PLC teams
- 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, headsets, monitors 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:

- Implementation of MLD training and coaching support for 5th & 6th grade PLC teams
- 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

Specify enhanced services for low-performing student groups:

- Implementation of MLD training and coaching support for 5th & 6th grade PLC teams
- 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.

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.

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 walkthroughs using IPG
2. ELPAC Assessment Data
3. Teacher/Admin Data Chats
4. Grade Level Common Formative Assessments (CFAs)
5. iReady
6. IAB Assessments Grades 3-6
7. Student/teacher goal setting and monitoring
8. Atlas and district data reports
9. SBAC results
10. 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. Administrators, PLC Teams/Leads and ILT
3. PLC Teams/Leads and ILT
4. PLC Teams/Leads and ILT
5. PLC Teams/Leads and ILT
6. PLC Teams/sTUDENTS
7. Teachers/Students
8. Administrators
9. Teachers/Administrators
10. Teachers

Timeline:

1. Ongoing
2. Fall
3. Fall and Spring
4. Fall and Spring
5. Fall and Spring
6. 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
- Provide interventions such as small group instruction and after school intervention/tutoring for Newcomer ELs, At-Risk and LTELs (less than 2-3 years in U.S. schools) to receive appropriate language support for initial language development.
- Provide site-based interventions such as progress monitoring chats, that align to the needs of RFEP students to ensure academic success and prevent potential academic regression.
- 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

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Academic Discourse across content areas
- English Language Review Team will meet in the Fall and Spring to review student progress, data and to create monitor action plans. Subs will be provided for teachers to attend
- Vertical articulation and alignment within programs, such as Dual Immersion, and PLC teams to implement most effective EL strategies and keystone pedagogies to ensure consistency and equity of instruction
- Disaggregate EL student data within the Dual Immersion and English Only Programs; monitor progress and create action plans for literacy in Spanish and English (Grades TK-2) and progress along the ELD Proficiency Level Continuum toward re-designation (Grades 3-6).
- 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
- 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 mentors from Hand in Hand Mentor program to engage African American students in academic and non-academic settings.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------|---------------|-----------|-----|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Foundation: Teaching Fellows G1A1, A2, A3, A4, G2A1 | 76,505.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for teacher planning day, SST's, IEP's, Peer Observation, Data chats | 28,173.00 |
| 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... | 80,727.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Ricoh Lease | 16,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology Maintenance | 10,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 3,000.00 |
| G1A1 | Sup & Conc | Parent Participation | Cls Sup-Sup | | | Classified Supplemental Contracts- Extra Support for students, teachers, and site | 15,216.00 |
| G1A1 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows G1A1, A2, A3, A4 | 47,121.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology | 45,000.00 |
| G1A3 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows | 8,881.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Subs | | | English Language Review Team sub release, subs for teaches for peer observation, testing | 2,636.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | Vertical Articulation, extra pay contract for teachers for tutoring | 5,746.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors G1A4 | 6,000.00 |
| G1A4 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies - Instructional Items, paper, laminating film, warehouse, billing books, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty | 5,000.00 |

\$350,005.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|--------|-----------|--------|
| Student-centered real world learning experience - Site Defined | | 0 % | 2020-2021 | 90 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Ewing Elementary students will participate in:

- Field-trips
- Meaningful Work
- Enrichment Wheel Electives
- Clubs
- Assemblies
- Mentors

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

Student-centered real world learning experience - Site Defined

- No data to compare

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the pandemic:

- Many of our club mentors and students were unavailable to participate in person field-trips experiences and relied on digital experiences instead
- Ewing had to postpone our Meaningful Work program
- There were minimal Enrichment Wheel Electives, Clubs and Assemblies held throughout the school year.
- We were unable to implement Lunch League Sports, and athletics.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Ewing Elementary commits to expand student centered and real-world learning experiences, the following actions will occur in the 2021-2022 school year:

- Develop opportunities to promote a variety of career options, through the scheduling of assemblies and guest speakers. (Goal 2, Action 1)
- Special efforts will be made to invite parents and members of the Ewing community to be guest presenters. (Goal 2, Action 1)
- Teachers will work with their PLCs to integrate hands on, real world learning experiences, for their students. (Goal 1, Action 1, 2, 3, and 4; Goal 2, Action 1)
- We will utilize our Home School Liaisons, mentors, Teaching Fellows, RP counselor, and TSA to encourage and increase participation for all students. (Goal 2, Action 1)

To further connect students to positive role models and to promote interest and engagement in arts, activities, and athletics, the following actions will occur in the 2020-2021 school year:

- Additional Teaching Fellows will organize and supervise structured activities, during recesses. (Goal 2, Action 1)
- The staff will continue to look for opportunities for parents and members of the community to be engaged in activities at our site. (Goal 2, Actions 1 and 1)
- Work with ILT, CCT, and PLC Teams to identify ways to increase engagements opportunities for all students (Goal 2, Action 1)

Ewin staff will elicit input from students regarding clubs, offer virtual opportunities for student engagement, offer virtual assemblies and virtual field-trips.

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, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Council suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

2 ELAC:

- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Committee suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

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.

Action 1

Title: Increase number of Students who Engage Real-World Learning

Action Details:

Ewing Elementary will expose students to a variety of career opportunities through field trips, career speakers, career fairs, and research presentations. Professional Learning Communities will calendar events to ensure high 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

- We will monitor attendance through ATLAS Engagements
- Teachers will implement new learning through student writing and reflection
- Panorama Student Surveys

Owner(s):

- Administrators
- TSA
- Teachers
- HSL
- Culture and Climate Team

Timeline:

- Ongoing

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

- Provide transportation to event or activity, if needed
- Direct Food Services
- Translators
- Mileage for HSL
- Lease of copy machine
- Materials and supplies will include, but not limited , copy paper, notebooks, pencils, crayons, markers, pens, incentives parent participation, and other materials

Specify enhanced services for EL students:

All parent and student communication will be translated into primary language including but not limited to school messengers, field-trip permission slips, fliers and notices.

Specify enhanced services for low-performing student groups:

All students will be encouraged to engage in real-world learning experiences

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

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

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|----------|----------------------|-------------|-----------|-----|--|----------|
| G2A1 | LCFF: EL | Parent Participation | Direct-Food | | | Ceremony for Redesignated Students and parent meetings | 1,000.00 |

\$1,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|---------|
| Chronic Absenteeism | | 19.26 % | 2020-2021 | 17.26 % |
| Suspensions students with 1 or more | | 0 % | 2020-2021 | 0 % |
| Chronic Absenteeism (African American) | | 46.15 % | 2020-2021 | 44.15 % |
| Suspensions students with 1 or more (African American) | | 0 % | 2020-2021 | 0 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Chronic Absenteeism

We understand that to address the established goal of increasing student engagement in their school and community, we need to institute actions that promote student attendance. As a result many of our actions are designed to boosting student attendance through providing engagements that connect students to the school.

An analysis of our 3 year trend data illustrates that the percentage of students who have Chronic absenteeism is as follows:

- 2018-2019 - 8.9%
- 2019-2020 - 11.3%
- 2020-2021 - 17.3%

As evident in our data, distance learning has had a major impact on the percentage of students that had chronic absenteeism. To address this issue, an attendance team, consisting of the following personnel: the Office Assistant, the Home School Liaisons, RP counselor, Child Welfare and Attendance-Tier II Specialist and the site administrators, contacted families that had Chronic Absenteeism to reinforce the importance of attendance and offers supports, as necessary. Staff has been able to support several families in addressing technology issues, that had interfered with the student logging on consistently.

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

Chronic Absenteeism

Bring 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
- Mnnimal participation in attendance meetings
- Transiency

Suspensions students with 1 or more

There has been a decrease of suspensions due to:

- limited number of students on campus
- access to Gaggle Reports
- Distance Learning

Suspensions students with 1 or more (African American)

- Inconsistent guardian support and follow-through
- Limited communication due to inaccurate information on emergency cards and access to technology

We were also able to include many struggling students, in the small on-site learning cohorts, following district health and safety guidelines. For these cohorts, priority was given to homeless students, foster youth, and EL students. Teachers also reached out to parents during the designated Family Connection Time and Office Hours, to promote positive attendance and offer supports. Teachers monitored attendance and rewarded outstanding attendance at quarterly awards assemblies. In cases where attendance did not improve, despite the supports that were offered, district resources were utilized, to follow up with the family.

Suspensions students with 1 or more

Due to distance learning, we did not have any students on campus, for much of the year. As a result, we did not suspend any students, during the 2020-2021 school year.

- Parent attendance meetings
- Increase Goal 3
- HSL home-school communication

Chronic Absenteeism (African American)

An analysis of our 3 year trend data illustrates that the percentage of African American students who have Chronic absenteeism is as follows:

- 2018-2019 - 18.5%
- 2019-2020 - 20.7%
- 2020-2021 - 48%

Our attendance team has been in constant contact with our African American students. We have set up the following to help decrease chronic absenteeism within this subgroup:

- Parent attendance meetings
- Increase Goal 3
- HSL home-school communication
- Hand in Hand Mentors

Suspensions students with 1 or more

Due to distance learning and minimal students on campus, our suspension rate of all groups has decreased. For the 2021-2022 school year, Ewing will continue to implement the following supports:

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

Suspensions students with 1 or more (African American)

Due to distance learning and minimal students on campus, our suspension rate of all groups has decreased. For the 2021-2022 school year, Ewing will continue to implement the following supports:

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

- Low student participation in Restorative Practices opportunities, alternative consequences, and extended learning/social skills around appropriate and inappropriate behaviors
- Transiency

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Implementation of supports will be different since we are planning to have students return to in person instruction again.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Council suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

2 ELAC:

- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Committee suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

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.

Action 1

Title: Increase Student Engagement Opportunities

Action Details:

Ewing Elementary is committed to increasing student participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field trips, school wide and class sponsored activities. To increase student engagement and build on the students sense of school connectedness, the following actions will be implemented:

- Increased engagement opportunities will be encouraged for all students
- Climate and Culture Team will work with staff and students to identify and implement additional student engagement opportunities
- Additional supervision will be provided to promote positive interactions and student safety

- 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
- Certified and classified employees will implement SEL skill development through implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus
- Classified support staff will supervise Eagle's Nest during morning and lunch recess
- Enrichment Wheel courses will be offered 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 (Student Engagement Tool)
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, Mentors
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 other engagement opportunities
- Increased training in the Implementation of SEL skill development through implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus
- 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, technology, etc.
- Lease of copy machine and maintenance
- Parent Participation Meetings & Events
- Direct Food Services
- Hand in Hand Mentors

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

We will increase embedded SEL skill development into Designated ELD by implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus.

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 suspensions

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.

We will embed SEL skill development through implementation of Second Step, Class Meetings, Morning Meetings, Circles, Olweus during small group instruction

Action 2

Title: Decrease Chronic Absenteeism

Action Details:

In 2019-2020, 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.

| |
|--|
| Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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. Encourage all students with absences to attend Saturday School, if still offered in 2021-2022 school year.
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
- Counseling - Hand in Hand mentoring
- 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 CCR experiences and Goal 3 activities
- 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.
- Counseling - Hand in Hand mentoring

Action 3

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%.

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:](#)

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

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

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

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

[Owner\(s\):](#)

[Timeline:](#)

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

- Teachers Administration
- Restorative Practice
- Counselor
- PEACE Team

- 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 3 Activities
- Substitutes for SST & IEP meetings
- Classified & Certificated Supplemental Contracts to support classrooms & outside class activities and transitions
- RP Counselor and 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 Certificated and Classified staff
- Counseling - Hand in Hand mentoring
- 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-Behavior Support Plans-writing, implementation and data collection-BIP
- SPED students- MD
- ICET Referral

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|----------------------------------|---------------|------------------------------|--------|---|-----------|
| G3A2 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentors | 46,000.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | | 13,758.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Liaison, Home/School Hmong | 0.3750 | | 13,314.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Service | Local Mileag | | | Mileage G1A1, A2, A3,A4, G2A1, G3A1, A2, A3 | 600.00 |

\$73,672.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|---------|
| Staff Survey– Overall Positive in Belonging Domain | | 80.74 % | 2019-2020 | 80.74 % |
| Staff Goal - Site Defined | | 0 % | 2020-2021 | 90 % |

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Increasing safety and trust amongst all staff at Ewing Elementary by ensuring 90% of all staff including Certificated, Classified and Administrative complete nine hours Cultural Proficiency Modules.

Staff Survey – Overall Positive in Belonging Domain

Staff Survey–Overall Positive in Belonging Domain

To promote a sense of belonging amongst the staff, Ewing Elementary utilized a variety of collaborative teams, to solicit teacher input and voice. These communities included grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team/Peace Team (CCT).

Our historical results of positive responses in our Staff Survey in the sense of belonging domain are as follows:

- 2018 Staff Survey- 91%
- 2019 Staff Survey- 93%
- 2020 Staff Survey- 95%
- 2021 Staff Survey-97%

****NOTE:** The FUSD questions within this domain were updated in 2020 so change over time data should be reviewed with caution between Spring 2019 and Spring 2020.

Staff Goal - Site Defined

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

Staff Goal - Site Defined

While the percentage of staff members that feel a high sense of belonging remains high, we did see a drop in positive responses in the Overall Positive Belonging Domain. This drop maybe attributed to the fact that the questions within this domain were updated in 2021. Due to the pandemic, schedules were modified, thus limiting PLC time. We feel this diminished PLC time, along with the fact that meetings were held virtually, impacted the staff's sense of belonging. As a result, the change over time data should be reviewed with caution between Spring 2020 and Spring 2021. As a result, we will interpret these results accordingly.

Staff Survey – Overall Positive in Belonging Domain

Deepen implementation of Cultural Proficiency training The Staff Goal does not align to the indicators due to 2020-2021 being a transition year from previous district goals to new district goals. As a result there is no historic data or disproportionality, as it related to this goal.

Deepen implementation of Cultural Proficiency Training Ewing staff participated in Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Foundational Compulsory Training to ensure instruction addressed the academic and social-emotional needs of our diverse student population.

As a staff, we will deepen our understanding and implementation of the Cultural Proficiency training that we received. This will be accomplished through the following:

- Teachers will participate in Year 2 DEI trainings, as provided by the district.
- Classified staff will participate in DEI trainings, as offered by the district.
- Special efforts will be made to ensure that NTA trainings and meetings include training that is aligned to district provided DEI training.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2020-2021 SPSA and budget were created not knowing whether we would open the school year in person or distance learning. Due to the unforeseen circumstances of the pandemic, we have had to make adjustments to our budget with the approval of SSC. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- The Solution Tree Training for our teachers was canceled, due to the pandemic.
- Teacher planning days were canceled, due to the pandemic.
- Due to the pandemic, on campus meetings were canceled. As a result, teacher met significantly less hours per semester.
- Meetings and trainings were all done virtually, due to the pandemic.
- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Ewing Elementary commits to ensure 90% of all staff including Certificated, Classified and Administrative complete Cultural Proficiency Modules. To support us in this effort, we will need:

- Books, materials, and supplies will be made available to support ongoing Cultural Proficiency training. (Goal 1 Actions 1, 2, 3, 4; Goal 4, Action 1)
- Teachers will be encouraged to participate in leadership roles and committees. (Goal 4, Action 1)
- Teachers will be encouraged to participate in engagements, activities, and events that connect them to the greater school community. (Goal 2, Action 1, Goal 3, Action 1; Goal 4, Actions 1)
- Efforts will be made to plan school-wide activities that are Culturally Proficient and reflect the diversity of our community. (Goal 2, Action 1; Goal 3, Action 1; Goal 4, Actions 1)
- To strengthen PLCs, additional planning time will be provided for PLC planning time and vertical articulation. (Goal 1 Actions 1, 2, 3, 4; Goal 4, Action 1)

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

2 ELAC:

- During all of our ELAC meetings this year we have routinely

3 Staff:

- All teachers were provided and completed a survey with

reviewed budget, SPSA actions, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Council suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

reviewed budget, SPSA actions, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Committee suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

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 to continue.
- The staff suggested adding additional funding for technology and mentor support

Action 1

Title: Increase Staff Sense of Belonging

Action Details:

Increase Overall Positive Sense of Belonging: An analysis of our Staff Survey data shows that we need to remain focused on creating positive environments in which teachers feel appreciated, supported, and valued. To meet this goal, the following actions will be taken:

- Efforts will be made to plan school-wide activities that are Culturally Proficient and reflect the diversity of our community.
- The staff will work to create engagement activities that deepen positive connections with students.
- Teachers will be encouraged to participate in leadership roles and committees.
- Teachers in collaboration with Culture and Climate Team will develop and implement a Multiple Tier Support System (MTSS) to support productive student behaviors.
- Staff will deepen implementation of Cultural Proficiency (DEI) training.
 - Teachers will participate in Year 2 DEI trainings, as provided by the district.
 - Classified staff will participate in DEI trainings, as offered by the district.
- The site will fund additional staff (Teaching Fellows, Home School Liaisons, mentors) to support classroom instruction and provide interventions.
- The Restorative Practices Counselor, mentor and Child Welfare and Attendance-Tier II Specialists will collaborate with staff, to promote positive behaviors, relationships, and activities. Monthly NTA meetings will be held to review practices, address concerns, and provide opportunities for staff input.
- Opportunities will be provided to strengthen PLCs through additional planning time and vertical articulation.
- Teachers will be encouraged to participate in engagements, activities, and events that connect them to the greater school community.
- The Home School Liaisons, RP counselor, Child Welfare and Attendance-Tier II Specialists and mentors will communicate with parents of target students to support improved attendance and participation.
- Families will be invited to engage in activities that will foster and deepen positive relationships with the staff.

SMART Goal: By the end of the 2021-2022 school year, the percentage of staff that report a Positive Sense of Belonging, on the FUSD Staff Survey, will increase to 98%

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. Office behavior referral data will be monitored
2. Power BI and Panorama data
3. Teacher input and voice to be gathered through PLCs, ILT,CCT, and surveys
4. Staff survey responses will be analyzed by the CCT and ILT
5. NTA meetings to address concerns and create action plans based on data and feedback
6. ILT and CCT meetings to address concerns and create action plans based on data and feedback
7. Meeting and training agendas, notes, and sign-in sheets

Owner(s):

1. Administrators, ILT,CCT
2. Administrators, ILT,CCT
3. Teachers, PLCs, ILT,CCT
4. CCT, ILT
5. Administrators, NTAs
6. Administrators, ILT,CCT
7. Administrators, TSA, PLCs

Timeline:

1. Ongoing
2. Ongoing
3. Ongoing
4. Fall and Spring
5. Monthly
6. Monthly
7. Ongoing

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Supplemental contracts will be provided for additional PLC planning time.
- Activities and events will be planned that reflect the diversity of our school community.
- Support staff, including Teaching Fellows, mentors, Home School Liaisons, will be funded to support improved students attendance, participation, and behavior.
- Purchase orders and funds will be used to purchase the following:
 - materials and supplies needed for celebrations, engagements, and team building
 - materials and supplies to support classroom instruction and school safety
 - contracts for student engagement experiences
 - food for celebrations, engagements, and team building

Specify Professional Development or Staff Services to support EL students:

- The Home School Liaison, Restorative Practice Counselor and mentor will communicate with parents of target students to support improved attendance, participation and behavior.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- The English Language Review Team, facilitated by the TSA, will meet twice each year to provide teachers with tools and strategies, to support their EL students.

Specify Professional Development or Staff Services to support low-performing student groups:

Based on our data, the following actions will be taken to address the specific needs of our targeted groups (African American, Asian, Hispanic, EL, Socioeconomically Disadvantage (SED), and Students with Disabilities (SWD):

- Support staff, including Teaching Fellows, mentors and Home School Liaison will be funded to support improved students attendance, participation, and behavior, in the targeted groups.
- Staff will implement site based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse student population.
- A mentor will work with targeted students to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff work to create engagement activities that reflect the diverse interests of our school community

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|-----------------|-------------------|------------|-----------|-----|---|-----------|
| G4A1 | One-Time School | Instruction | Mat & Supp | | | : Materials and Supplies -Instructional Items, paper, laminating film, warehouse orders, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, staff building activities etc. G1 A1, 2, 3, 4, G2A1, G3 A1, A2, A3, | 29,479.00 |

\$29,479.00

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

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Current Target | Actual | As Of | Target |
|--|----------------|---------|-----------|--------|
| Parent Survey - Respected and welcomed | | 96.94 % | 2019-2020 | 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Family Goal - Site Defined

Increase opportunities for families to engage in activities that promote student success.

Parent Survey- Respected and welcomed

To create an environment that made parents feel welcomed and respected, Ewing has historically provided several opportunities for parents to engage on activities and events. Examples include the following:

- Back to School Night
- Parent Teacher Conferences
- Grade level performances
- Open House
- School Festival
- Coffee Hours/Town Hall Meetings
- Grade level performances
- Parent volunteer opportunities
- Chaperones for field trips

Parent Survey - Respected and welcomed

Our historical results of positive responses on our Parent Survey regarding feeling welcome and respected are as follows:

- 2017 Parent Survey: 94%
- 2018 Parent Survey: 95%
- 2019 Parent Survey: 95%
- 2020 Parent Survey: 95%

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

Family Goal - Site Defined

The Family Goal does not align to the indicators due to 2021-2022 being a transition year from previous district goals to new district goals. As a result there is no historic data or disproportionality, as it related to this goal.

Parent Survey - Respected and welcomed

The percentage of parents that feel welcomes and respected remains high. Since opportunities for parent engagement have been significantly impacted by the school closure that occurred due to the pandemic, we will continue to monitor the responses we receive from upcoming surveys.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our 2020-2021 SPSA and budget were created not knowing whether we would open the school year in person or distance learning. Due to the unforeseen circumstances of the pandemic, we have had to make adjustments to our budget with the approval of SSC. We were, however, able to still implement the actions that were outlined in the SPSA. While all the actions were maintained, there were changes in some of the details of how the actions would be implemented. Some of those details were as follows:

- Due to the pandemic, on campus parent meetings were canceled.
- Due to the pandemic, all parent engagements were virtual. This included parent teacher conferences and Back to School Night.
- To accommodate changes that occurred, due to distance learning, unused budgetary amounts were reallocated, as approved by the School Site Council.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

- We will utilize site created surveys to gather input on ways to increase parent engagement in their students' education. (Goal 2, Action 1; Goal 3, Action 1; Goal 5, Action 1)
- Increased opportunities for parent involvement and participation will be established. POs and Direct Food Services contracts may be used to provide materials, supplies, food, and refreshments for parent participation/meetings. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 3, Actions 1 and 2; Goal 5, Action 1)
- Staff will deepen the implementation of site based targeted Cultural Proficiency training to ensure engagement opportunities are created that reflect the diversity of our community. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 3, Action 1; Goal 4, Action 1; Goal 5, Action 1)
- Materials, supplies, and incentives may be provided for parent classes, trainings, and engagements. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 5, Action 1)
- A site funded Home School Liaison (Spanish) and Hmong Home School Liaison will continue to communicate with parents, in their primary language, to promote parent engagement opportunities. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 3, Actions 1 and 2; Goal 5, Action 1)
- Babysitting and translation may be provided for designated parent meetings and classes. (Goal 1, Actions 1, 2, 3, 4; Goal 2, Action 1; Goal 5, Action 1)

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, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Council suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

2 ELAC:

- During all of our ELAC meetings this year we have routinely reviewed budget, SPSA actions, student data for iReady, EL Redesignation 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, and Classified Supplemental Contracts
- The Committee suggested adding additional funding for mentors and reducing Restorative Practice Counselor to district provided allocation.

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.



Action 1

Title: Inclusive Opportunities for Families

Action Details:

Ewing Elementary is committed to increasing inclusive opportunities for families to engage in their students' education. We will collaborate with Parent University and other community partners to provide a variety of inclusive opportunities for our families. An analysis of our Parent Survey data and SSC feedback shows that we need to continue to find ways to expand the opportunities for parents to be involved and engaged in their student's education. To meet this goals, the following actions will be taken:

- The site will continue to provide several opportunities for parents to engage on activities and events. Examples include the following:
 - Back to School Night
 - Parent Teacher Conferences
 - Grade level performances
 - Open House
 - School Festival
 - Coffee Hours/Town Hall Meetings
 - Grade level performances
 - Parent volunteer opportunities
 - Chaperones for field trips
 - Learning opportunities for parents will be developed to familiarize parents with standards based instructional strategies. These strategies may then be utilized to support learning in the home.
 - For student presentations, special efforts will be made to invite parents and members of the Ewing community to present to the students.
 - SST meetings will be held, as needed, to ensure that parents are involved in developing plans to address academic and social emotional concerns. To facilitate multiple meetings subs will be provided, as available.
 - Teachers, in conjunction with the Home School Liaison, will communicate with parents to ensure they are kept up to date regarding events and student progress.
 - The Home School Liaisons, RP Counselor, Child Welfare and Attendance-Tier II Specialists, and mentors will communicate with parents, and do home visits, as necessary, to support positive student behavior, attendance, and participation.
 - Site based and district surveys will be utilized to solicit parent input and voice.

SMART Goal: By the end of the 2021-2022 school year, the percentage of parents that feel respected and welcomed, on the FUSD Parent Survey, will increase to 98%.

| | | | |
|---|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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

- Attendance at school wide events
- Agendas and attendance for parent workshops
- Parent input and voice to be gathered through parent meetings and surveys
- Parent survey feedback and input will be monitored and reviewed
- Parent participation and engagement will be monitored through agendas, notes, and sign-in sheets

Owner(s):

- Administration
- Home School Liaison
- Parent University
- Community Partners

Timeline:

- Ongoing year round

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Materials and supplies may be purchased to support parent meetings and trainings
- POs and Direct Food Services contracts may be used to provide food and refreshments, for selected parent meetings.
- Substitute teachers will be used, as available, to schedule SST meetings during the instructional day.
- Mileage reimbursement for home visits will be made available to approved staff.
- Babysitting and interpreters will be provided for specified parent meetings.

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Site-funded Home School Liaisons (Spanish and Hmong) will continue to communicate with the parents of target students to support improved attendance and participation.
- To promote students' attendance and achievement, mileage reimbursement for home visits will be made available to approved staff.
- We will continue to explore ways to increase the inclusion of our SPED students and their families.
- Mentors will work with targeted students, and their families, to promote positive relationships, encourage students to make successful choices, and promote participation in student engagement activities.
- Staff will deepen the implementation of site-based targeted Cultural Proficiency training to ensure instruction addresses the academic and social-emotional needs of our diverse community.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0155 Ewing Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------|------------|-----------|-----|---|----------|
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials and Supplies for parent participation - No food or incentives | 2,500.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | School Involvement and Engagement: Vallarta, food for parent and student participation and meetings | 8,000.00 |

\$10,500.00

2021-2022 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 Foundation: Teaching Foundation: Teaching Fellows G1A1, A2, A3, A4, G2A1 | 76,505.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for teacher planning day, SST's, IEP's, Peer Observation, Data chats | 28,173.00 |
| 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... | 80,727.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Ricoh Lease | 16,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Technology Maintenance | 10,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Graph | | | Graphics | 3,000.00 |
| G1A1 | Sup & Conc | Parent Participation | Cls Sup-Sup | | | Classified Supplemental Contracts- Extra Support for students, teachers, and site | 15,216.00 |
| G1A1 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows Foundation: Teaching Fellows G1A1, A2, A3, A4 | 47,121.00 |
| G1A2 | Sup & Conc | Instruction | Nc-Equipment | | | Technology | 45,000.00 |
| G1A3 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : California Teaching Fellows | 8,881.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Subs | | | English Language Review Team sub release, subs for teaches for peer observation, testing | 2,636.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | Vertical Articulation, extra pay contract for teachers for tutoring | 5,746.00 |
| G1A4 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors G1A4 | 6,000.00 |
| G1A4 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies - Instructional Items, paper, laminating film, warehouse, billing books, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty | 5,000.00 |
| G2A1 | LCFF: EL | Parent Participation | Direct-Food | | | Ceremony for Redesignated Students and parent meetings | 1,000.00 |
| G3A2 | Sup & Conc | Guidance & Counseling Services | Subagreements | | | Hand in Hand Mentoring : Hand in Hand Mentors | 46,000.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Services | Cls Sup-Reg | Liaison, Home/School Spanish | 0.3750 | | 13,758.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Services | Cls Sup-Reg | Liaison, Home/School Hmong | 0.3750 | | 13,314.00 |
| G3A2 | LCFF: EL | Attendance & Social Work Services | Local Mileag | | | Mileage G1A1, A2, A3,A4, G2A1, G3A1, A2, A3 | 600.00 |
| G4A1 | One-Time School | Instruction | Mat & Supp | | | : Materials and Supplies -Instructional Items, paper, laminating film, warehouse orders, Office Depot, GW, Barnes and Noble, Lakeshore, School Specialty, staff building activities etc. G1 A1, 2, 3, 4, G2A1, G3 A1, A2, A3, | 29,479.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials and Supplies for parent participation - No food or incentives | 2,500.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | School Involvement and Engagement: Vallarta, food for parent and student participation and meetings | 8,000.00 |

\$464,656.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$79,005.00 |
| Sup & Conc | 7090 | \$260,997.00 |
| LCFF: EL | 7091 | \$95,175.00 |
| One-Time School | 7099 | \$29,479.00 |
| Grand Total | | \$464,656.00 |

| Goal Totals | Budget Totals |
|--|---------------------|
| G1 - Improve academic performance at challenging levels | \$350,005.00 |
| G2 - Expand student-centered and real-world learning experiences | \$1,000.00 |
| G3 - Increase student engagement in their school and community | \$73,672.00 |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$29,479.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$10,500.00 |
| Grand Total | \$464,656.00 |