Rowell Elementary

10621666006472

Principal's Name: Alice McClintock

Principal's Signature:

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

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District Goals

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

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

Consolidated Program Assurances

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

Rowell School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Alice McClintock	X				
2. Chairperson - Irma Hernandez				X	
3. Anita Anderson		X			
4. Erika Alarcon		X			
5. Daniel Carrillo		X			
6. Mary Carrasco			X		
7. Elena Flores				X	
8. Elizabeth Rillo				X	
9. Conrada Cajera				X	
10. Lorena Ventura				X	
11. Graciela Garcia (alternate)			(X)	X	
12.					
13.					
14.					
15.					

Check the appropriate box below:
☑ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	Alice McClintock	*[signature]*	3/29/17
SSC Chairperson	Irma Hernandez	*[signature]*	3/29/17

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Rowell - 0410

ON-SITE ALLOCATION

3010	Title I	$54,566 *
7090	LCFF Supplemental & Concentration	$192,533
7091	LCFF for English Learners	$94,488

TOTAL 2017/18 ON-SITE ALLOCATION   **$341,587**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$1,025
Remaining Title I funds are at the discretion of the School Site Council	$53,541
Total Title I Allocation	$54,566

February 9, 2017

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Rowell ▼] [Select]   <u>Print this page</u>

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	41/68	N/A[3]	21.28%	22.88%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	62/68	N/A[3]	15.40%	12.08%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	40/66	N/A[3]	18.64%	21.43%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	60/68	0.00%[4]	59.22%	63.40%	50.33%	•LCAP Dashboard - 8OtherPupilOutcomes
☑	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	47/63	N/A[6]	26.80%	22.22%	1.98%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	36/63	N/A[6]	43.30%	49.07%	8.91%	•LCAP Dashboard - 4PupilAchievement
☑	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	45/67	N/A[7]	N/A[7]	18.23%	26.77%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☑	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	47/67	N/A[8]	N/A[8]	17.91%	20.79%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	13/68	12.63%	18.62%	21.38%	9.63%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	33/68*	16.73%	24.73%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	19/68	51.08%	44.28%	38.49%	39.34%	•LCAP Dashboard - 4PupilAchievement
☐	48	ADA Attendance Rate	30/68	95.18%	95.11%	95.13%	94.78%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☑	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	35/69	16.58%	16.20%	15.75%	15.32%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	31/68	N/A[10]	N/A[10]	33.51%	33.63%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	0.50%	0.00%	0.00%	0.13%	•LCAP Dashboard - 6SchoolClimate

☑	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	14/68	0.50%	1.40%	3.26%	7.25%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	1/68	0.25%	0.13%	0.00%	0.13%	•LCAP Dashboard - 6SchoolClimate
☐	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	67/67	28.22%	23.85%	6.39%	4.66%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	25/68	N/A[13]	N/A[13]	72.57%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	45/69	N/A[13]	N/A[13]	62.27%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	50/68	N/A[13]	N/A[13]	55.21%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	26/68	N/A[13]	N/A[13]	71.87%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

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

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

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

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

Instructional supervisor name will appear once approved
Instructional Superintendent Approval : ◉ No ○ Yes | Approval Date : 03/16/2017

Last Edit: alice.mcclintock - 03/03/2017

Save

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

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	23	28	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	27	32	DIBELS, University of Oregon
3751 - Students scoring maximum on the Math and ELA	22	27	Other - Please specify within action

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

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

SMART Goals

2015-2016 **ELA SBAC** data indicates that 24% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase from the 2017 ELA SBAC data in the percentage of students scoring, "Standards met or Standards exceeded."

2016-2017 District Interim **ELA CFA#2** data indicates that 27% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase resulting in 32% of students scoring "Standards met or Standards exceeded" on the 2017-2108 District Interim ELA CFA#2.

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

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

- District CFA ELA Interim assessments
- Grade level common formative assessments
- DRP
- BAS
- KAIG
- Data Chats with Teachers
- Goal Setting Student Conferences

Owner(s):

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

Timeline:

- Daily on-going CFAs
- Wonders Weekly, Quarterly and End-of-Unit Assessments including KAIG

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

SEL Indicators:

- Intentional effective feedback to students
- Feedback to teachers using Math IPG Tenet 1
- 5:1 ratio of adult positive interactions with students
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teachers
- Restorative Practices Counselor
- Administration
- TSA
- Resource Counseling Assistant

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessments

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

- Share performance data for ELA to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings

Describe Related Professional Learning:

- Backwards mapping of ELA Standards
- Data analysis and action planning by teacher, grade level and school wide
- Illuminate Test Development
- CFA Development
- Leading with Learning Teaching and Coaching Cycle
- Technology to support literacy instruction
- Learning by Doing
- Making Thinking Visible
- Visible Learning
- ELA/ELD Frameworks in connection to IPG Tenets

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

- ELA Guaranteed & Viable Curriculum resources and materials
- Tablets for use of online resources
- Teaching Fellows to support small group instruction in K-3 Classroom
- University of Oregon DIBELS fee
- Bilingual Paraprofessionals
- Home School Liaison
- Imagine Learning as intervention tool for K-3
- Blended Learning/Differentiated Instruction/ Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e. Planning, tutoring, Language Team)
- Substitutes for monthly Student Success Team Meetings & Language Team Meetings & PL
- Substitutes for teacher planning, peer observations and KAIG Assessments
- TSA to monitor response to intervention & Teaching Fellows
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Translators
- Direct maintenance and repairs

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

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

Rowell Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375		This action covers actions 1 - 5.	$ 12,673.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375		This action covers actions 1 - 5.	$ 12,769.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SST subs/ covers actions 1 -5	$ 4,648.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Covers actions 1 - 5 Supplemental Contracts for teachers	$ 7,105.00
1	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitutes for ELPAC chats/Goal setting 3 X a year Covers actions 1 -3	$ 2,214.00
1	1	LCFF: EL	Instruction	Instr Aide-Extra Time Salaries				Covers actions 1 - 5 Extra Time/Translating: BIA/Paraprofessional	$ 1,048.00
1	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Overtime				Covers actions 1 - 5 Over Time/ District Translators: Translating for Parent Involvement	$ 628.00
1	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Supplemental				Covers actions 1 - 5 Supplemental Contact: Home School Liasion	$ 1,206.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies 7090 Actions 1 - 5	$ 27,123.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Material/Supplies 7091 Actions 1 - 5	$ 3,213.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology Actions 1 - 3	$ 8,000.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance/ Repairs Actions 1 -5	$ 1,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics: Actions 1 - 5	$ 1,000.00
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	California Teaching Fellows: 5 Tutors	$ 48,713.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Covers actions 1 -5. 3010 Materials and Supplies	$ 4,428.00
1	1	Title 1 Basic	Instruction	Books & Other Reference			DIBELS, University of Oregon	DIBELS fee for using monitoring program. Action 1	$ 400.00
1	1	Sup & Conc	Instruction	Direct-Food Services (Dr)				Direct Food Services for Professional Development Covers actions 1-3	$ 500.00
								Total	$ 136,668.00

Action # 2

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	12	17	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	21	26	
3752 - Students scoring maximum on the KAIG in Math	22	27	

○ New-Action	⦿ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

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

SMART Goals

2015-2016 **Math SBAC** data indicates that 12% of students scored "Standards met or Exceeded." By June 2018, there will be a 5% increase from the 2017 Math SBAC in the percentage of students scoring, "Standards met or Standards exceed."

2016-2017 District Interim Math CFA#2 data indicates that 21% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 5% increase resulting in 26% of students scoring, "Standards met or Standards exceeded" on the 2017-2018 District Interim Math CFA#2.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• District Math CFA Interim Assessments • Grade level common formative assessments • Data Chats with Teachers • Goal Setting Student Conferences	• Teachers • Students • AC Teams • Lead Teachers • Administration	• Daily on-going CFAs • GoMath Weekly, Quarterly and End-of-Unit Assessments • District Interim Assessments

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

SEL Indicators:

- Intentional effective feedback to students
- Feedback to teachers using Math IPG Tenet 1
- 5:1 ratio of adult positive interactions with students
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teachers
- Restorative Practices Counselor
- Administration
- TSA
- Resource Counseling Assistant

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessments

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

- Share performance data for Math to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings

Describe Related Professional Learning:

- Backwards mapping of Math Standards
- Data analysis and action planning by teacher, grade level and school wide
- Illuminate Test Development
- CFA Development
- Leading with Learning Teaching and Coaching Cycle
- Technology to support math instruction
- Mathematical Practices in connection to IPG Tenets

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

- Math Guaranteed & Viable Curriculum resources and materials
- Tablets for use of online resources
- Teaching Fellows to support small group instruction in K-3 Classroom
- University of Oregon DIBELS fee
- Bilingual Paraprofessionals
- Home School Liaison
- Blended Learning/Differentiated Instruction/ Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e. Planning, tutoring, Language Team.)
- Substitutes for monthly Student Success Team Meetings & Language Team Meetings & PL
- Substitutes for teacher planning, peer observations and KAIG Assessments
- TSA to monitor response to intervention & Teaching Fellows
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Translators
- Direct maintenance and repairs

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

- Academic Discourse in Math content
- Support from Teaching Fellows and Bilingual Paraprofessionals
- Visual supports
- Math tools

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	21	23	
2358 - EL's not advancing at least one proficiency level in Re-designation	38.49	40	

○ New-Action	◉ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

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

SMART Goals

2015-2016 End of Year English Learner Redesignation rate indicates that 21.38% of English Learner students were redesignated. By June 2018, there will be a 2% increase in the Redesignation rate.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
• ELPAC • DRP • BAS • KAIG • Grade level common formative assessments • Data Chats with Teachers • Goal Setting Student Conferences	• Teachers • Students • AC Teams • Lead Teachers • Administration • TSA	• Daily • Weekly • Quarterly benchmark assessments

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
SQII Indicator #3905: • Number and percentage of Long Term English Learner (LTEL) students • ATLAS EL Redesignation Goal Setting Report	• Teachers • AC Teams • Lead Teachers • Administration • TSA	• Daily • Weekly • Quarterly benchmark assessments

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

SEL Indicators:

- Intentional effective feedback to students
- Feedback to teachers using Math IPG Tenet 1
- 5:1 ratio of adult positive interactions with students
- Quarterly benchmark assessment created with support from REA

Owner(s):

- Teachers
- AC Teams
- Lead Teachers
- Adminstration
- TSA
- Resource Counseling Assistant (RCA)

Timeline:

- Daily
- Weekly
- Quarterly benchmark assessments

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

- Share EL performance data to parents at meetings (Coffee Hour, ELAC, DELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings

Describe Related Professional Learning:

- ELA/ELD Frameworks
- ELD Standards deconstruction
- ELPAC data analysis and action planning by teacher, grade level and school wide
- Leading with Learning Teaching and Coaching Cycle
- Technology to support ELD instruction
- Site/District ELD PL

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

- ELPAC Assessors
- Tablets for use of online integrated ELA/ELD resources
- Other materials and supplies to support ELA/ELD instruction
- Bilingual Paraprofessionals
- Home School Liaison
- Teaching Fellows
- Digital Literacy Resources such as Starfall.com
- Supplemental contracts for Certificated and Classified (i.e. Planning, tutoring, Language Team.)
- Substitutes for monthly Student Success Team Meetings & Language Team Meetings & PL
- Substitutes for teacher planning, peer observations and KAIG Assessments
- TSA to monitor response to intervention & Teaching Fellows
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Translators
- Direct maintenance and repairs

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

- ELPAC
- DRP
- BAS
- KAIG

Rowell Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500		This action covers actions 3 - 5.	$ 43,452.00
3	2	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.2187		This also covers action 3 - 5.	$ 5,984.00
3	2	LCFF: EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.2188		This also covers action 3 - 5.	$ 5,986.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				Covers actions 1 - 5 Extra Time - HSL	$ 2,095.00
3	1	Title 1 Basic	Parent Participation	Materials & Supplies				Title 1: Parent Involvement Covers actions 3 - 5	$ 1,025.00
3	1	LCFF: EL	Parent Participation	Materials & Supplies				Material and supplies/ parent participation	$ 1,998.00
3	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC Assessors: Action 3	$ 4,000.00
3	1	LCFF: EL	Attendance & Social Work Services	Local Mileage				Home School Liason Mileage Covers actions 1 - 5	$ 2,000.00
								Total	$ 66,540.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
7133 - Elementary students growth mindset survey results for questions 10-13	62	72	Comprehensive Youth Services
7134 - Elementary students self-efficacy survey results for questions 14-17	55	65	Comprehensive Youth Services
843 - Out of school suspension rate	3	2	Comprehensive Youth Services

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Rowell Elementary will embed Social Emotional Learning (SEL) throughout the teaching and learning process. Students will be taught skills and strategies to improve within Growth Mindset and Self-Efficacy domains.

SMART Goals

2015-16 Social Emotional Learning (SEL) and School Climate Survey showed 62% students responded favorably on the Growth Mindset domain and 55% students responded favorably on the Self-Efficacy domain. By 2017-2018, there will be a 10% increase in favorable responses in both domains of SEL Survey, resulting in 72% of students responding favorably in Growth Mindset and 65% of students responding favorably in Self-Efficacy.

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

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

SEL Indicators:

- Intentional effective feedback to students
- Feedback to teachers using IPG Tenet 1
- 5:1 ratio of adult positive interactions with students
- Quarterly benchmark assessment created with support from REA
- Meaningful Work/School wide jobs
- Goal 2 participation
- Climate and Culture data analysis
- Emotional Intelligence (EQ) survey analysis
- Office referral data
- Data Chats with Teachers
- Goal Setting Student Conferences

Owner(s):

- Teachers
- Students
- Climate and Culture Team
- Restorative Practices Counselor
- Administration
- TSA
- Resource Counseling Assistant
- CYS Counselor

Timeline:

- Daily
- Weekly
- Quarterly

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

- Share performance data for SEL to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Home School Liaison
- School Messenger
- Translators for parent meetings
- Assemblies
- Parent University
- UC Nutrition
- Parent English Classes
- Cultiva la Salud
- Valley PBS

Describe Related Professional Learning:

- Emotional Intelligence (EQ) Training for teachers
- Restorative Practices
- Safe and Civil Schools
- Skillful Teacher (Feedback to students)
- Learning by Doing (Chapter 5 - Building the Collaborative Culture of a PLC)
- Making Thinking Visible
- First 10 Days focused on Community Building - Emphasis on Growth Mindset and Self-Efficacy
- Second Step
- Olweus Class Meetings
- Positive Discipline in the Classroom
- Community Building, Explicit SEL instruction and embedded skills

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

- Certificated and Classified supplemental contracts for Goal 2 activities and clubs
- CYS Counseling
- Resource Counseling Assistant
- Home School Liaison
- Bilingual Paraprofessionals
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Monthly and Quarterly Awards
- Translators
- Babysitting
- Direct maintenance and repairs

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

- Translators
- Bilingual resources for parents of EL students
- CWAS communications
- Home School Liaison
- CYS
- RCA

Rowell Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.7500		5% increase in Social Awareness Domain/ student response.	$ 41,344.00
4	2	LCFF: EL	Parent Participation	Other Classified-Supplemental				Covers actions 3 - 5 Babysitting for Parent Involvement: District Babysitters (English Classes), NTAs	$ 1,206.00
4	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	CYS Counselor/ action 4	$ 92,058.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				CYS Evaluation Fee	$ 1,842.00
								Total	$ 136,450.00

Action # 5

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

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	95	96	
5942 - Chronic absenteeism rate	15	13	

○ New-Action	○ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

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

SMART Goals

2015-2016 attendance data indicates that 95.13% of students attended school regularly and 15.75% students were chronically absent. By June 2018, there will be a 1% increase in attendance and a 2% decrease in chronically absent students.

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

Details: Explain the data which will specially monitor progress toward each indicator target	Owner(s):	Timeline:
- ATLAS attendance reports - CWAS data collection and attendance conferences - Student participation in Girl Power and Boys to Men for chronically absent students - SQII data - Goal 2 participation - Data Chats with Teachers - Goal Setting Student Conferences	- Teachers - Students - Administration - CWAS - Office Manager - Office Assistant	- Daily - Weekly - Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):	Describe Related Professional Learning:
- Share attendance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences). - Share strategies with parents on how to support students at home - Home School Liaison - School Messenger	- ATLAS data dashboard report - CWAS - Safe and Civil Schools - Olweus - Second Step

- EduText
- Translators for parent meetings
- Assemblies
- Parent University
- UC Nutrition
- Parent English Classes
- Cultiva la Salud
- Valley PBS

- Restorative Practices

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

- Certificated and Classified supplemental contracts for Goal 2 activities and clubs
- CYS Counseling
- Resource Counseling Assistant
- Home School Liaison
- Bilingual Paraprofessionals
- Supplemental contracts for Certificated and Classified (i.e. Planning, tutoring, Language Team)
- Substitutes for monthly Student Success Team Meetings & Language Team Meetings & PL
- Substitutes for teacher planning, peer observations and KAIG Assessments
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Monthly and Quarterly Awards
- Translators
- Babysitting
- Direct maintenance and repairs

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

- Translators
- Bilingual resources for parents of EL students
- CWAS communications
- Home School Liaison
- CYS
- RCA

Rowell Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instructional Supervision & Administration	Clerical, Technical & Office-Sup				Supplemental Contracts - office manager, office assistant, NTA Covers actions 3 - 5	$ 1,929.00
								Total	$ 1,929.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0410 Rowell Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			DIBELS, University of Oregon : DIBELS fee for using monitoring program. Action 1	400.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Covers actions 1 -5. 3010 Materials and Supplies	4,428.00
1	1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows: 5 Tutors	48,713.00
1	1	Sup & Conc	Instruction	Teacher-Subs			SST subs/ covers actions 1 -5	4,648.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Covers actions 1 - 5 Supplemental Contracts for teachers	7,105.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies 7090 Actions 1 - 5	27,123.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology Actions 1 - 3	8,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance/ Repairs Actions 1 -5	1,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics: Actions 1 - 5	1,000.00
1	1	Sup & Conc	Instruction	Direct-Food			: Direct Food Services for Professional Development Covers actions 1-3	500.00
1	1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for ELPAC chats/Goal setting 3 X a year Covers actions 1 -3	2,214.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	This action covers actions 1 - 5.	12,769.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	This action covers actions 1 - 5.	12,673.00
1	1	LCFF: EL	Instruction	Ins Aide-Ext			Covers actions 1 - 5 Extra Time/Translating: BIA/Paraprofessional	1,048.00
1	1	LCFF: EL	Instruction	Mat & Supp			Material/Supplies 7091 Actions 1 - 5	3,213.00
1	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ovr			Covers actions 1 - 5 Over Time/ District Translators: Translating for Parent Involvement	628.00
1	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Covers actions 1 - 5 Supplemental Contact: Home School Liasion	1,206.00
3	1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1: Parent Involvement Covers actions 3 - 5	1,025.00
3	2	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.219	This also covers action 3 - 5.	5,984.00
3	1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors: Action 3	4,000.00
3	2	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.219	This also covers action 3 - 5.	5,986.00
3	1	LCFF: EL	Parent Participation	Mat & Supp			Material and supplies/ parent participation	1,998.00
3	1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750	This action covers actions 3 - 5.	43,452.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			Covers actions 1 - 5 Extra Time - HSL	2,095.00
3	1	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Home School Liason Mileage	2,000.00

	1		Attendance & Social Work Service	Local Mileag			Covers actions 1 - 5	2,000.00
4	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor/ action 4	92,058.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: CYS Evaluation Fee	1,842.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.750	5% increase in Social Awareness Domain/ student response.	41,344.00
4	2	LCFF: EL	Parent Participation	Oth Cls-Supp			Covers actions 3 - 5 Babysitting for Parent Involvement: District Babysitters (English Classes), NTAs	1,206.00
5	2	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Sup			Supplemental Contracts - office manager, office assistant, NTA Covers actions 3 - 5	1,929.00

$341,587.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$54,566.00
Sup & Conc	7090	$192,533.00
LCFF: EL	7091	$94,488.00
Grand Total		$341,587.00

Domain Totals	Budget Totals
Academic	$189,143.00
SEL / Culture & Climate	$152,444.00
Grand Total	$341,587.00

04/05/2017