

## Rowell Elementary

106216660064721

Principal's Name: Alice McClintock

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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<b>District Goals</b>	
<p>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.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**


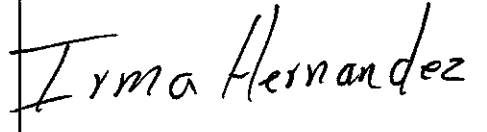
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Alice McClintock	X				
2. Chairperson – Irma Hernandez				X	
3. Co-Chair – Elena Flores				X	
4. Elizabeth Rillo				X	
5. Conrada Cajera				X	
6. Paula Espinoza				X	
7. Vivian Flores		X			
8. Jose Ruiz		X			
9. Erika Alarcon		X			
10. Mary Carrasco			X		
11. Graciela Garcia			X		
12.					
13.					
14.					
15.					

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

**Required Signatures**

<b>School Name:</b>			
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		3/19/18
SSC Chairperson	Irma Hernandez		3/19/18

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Rowell - 0410

**ON-SITE ALLOCATION**

3010	Title I	\$55,505 *
7090	LCFF Supplemental & Concentration	\$216,584
7091	LCFF for English Learners	\$100,584
<b>TOTAL 2018/19 ON-SITE ALLOCATION</b>		<b>\$372,673</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,306
Remaining Title I funds are at the discretion of the School Site Council	\$54,199
Total Title I Allocation	\$55,505

## Rowell Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

#### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	14.286	21.286
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.251	31.251
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	13.151	20.151

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

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

- AC Teams were in the Pre-initiating and Initiating phase of the Learning by Doing PLC Continuum.  
Areas of growth include:
  - CFA Protocol and Development
  - Progress Monitoring Tool
  - Data Analysis Protocol
  - Consistent feedback to teachers focused on ELA School wide commitments

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

- AC Teams were in the Pre-initiating and Initiating phase of the Learning by Doing PLC Continuum.  
Areas of growth include:
  - CFA Protocol and Development
  - Progress Monitoring Tool
  - Data Analysis Protocol
  - Consistent feedback to teachers focused on Math School wide commitments

##### EL Reclassification Rate (All grade levels)

AC Teams were in the Pre-initiating and Initiating phase of the Learning by Doing PLC Continuum. Areas of growth include:

- CFA Protocol and Development

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

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

- Inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able to demonstrate mastery of standards

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

- Inconsistent systematic response to intervention structures that ensures all students make continuous progress and are able to demonstrate mastery of standards

##### EL Reclassification Rate (All grade levels)

- Inconsistent systematic response to Designated and Integrated ELD instruction that ensures all students make continuous progress and are able to demonstrate mastery of ELA/ELD standards

- Progress Monitoring Tool
- Data Analysis Protocol
- Consistent feedback to teachers focused on ELA/ELD Lab School/School wide commitments

**Step 2:** 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, RCA, HSL, Paraprofessionals, CYS Counselor, and On-site Mentoring
- The Council suggested adding additional Teaching Fellows, and additional funding for technology

**2** ELAC:

- The Committee was appreciative that students have made gains in ELA and Math on district assessments.
- The Committee would like supports to continue such as, Teaching Fellows, RCA, HSL, Paraprofessionals, CYS Counselor, and On-site Mentoring
- The Committee suggested adding additional Teaching Fellows, and additional funding for technology

**3** Staff:

- The Staff would like supports to continue such as, Teaching Fellows, RCA, HSL, Paraprofessionals, CYS Counselor, and On-site Mentoring
- The Staff suggested adding additional Teaching Fellows, Campus Safety Assistant, and additional funding for technology

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Each action was effective in supporting student achievement as evidenced by gains in both ELA and Math district assessments. Additional funding will be allocated for a Campus Safety Assistant, Teaching Fellows, and 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 approach 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.

**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
- IPG Data Report
- District Interim Assessments
- Grade Level Common Formative Assessments
- DRP
- BAS
- KAIG
- Data chats with teachers
- Classroom goal-setting
- Student goal-setting

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- ELA Guaranteed and Viable Curriculum resources and materials
- Tablets for use of online resources
- Teaching Fellows to support small group reading instruction
- University of Oregon DIBELS fee
- 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 KAIG Assessments
- 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
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Direct Food Services

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

Owner(s):

- Teachers
- Students
- AC 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)
- Wonders Weekly, Quarterly, and End-of-Unit Assessments
- KAIG Quarterly Data

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- 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).
- Interpreters for parent meetings

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

## 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. Supports will center on professional learning, with ACs as the drivers, the use of common formative assessments, performance tasks, and RtI.

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

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

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

- SBAC
- IPG Data Report
- District Math Interim Assessments
- Grade Level Common Formative Assessments
- KAIG
- 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)
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District Interim Assessments
- KAIG Quarterly data

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide interventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable

#### Specify enhanced services for EL students:

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

- 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 KAIG Assessments
- 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 Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Direct Food Services

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

- Share Math performance 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).
- Interpreters for parent meetings

**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
- Technology to support math instruction
- Mathematical Practices in connection to IPG Tenets

**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 redesignated.

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

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

- Student EL Redesignation goal-setting
- ELPAC
- DRP
- BAS
- KAIG
- Grade Level CFAs
- Data chats with teachers and students

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
- Supplemental contracts for Certificated and Classified
- Substitutes for Student Success Team Meetings
- Substitutes for peer observations and KAIG assessments
- 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 Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Direct Food Services

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

Owner(s):

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

Timeline:

- Daily
- Weekly
- Quarterly Benchmark Assessments

Specify enhanced services for EL students:

- Academic Discourse
- Designated and Integrated ELD
- Teaching Fellows
- Bilingual Instructional Assistant
- Teaching and Learning Cycle
- Keystone Pedagogies
- Explicit instruction on language analysis

Describe Professional Learning related to this action:

- ELA/ELD Framework

Parent Teacher Conferences).

- Share strategies with parents on how to support students at home (Coffee Hour, Parent University, Parent English Classes).
- Interpreters for parent meetings

- ELD standards deconstruction
- ELPAC data analysis and action planning by teacher, grade level, and school wide
- Lab Schools and Site PL
- Technology to support ELD instruction

# 2018-2019 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	Bks & Ref			University of Oregon (DIBELS Fee):G.1/Act.1	400.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (3010): G. 1 - 4 (No food or incentives)	400.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (3010): G. 1/ Act. 1 - 3	53,057.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Subs (7090)/G. 4/Act.1-2	3,515.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and supplies: 7090:G. 1-4	13,587.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (7090):G. 1/Act. 1-3	2,792.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conferences (7090):G. 1/ Act. 1-3	3,577.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Data Chat/Goal Setting (7091): G. 1/Act. 3	2,108.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Paraprofessional	13,285.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Instruction Aide Extra Time (7091): G. 1,3,4	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Sup. (7091): G. 1 - 4	5,228.00
G1A1	LCFF: EL	Instruction	Travel			: Travel and Conferences (7091):G.1/Act. 1-3	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	4,000.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ovr			Over Time/Dist Translat (over 8 hrs)7091/ G.1,3,4	100.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Paraprofessional	13,650.00
G1A4	Sup & Conc	Instruction	Direct-Graph			Graphics for teachers (7090): G. 1-4	2,000.00
G1A4	Sup & Conc	Parent Participation	Mat & Supp			: Mat & supplies parent meetings(7090): G. 1 - 4	1,000.00
G1A4	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor(7090): G. 4/Act. 1-2	97,023.00
G1A4	Sup & Conc	Guidance & Counseling Services	Direct-Other			CYS Evaluation Fee (7090): G. 4/ Act. 1-2	1,941.00
G1A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Resource Counseling Assistant	43,849.00
G1A4	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	Campus Safety Assistant	15,388.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parent Involv. (3010): G. 1/ Act. 3 (No incentives or food)	609.00
G1A5	Title 1 Basic	Parent Participation	Direct-Graph			: Graphics for Parents (3010): G. 1-4	700.00
G1A5	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Home School Liasion/ Mileage(3010): G. 1 - 4	339.00
G1A5	Sup & Conc	Instruction	Teacher-Supp			Sup. Contracts Teachers (7090): G.1/Act. 1-3	5,987.00

# 2018-2019 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
G1A5	Sup & Conc	Instruction	Nc-Equipment			Tech materials & supplies(7090): G. 1-4	5,706.00
G1A5	Sup & Conc	Instruction	Direct-Maint			Dir Maint/Repairs/Tech Repair(7090): G. 1/Act. 1-3	1,000.00
G1A5	Sup & Conc	Instruction	Direct-Food			Direct Food Services (7090): G. 1 - 4	500.00
G1A5	Sup & Conc	Instructional Supervision & Admir	Crt Supr-Sub			Admin sub for PL,ILT, Conf. (7090): G. 1/Act. 1- 3	1,172.00
G1A5	Sup & Conc	Instructional Supervision & Admir	CI&Tech-Sup			Sup. Cont - Off manager& assist, NTA (7090)/ G.1 - 4	1,957.00
G1A5	Sup & Conc	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.2187	Resource Lab Aide	6,349.00
G1A5	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified Babysitting (7090): G. 1, 3, 4	6,115.00
G1A5	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time (7090): G. 1 - 3	3,126.00
G1A5	LCFF: EL	Instructional Supervision & Admir	Crt Supr-Sub			Admin sub for PL, ILT, Conf. (7091): G. 1/Act. 1-3	1,172.00
G1A5	LCFF: EL	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.2188	Resource Lab Aide	6,351.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			Mat &Supp/Parent Particip (7091):G. 1- 4	4,000.00
G1A5	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	Home School Liasion	48,690.00

**\$372,673.00**

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

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	78.592	85.592

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>We increased the number of sports/activities provided</li> <li>Cheerleading team</li> <li>After school clubs (Book Club, Coding Clubs, Spirit Club, Geography Club)</li> </ul>	<p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <ul style="list-style-type: none"> <li>Disproportionality is attributed to low attendance and low club sponsorship</li> </ul>
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**Step 2:** 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><b>1</b> SSC:</p> <ul style="list-style-type: none"> <li>The Council was appreciative that we added additional Goal 2 opportunities such as our new Folklorico dance classes for TK-6th grade</li> </ul>	<p><b>2</b> ELAC:</p> <ul style="list-style-type: none"> <li>The Committee was appreciative that we added additional Goal 2 opportunities such as our new Folklorico dance classes for TK-6th grade</li> </ul>	<p><b>3</b> Staff:</p> <p>The Staff was appreciative that we added additional Goal 2 opportunities such as our new Folklorico dance classes for TK-6th grade</p>
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**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.

**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, SQII data, SEL data, and parent/student 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 2018-June 2019

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide interventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Purchase orders for athletics, clubs, activities, and the arts
- Supplemental contracts to staff 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
- 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, School Site Council meetings, ELAC meetings, Parent Coffee Hour, Parent Newsletters, School Messenger, and teacher parent conferences.

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

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

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

**School Quality Review**

**School Level Dashboard**

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	88.462	95.462
Exposure to Careers - 4th Grade	98.718	100
Exposure to Careers - 6th Grade	100	100

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Exposure to Careers - 3rd Grade**

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

**Exposure to Careers - 4th Grade**

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

**Exposure to Careers - 6th Grade**

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

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Exposure to Careers - 3rd Grade**

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

**Exposure to Careers - 4th Grade**

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

**Exposure to Careers - 6th Grade**

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

**Step 2:** 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:

They were appreciative that students were able to have exposure related to career and college experiences. They want stronger messaging during the field trip from facilitators in making a connection 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. AC 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

Owner(s):

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

Timeline:

- August 2018-June 2019

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 school communications to parents

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**

**School Quality Review**

**School Level Dashboard**

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	15.924	13.924
Suspensions Per 100	14.233	13.233
Student Survey - Caring adult	70.435	77.435

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

- Attendance meetings
- Increase in Goal 2 engagements
- Increased home-school communication

**Suspensions Per 100**

- RP Counseling support
- SEL Instruction
- Site Mentors
- CYS Counselor
- Resource Counseling Assistant
- Campus Safety Assistant

**Student Survey - Caring adult**

- Meaningful Jobs Program
- Site Mentors
- CYS Counselor
- RP Counselor
- Climate and Culture Team
- CWAS
- Resource Counseling Assistant
- Campus Safety Assistant

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

- Inconsistent parent support and follow-through
  - Communication
  - Attending meetings
  - Emergency card information not updated
  - Transiency

**Suspensions Per 100**

- Inconsistent parent support and follow-through
  - Communication, responding to school
  - Attending conferences/SSTs/Suspension Meetings
  - Emergency card information not updated

**Student Survey - Caring adult**

- Professional Learning on Growth Mindset

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

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

**2** ELAC:

- The council gave positive feedback regarding increase of connections with school and staff. They would like to see these opportunities to continue
- Parents were concerned with absenteeism rate and offered suggestions to improve parent participation

**3** Staff:

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

**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Each item was effective in support of student achievement:

- CWAS
- TSA
- Materials and supplies
- RP Counselor
- Resource Counseling Assistant
- On-site Mentors
- Campus Safety Assistant
- Paraprofessionals

**Action 1**

**Title:** Decrease Chronic Absenteeism

**Action Details:**

Rowell Elementary will implement proactive practices to support a decrease in the number of students who are chronically absent.

**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**

- ATLAS attendance reports
- CWAS data collection and attendance conferences with parents and students
- Student Participation in Girl Power and Young Men of Character for chronically absent students
- Goal 2 participation
- Data chats with teachers
- Goal setting student conferences

**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, RCA, Mentors, 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
- 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

**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
- Use of Edutext for home-school communications
- School Messenger
- Translations and Interpreting
- Direct Food Services

**Owner(s):**

- CWAS
- Students
- Teachers
- Office Manager
- Office Assistant
- Administration Team
- Home School Liaison

**Timeline:**

- Daily
- Weekly
- Monthly
- Quarterly

**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

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

- ATLAS Attendance data analysis with teachers by class
- Office Assistant update 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 embed Social Emotional Learning (SEL) to decrease out-of-school suspension rates.

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

- Intentional and effective feedback to students related to resilience skills
- Feedback to teachers using IPG Tenet 1
- 5:1 ratio of adult positive to negative interactions with students
- Meaningful Work
- Goal 2 participation
- Climate and Culture data analysis
- Emotional Intelligence (EQ) survey analysis
- Office referral data

#### Owner(s):

- Teachers
- Students
- Restorative Practices Counselor
- Administration
- TSA
- Climate and Culture Team
- Resource Counseling Assistant
- CYS Counselor
- On-site Mentors
- Campus Safety Assistant

#### Timeline:

- Daily
- Weekly
- 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
- Restorative Practices Counselor
- Resource Counseling Assistant
- On-site Mentors
- Home School Liaison
- Mileage for HSL
- Campus Safety Assistant
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts to support classrooms and outside activities and transitions
- 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

#### 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
- RCA
- Resource Lab Aide

#### 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)
  - Share strategies with parents on 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, Emotional Intelligence (EQ), Restorative Practices, Safe and Civil Schools, Second Step, Olweus Class Meetings, Positive Discipline in the Classroom, Community Building

# 2018-2019 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	Bks & Ref			University of Oregon (DIBELS Fee):G.1/Act.1	400.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies (3010): G. 1 - 4 (No food or incentives)	400.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (3010): G. 1/ Act. 1 - 3	53,057.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Subs (7090)/G. 4/Act.1-2	3,515.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom materials and supplies: 7090:G. 1-4	13,587.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows (7090):G. 1/Act. 1-3	2,792.00
G1A1	Sup & Conc	Instruction	Travel			: Travel and Conferences (7090):G. 1/ Act. 1-3	3,577.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Data Chat/Goal Setting (7091): G. 1/Act. 3	2,108.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Paraprofessional	13,285.00
G1A1	LCFF: EL	Instruction	Ins Aide-Ext			Instruction Aide Extra Time (7091): G. 1,3,4	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Sup. (7091): G. 1 - 4	5,228.00
G1A1	LCFF: EL	Instruction	Travel			: Travel and Conferences (7091):G.1/Act. 1-3	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	4,000.00
G1A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Ovr			Over Time/Dist Translat (over 8 hrs)7091/ G.1,3,4	100.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	Spanish Bilingual Paraprofessional	13,650.00
G1A4	Sup & Conc	Instruction	Direct-Graph			Graphics for teachers (7090): G. 1-4	2,000.00
G1A4	Sup & Conc	Parent Participation	Mat & Supp			: Mat & supplies parent meetings(7090): G. 1 - 4	1,000.00
G1A4	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor(7090): G. 4/Act. 1-2	97,023.00
G1A4	Sup & Conc	Guidance & Counseling Services	Direct-Other			CYS Evaluation Fee (7090): G. 4/ Act. 1-2	1,941.00
G1A4	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Resource Counseling Assistant	43,849.00
G1A4	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.4375	Campus Safety Assistant	15,388.00
G1A5	Title 1 Basic	Parent Participation	Mat & Supp			Title I Parent Involv. (3010): G. 1/ Act. 3 (No incentives or food)	609.00
G1A5	Title 1 Basic	Parent Participation	Direct-Graph			: Graphics for Parents (3010): G. 1-4	700.00
G1A5	Title 1 Basic	Attendance & Social Work Services	Local Mileage			Home School Liasion/ Mileage(3010): G. 1 - 4	339.00
G1A5	Sup & Conc	Instruction	Teacher-Supp			Sup. Contracts Teachers (7090): G.1/Act. 1-3	5,987.00
G1A5	Sup & Conc	Instruction	Nc-Equipment			Tech materials & supplies(7090): G. 1-4	5,706.00
G1A5	Sup & Conc	Instruction	Direct-Maint			Dir Maint/Repairs/Tech Repair(7090): G. 1/Act. 1-3	1,000.00
G1A5	Sup & Conc	Instruction	Direct-Food			Direct Food Services (7090): G. 1 - 4	500.00
G1A5	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin sub for PL,ILT, Conf. (7090): G. 1/Act. 1- 3	1,172.00
G1A5	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Sup. Cont - Off manager& assist, NTA (7090)/ G.1 - 4	1,957.00
G1A5	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.2187	Resource Lab Aide	6,349.00

G1A5	Sup & Conc	Parent Participation	Oth Cls-Supp			Classified Babysitting (7090): G. 1, 3, 4	6,115.00
G1A5	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time (7090): G. 1 - 3	3,126.00
G1A5	LCFF: EL	Instructional Supervision & Admin	Crt Supr-Sub			Admin sub for PL, ILT, Conf. (7091): G. 1/Act. 1-3	1,172.00
G1A5	LCFF: EL	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.2188	Resource Lab Aide	6,351.00
G1A5	LCFF: EL	Parent Participation	Mat & Supp			Mat &Supp/Parent Particip (7091):G. 1- 4	4,000.00
G1A5	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	Home School Liasion	48,690.00
							<b>\$372,673.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,505.00
Sup & Conc	7090	\$216,584.00
LCFF: EL	7091	\$100,584.00
<b>Grand Total</b>		<b>\$372,673.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$372,673.00
<b>Grand Total</b>	<b>\$372,673.00</b>