

Rowell Elementary

10621666006472

Principal's Name: Alice McClintock

Principal's Signature:



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

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/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Alice McClintock	X				
2. Chairperson - Eva Cervantes				X	
3. Co-Chair - Martina Lopez				X	
4. Patricia Carmona		X			
5. Celia Paz		X			
6. Veronica Gonzalez		X			
7. Mary Carrasco			X		
8. Conrada Cajera				X	
9. Miriam De La Rosa				X	
10. Carolina Estrada				X	

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Alice McClintock		4/29/20
SSC Chairperson	Eva Cervantes		4/29/2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Rowell - 0410

ON-SITE ALLOCATION

3010	Title I	\$68,688 *
7090	LCFF Supplemental & Concentration	\$211,402
7091	LCFF for English Learners	\$92,583
TOTAL 2020/21 ON-SITE ALLOCATION		\$372,673

* 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	\$1,944
Remaining Title I funds are at the discretion of the School Site Council	\$66,744
Total Title I Allocation	\$68,688

Rowell Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	9.768 %	15.772 %	2018-2019	22.772 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.499 %	31.953 %	2018-2019	38.953 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.816 %	32.448 %	2018-2019	39.448 %

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

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

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

- PLC Teams were utilizing CFA and IAB assessments focused on ELA School wide commitments
- McLane Regional Lead Teacher focus has been on developing understanding and implementation of CAASPP ELA Claims and Targets
- Area of growth needed with consistent progress monitoring and implementation of grade level CFAs and IABs among grade levels

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

- PLC Teams were utilizing CFA and IAB assessments focused on ELA School wide commitments
- McLane Regional Lead Teacher focus has been on developing understanding and implementation of CAASPP Math Claims and Targets
- Area of growth needed with consistent progress monitoring and implementation of grade level CFAs and IABs among grade levels

EL Reclassification Rate (All grade levels)

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

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

Students with disabilities have demonstrated growth by decreasing the distance from the lowest possible score for standards met in ELA

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

Students with disabilities have demonstrated growth by decreasing the distance from the lowest possible score for standards met in Math

EL Reclassification Rate (All grade levels)

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

Most actions were effective in supporting student achievement as evidenced by gains in both ELA and Math district assessments. Funding will continue to be allocated for a Campus Safety Assistant, Teaching Fellows, Social Worker, counseling, and technology.

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

As a result of the analysis from Steps 1 and 2, no further changes will be made in this goal.

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

1 SSC:

The Council was appreciative that students have made gains in ELA and Math on district assessments. The Council would like supports to continue such as, Teaching Fellows, HSL, Paraprofessionals, and counseling. The Council suggested adding additional funding for the arts and technology.

2 ELAC:

The Committee was appreciative that students have made gains in ELA and Math on district assessments. The Council would like supports to continue such as, Teaching Fellows, HSL, Paraprofessionals, and counseling. The Council suggested adding additional funding for the arts and technology.

3 Staff:

The Staff would like supports to continue such as, Teaching Fellows, HSL, Paraprofessionals, and Counseling. The Staff suggested adding additional funding for technology.

Action 1

Title: ELA Instructional Plan for K-6

Action Details:

Rowell Elementary will ensure that all students receive high quality instruction through a three-tiered approach to literacy. Necessary intervention through a systematic Multi-tiered System of Support will improve ELA/Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards. 2018-2019 ELA SBAC data indicates that 32% of students scored "Standards Met or Standards Exceeded". By June 2020, there will be a 7% increase in the percentage of students scoring, "Standards Met or Standards Exceeded" on the ELA SBAC assessment.

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

Explain the Progress Monitoring and data used for this Action

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

- SBAC
- I-Ready
- IAB Assessments
- District Interim Assessments
- Grade Level Common Formative Assessments
- BAS
- Data chats with teachers
- Classroom goal-setting
- Student goal-setting

Owner(s):

- Teachers
- Students
- PLC Teams
- Lead Teachers
- Administration
- Teacher on Special Assignment
- Resource Lab Aide

Timeline:

- Daily Checking for Understanding
- Common Formative Assessments (Minimum of 1-2 CFAs per Quarter)
- Quarterly IAB Assessments (Gr.3-6)
- Wonders Weekly, Quarterly, and End-of-Unit Assessments

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- ELA Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- Teaching Fellows to support small group reading instruction
- Bilingual Paraprofessionals
- Teaching Fellows
- Home School Liaison
- Mileage for HSL
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention and Teaching Fellows
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation
- Translators
- Direct maintenance and repairs
- Travel and Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Social Worker
- Direct Food Services

Specify enhanced services for EL students:

- Designated and Integrated ELD instruction in alignment with ELA/ELD Framework and teaching of Keystone Pedagogies within Framework
- Teaching and Learning Cycle to support:
 - Building Background Knowledge
 - Explicit instruction with language analysis and text analysis
 - Joint construction of text types in writing

Specify enhanced services for low-performing student groups:

- After School Tutoring
- Targeted RtI through MTSS
- California Teaching Fellows will support small group instruction in grades 1-3 during RtI block using Wonders leveled curriculum resources
- Classroom teachers will provide differentiated instruction utilizing Wonder Works leveled intervention curriculum

- Independent Writing
- Academic Discourse in all content areas to support use of academic vocabulary
- Support from Teaching Fellows and Bilingual Paraprofessionals

- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components

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

- Share ELA performance 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 (Coffee Hour, Parent University, Parent English Classes, PIQUE, U.C. Nutrition Parent Classes).
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for parent meetings

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate Item Bank and CFA Development
- English Learner Lab Schools PL and Site PL
- Leading with Learning/Teaching and Learning Cycle to support ELA/ELD Framework
- Technology to support literacy instruction and blended learning
- Learning by Doing
- Research-based Professional Readings
- ELA/ELD Frameworks in connection to Instructional Practice Guide Tenets
- Travel and Cost for Conferences for Certificated Staff

Action 2

Title: Math Instructional Plan for K-6

Action Details:

Rowell Elementary will implement mathematical instruction aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor to ensure that students make continuous progress and are able to demonstrate mastery of standards. 2018-2019 Math SBAC data indicates that 32.4% of students scored "Standards Met or Standards Exceeded". By June 2020, there will be a 7% increase in the percentage of students scoring, "Standards Met or Standards Exceeded" on the Math SBAC assessment.

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

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

- SBAC
- I-Ready
- IAB Assessments
- District Math Interim Assessments
- Grade Level Common Formative Assessments
- Data chats with teachers
- Classroom goal-setting
- Student goal-setting

Owner(s):

- Teachers
- Students
- AC Teams
- Lead Teachers
- Administration
- Resource Lab Aide

Timeline:

- Daily checking for understanding
- Common Formative Assessments (Minimum of 1-2 per Quarter)
- Quarterly IAB Assessments
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District Interim Assessments

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 preventions to proactively support student success

- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Math Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- Bilingual Paraprofessionals
- Home School Liaison
- Mileage for HSL
- Teaching Fellows
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation
- Translators
- Direct maintenance and repairs
- Travel and Costs for Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Social Worker
- Direct Food Services

Specify enhanced services for EL students:

- Academic Discourse in Math content
- Support from Bilingual Paraprofessionals
- Visual supports
- Math tools and curriculum resources
- Digital resources

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

- Share Math performance to PIQUE, U.C. Nutrition Parent Classes).
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for parent meetings

Specify enhanced services for low-performing student groups:

- After School Tutoring
- Targeted Rtl through MTSS
- Classroom teachers will provide differentiated instruction utilizing Go Math resources and Personal Math Trainer at students' ability levels
- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components

Describe Professional Learning related to this action:

- Backwards mapping of math Standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate item bank
- CFA Development
- Research-based Professional Readings
- Technology to support math instruction and blended learning
- Mathematical Practices in connection to IPG Tenets
- Travel and Costs for Conferences for Certificated Staff

Action 3

Title: English Language Learner Instructional Plan for K-6

Action Details:

Rowell Elementary will implement standards-based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are re-designated. 2018-2019 English Learner Re-designation rate data indicates that 15.7% of English Language Learner students were re-designated. By June 2020, there will be a 7% increase in the Re-designation rate.

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:

- Student EL Re-designation goal-setting
- SBAC
- ELPAC
- I-Ready
- BAS
- Grade Level CFAs
- IAB Assessments
- Data chats with teachers and students

- Teachers
- Students
- PLC Teams
- Lead Teachers
- Administration
- TSA
- EL Coaches
- Resource Lab Aide

- Daily
- Weekly
- Quarterly Benchmark Assessments
- Quarterly IAB Assessments

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- ELPAC Assessors
- Tablets for online use of integrated ELA/ELD resources
- Materials and supplies to support ELA/ELD instruction
- Teaching Fellows
- Bilingual Paraprofessionals
- Home School Liaison
- Mileage for HSL
- Digital Literacy Resources
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified
- Substitutes for Student Success Team Meetings
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention and Teaching Fellows
- Additional materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation
- Translators
- Direct maintenance and repairs
- Travel and Costs for Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences
- Resource Lab Aide to support with materials and supplies

- CYS Counselor
- Social Worker
- Direct Food Services

Specify enhanced services for EL students:

- Explicit instruction on language analysis
- Designated and Integrated ELD instruction in alignment with ELA/ELD Framework and teaching of Keystone Pedagogies within Framework
- Teaching and Learning Cycle to support:
 - Building Background Knowledge
 - Explicit instruction with language analysis and text analysis
 - Joint construction of text types in writing
 - Independent Writing
- Academic Discourse in all content areas to support use of academic vocabulary
- Support from Teaching Fellows and Bilingual Paraprofessionals

Explain the 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 (Coffee Hour, Parent University, Parent English Classes, PIQUE, U.C. Nutrition Parent Classes).
- Parent meetings to support use of EduText, ATLAS Parent Portal, Rapid Alert, Peach Jar, LCD Tablet Distribution, School Messenger, etc.
- Interpreters and babysitting for parent meetings

Specify enhanced services for low-performing student groups:

- After School Tutoring
- Targeted RtI through MTSS
- California Teaching Fellows will support small group instruction in grades 1-3 during RtI block using Wonders leveled curriculum resources
- Classroom teachers will provide differentiated instruction utilizing Wonder Works leveled intervention curriculum
- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components

Describe Professional Learning related to this action:

- ELA/ELD Framework
- ELD standards deconstruction
- ELPAC data analysis and action planning by teacher, grade level, and school wide
- Research-based Professional Readings
- English Learner Lab Schools PL and Site PL
- Leading with Learning/Teaching and Learning Cycle to support ELA/ELD Framework
- Technology to support ELD instruction and blended learning
- Travel and Costs for Conferences for Certificated Staff

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Classroom Materials & Supplies: Goal 1, Action 1 - 3 (No Food Incentives)	29,011.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Goal 1, Action 1-3	37,583.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies Parent Involvement (No Food/Incentives)	1,694.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Direct Graphics - Parents	250.00
G1A1	Title 1 Basic	Attendance & Social Work Services	Local Mileage			Home School Liaison - Mileage	150.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Subs/Monthly Progress Monitoring	7,724.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chat/Goal Setting Subs: Goal 1, Action 1 - 3	950.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplementary Contracts/Substitutes for Teachers: Goal 1, Action 1-3	7,319.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Materials and supplies: Goal 1, Action 1-3	6,803.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Cost for PERS-Employee Mary Carrasco	2,429.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology Materials & Supplies: Goal 1, Action 1 - 3	4,513.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Main/Repair & Technology Repair	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Direct Food Services: Goal 1, Action 1 - 3	700.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Professional Learning Year 1 of PLI Training (TECH)	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Administration	Crt Supr-Sub			Substitute Admin: Goal 1, Actions 1-3	2,732.00
G1A1	Sup & Conc	Instructional Supervision & Administration	Cl&Tech-Sup			Supp Contracts - Classified: Goal 1, Action 1 - 3	10,114.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3269	Resource Lab Assistant: Goals 1 - 4, Actions 1 - 4	9,655.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			District Translators: Translating for Parents - Goal 1, Action 1-3; Goal 3, Action 1; Goal 4, Action 1-2	759.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent Involvement: District Babysitters for English Classes: Goal 1, Action 1-3; Goal 3, Action 1; Goal 4, Action 1-2	6,321.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies/Parent Participation: Goal 1, Action 1 - 3	1,500.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			CYS Counselor: Goal 1, Action 1 and Goal 4, Action 1-2	89,866.00
G1A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.4000	School Social Worker: Goal 1, Action 1-3 and Goal 4, Action 1-2	33,649.00

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Para: Goal 1, Actions 1-3	17,593.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Para: Goal 1, Actions 1-3	14,196.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Cost for PERS- Employee Mary Carrasco	820.00
G1A1	LCFF: EL	Instruction	Travel			Travel & Conferences: Action 1, Goal 1 - 3	651.00
G1A1	LCFF: EL	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.1106	Resource Lab Assistant: Goals 1 - 4, Actions 1 - 4	3,267.00
G1A1	LCFF: EL	Attendance & Social Work Services	Clis Sup-Reg	Liaison, Home/School Spanish	0.7500	Home School Liaison: Goals 1 - 4 and Actions 1 - 4	52,056.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	4,000.00

\$358,305.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	69.684 %	31.692 %	2018-2019	38.692 %

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.

<p>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.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> We added additional sports opportunities to include 3rd grade students by offering golf Cross-country and track was added as an additional sport opportunity for 4th-6th grade students 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> Disproportionality is attributed to low student attendance and participation with Goal 2 activities Disproportionality is attributed to low participation rate with interest in sponsoring a campus club
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

<ul style="list-style-type: none"> No major differences We fully implemented all actions and budget expenditures were adequate to meet this goal
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Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

<ul style="list-style-type: none"> Heavier recruitment from community members along with classified and certificated staff as sponsors for Goal 2 activities

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.

<p>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
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- The Council was appreciative that we added golf, cross-country, and track this year
- The Council is interested in more arts activity opportunities for TK-6th grade students

- The Committee was appreciative that we added golf, cross-country, and track this year
- The Council is interested in more arts activity opportunities for TK-6th grade students

- The staff was appreciative that we added golf, cross-county, and track this year
- The staff was appreciative of coaching opportunities that were offered

Action 1

Title: Increase Goal 2 Participation Rate

Action Details:

Rowell Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, field trips, school wide activities, and class sponsored activities. 2018-2019 Goal 2 participation rate data indicates that 31.69% of students engaged in Goal 2 activities. By June 2020, there will be a 7% increase in the percentage of students participating in Goal 2 activities.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Reports from ATLAS, Panorama, Power BI, and parent/student/staff surveys
- Mileage for HSL
- Student goal-setting for extracurricular yearly participation

Owner(s):

- Principal
- Vice Principal
- TSA
- RCA
- Home School Liaison
- Teachers
- Students
- Rowell Staff
- Goal 2 Office
- Resource Lab Aide

Timeline:

- August 2020-June 2021

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts to staff, classified and community members to facilitate clubs or event
- Transportation services to attend activity or event
- Materials and supplies, including but not limited to, notebooks, paper, pencils, graphics, art supplies, etc.
- Materials and supplies for parent participation
- Lease of copy machine

- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Resource Lab Aide to support with materials and supplies
- Direct Food Services

Specify enhanced services for EL students:

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

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

Share Goal 2 opportunities to parents at Back-to-School Night, Open House, Sports Recognition Banquet, EL Re-designation Recognition Ceremony, School Site Council meetings, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, Peach Jar, and teacher parent conferences.

Specify enhanced services for low-performing student groups:

- All students are encouraged to engage in arts, athletics, and activities

Describe Professional Learning related to this action:

PL with staff to generate ideas for clubs and activities. In addition, staff will be trained to record events and take attendance on ATLAS.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	97 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	95.181 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	100 %	2018-2019	100 %

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

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

Exposure to Careers - 3rd Grade

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

Exposure to Careers - 4th Grade

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

Exposure to Careers - 6th Grade

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

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

Exposure to Careers - 3rd Grade

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

Exposure to Careers - 4th Grade

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

Exposure to Careers - 6th Grade

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

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

- We will continue to promote student and family engagement in Goal 3 activities and experiences

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

- No changes will be made to address this goal

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

1 SSC:

- The Council was appreciative that students were able to have exposure related to career and college experiences. They would like these opportunities to continue.

2 ELAC:

- The Committee was appreciative that students were able to have exposure related to career and college experiences. They would like these opportunities to continue.

3 Staff:

- The staff was appreciative that students were able to have exposure related to career and college experiences. They would like stronger messaging from facilitators during their CCR experiences in making connections to educational preparation for careers within that particular field of study.

Action 1

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

Action Details:

Rowell Elementary will expose students to a variety of career opportunities through field trips, career speakers, career fairs, and research presentations. PLC teams will calendar events to ensure for highest student participation.

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

Explain the Progress Monitoring and data used for this Action

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

- We will monitor attendance through ATLAS Engagements
- Teachers will implement new learning through student writing and reflection in connection to Guaranteed and Viable Curriculum
- Panorama student surveys

Owner(s):

- Principal
- Vice Principal
- TSA
- Teachers
- Students
- HSL
- Goal 3 Office
- Resource Lab Aide

Timeline:

- August 2020-June 2021

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Provide transportation to event or activity, if needed
- Materials and Supplies will include, but not limited to, lease of copy machine, copy paper, graphics, notebooks, paper, pencils, crayons, markers, pens, incentives
- Resource Lab Aide to support with materials and supplies
- Materials and supplies for parent participation
- Translators
- Mileage for HSL
- Direct Food Services

Specify enhanced services for EL students:

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

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

- Administration and staff will present Goal 2 opportunities for parents at Back-to-School Night, Open House, Title 1 Meeting, Coffee Hours, ELAC and SSC meetings, and all school communications to parents

Specify enhanced services for low-performing student groups:

- All students are encouraged to engage in Goal 3 activities and experiences

Describe Professional Learning related to this action:

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	15.693 %	17.112 %	2018-2019	15.112 %
Suspensions Per 100	7.47 %	11.096 %	2018-2019	10.096 %

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

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

Chronic Absenteeism

- Attendance meetings with CWAS
- Increase Goal 2 and Goal 3 engagements
- HSL home-school communications

Suspensions Per 100

- RP Counseling support
- SEL Instruction
- CYS Counseling
- Social Worker
- Campus Safety Assistant

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

Chronic Absenteeism

- Inconsistent parent support and follow-through:
 - Communication
 - Attendance at meetings
 - Emergency card information not regularly updated
 - Transiency

Suspensions Per 100

- Inconsistent parent support and follow-through:
 - Communication
 - Attendance at meetings
 - Emergency card information not regularly updated
 - Transiency

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

- No major differences

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

- No changes

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

1 SSC:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> • The Council would like to continue to see a decrease in absenteeism rate and offered suggestions to improve parent participation 	<ul style="list-style-type: none"> • The Committee would like to see a decrease in absenteeism rate and offered suggestions to improve parent participation 	<ul style="list-style-type: none"> • Staff gave suggestions to improve chronic absenteeism and suspension rates

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

In 2018-2019, 14.8% of students were identified as Chronically Absent. By June 2020, there will be a 2% decrease in Chronic Absenteeism. Rowell Elementary will support and educate all stakeholders on the impact of attendance and how it correlates to academic achievement. Rowell will continue to utilize a school wide incentive program to improve attendance rates for all students. Rowell will establish parent communications through phone calls, home visits, conferences to support families of chronically absent students.

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:

- ATLAS attendance report
- Power BI
- Saturday Academy attendance reports
- CWAS data collection and attendance conferences with parents and students
- CYS Counselor to meet on weekly basis with Administration
- Social Worker to meet on weekly basis with Administration
- Social Worker to support with home visits
- Student Participation in Girl Power and Young Men of Character for chronically absent students
- Goal 2 and Goal 3 participation
- Data chats with teachers
- Goal setting student conferences
- HSL home-school communication and home visits

- CWAS
- CYS
- Social Worker
- Students
- Teachers
- Office Manager
- Office Assistant
- Administration Team
- Home School Liaison
- Saturday Academy Lead

- Daily
- Weekly
- Monthly
- Quarterly

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Principal, VP, CWAS, CYS Counselor, Social Worker, Campus Safety Assistant, and HSL will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage participation in Goal 2 activities/clubs
- Mileage for HSL
- Extra pay/Supplemental Contracts for Classified Staff
- Materials and Supplies will include, but is not limited to, lease of copy machine, copy paper, graphics, incentives, notebooks, paper, pencils, crayons, markers, pens, backpacks, and other materials
- Materials and supplies for parent participation
- Resource Lab Aide to support with materials and supplies
- Direct Food Services

Specify enhanced services for EL students:

- Home School Liaison to support EL students and families with translations, outreach, and home visits
- Resource Lab Aide
- CYS Counselor
- Social Worker

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

- Share attendance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- CWAS will conduct home visits and schedule meetings with parents of students who are chronically absent
- On-going parent home-school communications
- School Messenger
- Translations and Interpreting
- Direct Food Services

Specify enhanced services for low-performing student groups:

- Target chronically absent students to attend Saturday Academy to recover absences
- CWAS data collection, home visits, and attendance conferences with parents and students
- Increase participation of Students with Disabilities in Meaningful Work, Goal 2 Activities, Goal 3 CCR experiences, Young Men of Character, Girl Power, RISE Police Chaplain Program
- Link families to community agencies and resources for planning and to support intensive needs such as Project Access
- Connect families, including families of Students with Disabilities, to on-site CYS Counselor and Social Worker for additional resources

Describe Professional Learning related to this action:

- ATLAS Attendance data analysis with teachers by class
- CWAS and Office Assistant updates at staff meetings
- Ongoing PL related to Safe and Civil Schools, Olweus Anti-Bullying, Restorative Practices and SEL

Action 2

Title: Reduce Out-of-School Suspension Rate

Action Details:

Rowell 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, 11.48% of students were suspended. By June 2020, there will be a 1% decrease in suspensions.

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

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

- ATLAS
- Power BI
- SST Process
- Meaningful Work, Goal 2 and Goal 3 participation
- Climate and Culture data analysis
- Emotional Intelligence (EQ) survey analysis
- Office referral data
- Re-entry meeting data from RP Counselor
- Mentor check-in logs

Owner(s):

- Teachers
- Students
- Restorative Practices Counselor
- Administration
- TSA
- Climate and Culture Team
- CYS Counselor
- Social Worker
- Campus Safety Assistant
- District Psychologist

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- CYS Counseling
- Social Worker
- Restorative Practices Counselor
- Home School Liaison
- Mileage for HSL
- Campus Safety Assistant
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts
- Substitutes for monthly Student Success Team and IEP Meetings
- Materials and supplies that support instruction, incentives, recognition, including but not limited to, graphics and technology
- Materials and supplies for parent participation
- Resource Lab Aide to support with materials and supplies
- Direct Food Services

Specify enhanced services for EL students:

- HSL to support EL students and families with translations, home visits, and outreach
- Bilingual resources for parents of EL students
- CWAS communications
- CYS Counselor
- Social Worker
- Resource Lab Aide

Specify enhanced services for low-performing student groups:

- Target students with multiple suspensions
- RP Counselor support to conduct re-entry meetings and weekly check-in meetings with students and with administration
- Manifestation Determination meetings with SPED team
- ICET referrals
- Early Learning Behavioral Specialist referrals
- Behavior Support Plans
- Connect low-performing students, including Students with Disabilities, with Meaningful Work participation
- Connect students, including Students with Disabilities, with Young Men of Character and Girl Power
- Goal 2 and Goal 3 participation
- 5:1 ratio of adult positive to negative interactions with students

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

Describe Professional Learning related to this action:

- Share performance data for SEL to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
 - Parent meetings to share strategies how to support students at home
 - Home School Liaison
 - School Messenger
 - Translations and Interpreting
 - Assemblies
 - Parent University
 - UC Nutrition
 - Parent English Classes
 - Direct Food Services
- SEL PL including, but not limited to, MTSS, Emotional Intelligence (EQ), Restorative Practices, Safe and Civil Schools, Second Step, Olweus Class Meetings, Positive Discipline in the Classroom, Community Building

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	Campus Safety Assistant: Goal 4, Actions 1 - 2	14,368.00

\$14,368.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0410 Rowell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Classroom Materials & Supplies: Goal 1, Action 1 - 3 (No Food Incentives)	29,011.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows: Goal 1, Action 1-3	37,583.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies Parent Involvement (No Food/Incentives)	1,694.00
G1A1	Title 1 Basic	Parent Participation	Direct-Graph			Direct Graphics - Parents	250.00
G1A1	Title 1 Basic	Attendance & Social Work Services	Local Mileag			Home School Liaison - Mileage	150.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Subs/Monthly Progress Monitoring	7,724.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Data Chat/Goal Setting Subs: Goal 1, Action 1 - 3	950.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplementary Contracts/Substitutes for Teachers: Goal 1, Action 1-3	7,319.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Materials and supplies: Goal 1, Action 1-3	6,803.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Cost for PERS-Employee Mary Carrasco	2,429.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology Materials & Supplies: Goal 1, Action 1 - 3	4,513.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Main/Repair & Technology Repair	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Direct Food Services: Goal 1, Action 1 - 3	700.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Professional Learning Year 1 of PLI Training (TECH)	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Administration	Crt Supr-Sub			Substitute Admin: Goal 1, Actions 1-3	2,732.00
G1A1	Sup & Conc	Instructional Supervision & Administration	Cl&Tech-Sup			Supp Contracts - Classified: Goal 1, Action 1 - 3	10,114.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.3269	Resource Lab Assistant: Goals 1 - 4, Actions 1 - 4	9,655.00
G1A1	Sup & Conc	Parent Participation	Cls Sup-Sup			District Translators: Translating for Parents - Goal 1, Action 1-3; Goal 3, Action 1; Goal 4, Action 1-2	759.00
G1A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting for Parent Involvement: District Babysitters for English Classes: Goal 1, Action 1-3; Goal 3, Action 1; Goal 4, Action 1-2	6,321.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies/Parent Participation: Goal 1, Action 1 - 3	1,500.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			CYS Counselor: Goal 1, Action 1 and Goal 4, Action 1-2	89,866.00
G1A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.4000	School Social Worker: Goal 1, Action 1-3 and Goal 4, Action 1-2	33,649.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Para: Goal 1, Actions 1-3	17,593.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Para: Goal 1, Actions 1-3	14,196.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Cost for PERS- Employee Mary Carrasco	820.00
G1A1	LCFF: EL	Instruction	Travel			Travel & Conferences: Action 1, Goal 1 - 3	651.00
G1A1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.1106	Resource Lab Assistant: Goals 1 - 4, Actions 1 - 4	3,267.00
G1A1		Attendance & Social Work Services	Cls Sup-Reg		0.7500		57,056.00

G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	Home School Liaison: Goals 1 - 4 and Actions 1 - 4	57,056.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	4,000.00
G4A1	Sup & Conc	Security	Cls Sup-Reg	Assistant, Campus Safety	0.4375	Campus Safety Assistant: Goal 4, Actions 1 - 2	14,368.00
							\$372,673.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,688.00
Sup & Conc	7090	\$211,402.00
LCFF: EL	7091	\$92,583.00
Grand Total		\$372,673.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$358,305.00
G4 - All students will stay in school on target to graduate	\$14,368.00
Grand Total	\$372,673.00