

**Rowell Elementary School**

10621666006472

Principal's Name: Alice McClintock

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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

# 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

## 1 Academic Performance

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	<a href="#">6034</a>	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	58/66	7.5 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	<a href="#">6590</a>	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	58/66	10.17 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	<a href="#">5997</a>	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	50/67	50.6 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	<a href="#">5998</a>	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	50/67	46.22 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	<a href="#">6033</a>	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	47/66	50.97 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	<a href="#">6062</a>	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	43/66	43.87 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	37/67	78.72 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	2- Standard Met/Exceeded	<a href="#">5926</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	34/67	21.28 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	<a href="#">6035</a>	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	34/65	53.52 %

## 2 Academic Growth

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	2- Borderline Eligibility Pool	<a href="#">5990</a>	Number and percentage of English Learner 1st-12th grade students who meet borderline eligibility criteria	61/68	27.54 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	57/67	38.78 %
<input type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	<a href="#">6017</a>	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	47/68	50.24 %

## 3 Academic Completion

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	<a href="#">6381</a>	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	36/68	39.8 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	<a href="#">5959</a>	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	55/68	14.77 %
<input type="checkbox"/>	Elementary	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	43/68	94.32 %

<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	43/68	16.2 %
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## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	63/67	23.85 %
<input type="checkbox"/>	Elementary	Student Engagement	1- Opportunity Index	<a href="#">5946</a>	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	52/67	1.07 %
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	<a href="#">5944</a>	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	48/67	34.78 %

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1</b> <i>Rates</i>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action #</b>	<b>1</b>	Detail the action: Rowell Elementary will implement standards-based math instruction to support an increase in the percentage of students scoring, “Standards met or Standards exceeded” on the 2016-2017 Math SBAC administration.				
SQII Element: 6169		SQII Sub-element(s): Standard Met/Exceeded		Site Growth Target: 10%	Vendor (contracted services)	
<input type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: End of year 2014-2015 Math SBAC data indicates that 15.40% of students scored, “Standards met or Standards exceeded”. By June 2017 students will demonstrate a 10% increase in the percentage of students scoring, “Standards met or Standards exceeded”.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)			Owner(s)		Timeline	
<ul style="list-style-type: none"> <li>Grade level common formative assessments</li> <li>Daily checking for understanding by classroom teacher/formative assessment</li> <li>District Interim assessments</li> <li>GoMath assessments</li> <li>Classroom walkthroughs, feedback, reflective conversations</li> </ul>			<ul style="list-style-type: none"> <li>Teacher</li> <li>AC Team</li> <li>Lead Teachers</li> <li>Administration</li> <li>TSA</li> </ul>		<ul style="list-style-type: none"> <li>Grade level common assessment calendar</li> <li>Daily on-going formative assessments</li> <li>District assessment calendar</li> </ul>	
Explain the Targeted Actions for Parent Involvement (required by Title I):						
Describe related professional learning:						
<ul style="list-style-type: none"> <li>Backwards mapping of standards</li> <li>Deconstruction of math standards</li> <li>Math progressions</li> <li>Illuminate test item bank development for grade level common formative assessments</li> <li>Site/District math professional learning</li> </ul>						
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):						
<ul style="list-style-type: none"> <li>GoMath practice books</li> <li>ASUS tablets for use of online GoMath resources</li> </ul>						

- *Math journals*
- *Manipulatives*
- *Other materials and supplies that support math instruction*
- *Resource Lab Aide to support with assessments, materials and supplies required for teachers and intervention personnel*
- *CYS Counseling services to support students struggling with behaviors that impact academic achievement*
- *Supplemental Tutoring Contracts*
- *Substitutes for monthly Student Success Team Meetings*

*Specify additional targeted actions for EL students:*

- *Visual supports*
- *Graphic organizers*
- *Language Frames*
- *Structures to support academic discourse and explicit teaching of math academic vocabulary*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	\$2,500
1	1	EL	Instruction	Teacher-Supplemental Salaries				SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 -4	\$2,500
1	1	Title 1 Basic	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 1-3	\$1,249
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	\$200
Total									\$6,449

<b>Domain</b>	<input checked="" type="checkbox"/> <b>Rates</b>	<input type="checkbox"/> <b>1. Academic – Performance/Growth/Completion/Retention/Graduation</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 2</b>		Detail the action: Rowell Elementary will implement standards-based ELA instruction to support an increase in the percentage of students scoring, “Standards met or Standards exceeded” on the 2016-2017 ELA SBAC administration.		
SQII Element: 5926		SQII Sub-element(s): Standard Met/Exceeded	Site Growth Target: 5%	Vendor (contracted services) <ul style="list-style-type: none"> <li>California Teaching Fellows Foundation</li> <li>University of Oregon (DIBELS fee)</li> <li>Achieve 3000</li> </ul>
<input type="checkbox"/> X New	<input type="checkbox"/> Action On-going	Reasoning: <input type="checkbox"/> X Data	<input type="checkbox"/> Research-based	<input type="checkbox"/> Local Knowledge/Context
Write a SMART Goal to address each data point: End of year 2014-2015 ELA SBAC data indicates that 21.28% of students scored, “Standards met or Standards exceeded”. By June 2017 students will demonstrate a 5% increase in the percentage of students scoring, “Standards met or Standards exceeded”.				
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>ELA program assessments</li> <li>Grade level common formative assessments</li> <li>Daily checking for understanding by classroom teacher/formative assessment</li> <li>District Interim assessments</li> <li>DRP data</li> <li>Classroom walkthroughs, feedback, reflective conversations</li> </ul>		Owner(s) <ul style="list-style-type: none"> <li>Teacher</li> <li>AC Team</li> <li>Lead Teachers</li> <li>Administration</li> <li>TSA</li> </ul>	Timeline <ul style="list-style-type: none"> <li>Grade level assessment calendar</li> <li>On-going formative assessments</li> <li>District assessment calendar</li> </ul>	
Explain the Targeted Actions for Parent Involvement (required by Title I):				
Describe related professional learning: <ul style="list-style-type: none"> <li>Backwards mapping of ELA standards</li> <li>ELA standards progressions</li> <li>Illuminate test item bank development for grade level common formative assessments</li> <li>Site/District ELA professional learning</li> <li>WestEd EL Lab School professional learning</li> </ul>				
Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):				



- *ELA adoption resources and materials*
- *ASUS tablets for use of online ELA resources*
- *ELA journals*
- *Other materials and supplies that support ELA instruction*
- *Bilingual Paraprofessionals*
- *RTI small group instruction for K-3 to support foundational skills daily by California Teaching Fellows*
- *Differentiated small group reading instruction*
- *Resource Lab Aide to support with assessments, materials and supplies required for teachers and intervention personnel*
- *Digital literacy resources (Achieve 3000 student licenses)*
- *CYS Counseling services to support students struggling with behaviors that impact academic achievement*
- *Supplemental Tutoring Contracts*
- *Substitutes for monthly Student Success Team Meetings*

*Specify additional targeted actions for EL students:*

- *Visual supports*
- *Graphic organizers*
- *Language Frames*
- *Structures to support academic discourse and explicit teaching of academic vocabulary*
- *WestEd EL Lab School professional learning for integrated and designated ELD*
- *Bilingual Paraprofessionals*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	\$2,500
2	1	EL	Instruction	Teacher-Supplemental Salaries				SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 -4	\$2,500
2	1	Title 1 Basic	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 1-3	\$1,248
2	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	CA TEACHING FELLOWS FOUNDATION/ ACTIONS: 2, 4	\$25,000

2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	\$200
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Other*	UNIVERSITY OF OREGON (DIBLES FEE)/ACTIONS: 2,4	\$200
2	1	Sup & Conc	Instruction	Books & Other Reference				ACHIEVE3000 LICENSE LITC/ACTIONS: 2,4,5	\$8,000
Total									\$39,648

<b>Domain</b>	<input checked="" type="checkbox"/> X	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<b>Action # 3</b>	Detail the action: Rowell Elementary will implement standards-based instruction to support an increase in the percentage of students scoring “Standards met or Standards exceeded” on the District Interim Math common formative assessment.				
SQII Element:6258		SQII Sub-element(s): Standard Met/Exceeded		Site Growth Target: 10%	Vendor (contracted services)	
<input type="checkbox"/> New	<input type="checkbox"/> Action On-going	Reasoning: <input type="checkbox"/> X Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: 2015-2016 Winter District Interim Math assessment data indicates that 14.10% of students scored “Standards met or Standards exceeded”. By June 2017, there will be a 10% increase in the percentage of students scoring “Standards met or Standards exceeded”.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)				Owner(s)		Timeline
<ul style="list-style-type: none"> <li>Grade level common formative assessments</li> <li>Daily checking for understanding by classroom teacher/formative assessment</li> <li>District Interim assessments</li> <li>GoMath assessments</li> <li>DRP data</li> <li>Classroom walkthroughs, feedback, reflective conversations</li> </ul>				<ul style="list-style-type: none"> <li>Teacher</li> <li>AC Team</li> <li>Lead Teachers</li> <li>Administration</li> <li>TSA</li> </ul>		<ul style="list-style-type: none"> <li>Quarterly grade level common assessment calendar</li> <li>Daily on-going formative assessments</li> <li>District assessment calendar</li> </ul>
Explain the Targeted Actions for Parent Involvement (required by Title I):						

<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Backwards mapping of standards</i></li> <li>• <i>Deconstruction of math standards</i></li> <li>• <i>Math progressions</i></li> <li>• <i>Illuminate test item bank development for grade level common formative assessments</i></li> <li>• <i>Site/District math professional learning</i></li> </ul>									
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>GoMath practice books</i></li> <li>• <i>ASUS tablets for use of online GoMath resources</i></li> <li>• <i>Math journals</i></li> <li>• <i>Manipulatives</i></li> <li>• <i>Other materials and supplies that support math instruction</i></li> <li>• <i>Resource Lab Aide to support with assessments, materials and supplies required for teachers and intervention personnel</i></li> <li>• <i>CYS Counseling services to support students struggling with behaviors that impact academic achievement</i></li> <li>• <i>Supplemental Tutoring Contracts</i></li> <li>• <i>Substitutes for monthly Student Success Team Meetings</i></li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <i>Visual supports</i></li> <li>• <i>Graphic organizers</i></li> <li>• <i>Language Frames</i></li> <li>• <i>Structures to support academic discourse and explicit teaching of math academic vocabulary</i></li> </ul>									

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	\$2,500
3	1	EL	Instruction	Teacher-Supplemental Salaries				SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 - 4	\$2,500

3	1	Title 1 Basic	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 1 -3	\$1,248
3	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	\$200
								Total	\$6,448

<b>Domain</b>	<input checked="" type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<b>Action # 4</b>	Detail the action: Rowell Elementary will implement standards-based ELA instruction to support an increase in the percentage of students scoring, “Standards met or Standards exceeded” on the 2016-2017 District Interim ELA common formative assessment.				
SQII Element:6256	SQII Sub-element(s): Standard Met/Exceeded		Site Growth Target:5%	Vendor (contracted services) <ul style="list-style-type: none"> <li>California Teaching Fellows Foundation</li> <li>University of Oregon (DIBELS fee)</li> <li>Achieve 3000</li> </ul>		
<input type="checkbox"/> XNew Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> X Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: 2015-2016 Winter District Interim ELA assessment data indicates that 16.97% of students scored, “Standards met or Standards exceeded”. By June 2017 students will demonstrate a 5% increase in the percentage of students scoring, “Standards met or Standards exceeded”.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)			Owner(s)	Timeline		
<ul style="list-style-type: none"> <li>ELA program assessments</li> <li>Grade level common formative assessments</li> <li>Daily checking for understanding by classroom teacher/formative assessment</li> <li>District Interim assessments</li> <li>DIBELS</li> <li>BPST</li> <li>BAS/Fluency Benchmarks</li> <li>Classroom walkthroughs, feedback, reflective conversations</li> </ul>			<ul style="list-style-type: none"> <li>Teacher</li> <li>AC Team</li> <li>Lead Teachers</li> <li>Administration</li> <li>TSA</li> </ul>	<ul style="list-style-type: none"> <li>Grade level assessment calendar</li> <li>On-going formative assessments</li> <li>District assessment calendar</li> </ul>		

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

*Describe related professional learning:*

- *Backwards mapping of ELA standards*
- *ELA standards progressions*
- *Illuminate test item bank development for grade level common formative assessments*
- *Site/District ELA professional learning*
- *WestEd EL Lab School professional learning*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- *ELA adoption resources and materials*
- *ASUS tablets for use of online ELA resources*
- *ELA journals*
- *Other materials and supplies that support ELA instruction*
- *Bilingual Paraprofessionals*
- *RTI small group instruction for K-3 to support foundational skills daily by California Teaching Fellows*
- *Differentiated small group reading instruction*
- *Resource Lab Aide to support with assessments, materials and supplies required for teachers and intervention personnel*
- *Digital literacy resources (Achieve 3000 student licenses)*
- *CYS Counseling services to support students struggling with behaviors that impact academic achievement*
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*Specify additional targeted actions for EL students:*

- *Visual supports*
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- *Structures to support academic discourse and explicit teaching of academic vocabulary*
- *WestEd EL Lab School professional learning for integrated and designated ELD*
- *Bilingual Paraprofessionals*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	\$2,500
4	1	EL	Instruction	Teacher-Supplemental Salaries				SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 - 4	\$2,500
4	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	\$200
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				TECHNOLOGY/ACTIONS 4 -6	\$10,192
4	1	Sup & Conc	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 4-6	\$12,107
4	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	CA TEACHING FELLOWS FOUNDATION/ACTIONS: 2,4	\$25,000
4	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Other*	UNIVERSITY OF OREGON (DIBELS FEE)/ACTIONS: 2,4	\$200
4	1	Sup & Conc	Instruction	Books & Other Reference				ACHIEVE3000 LICENSE LITC/ACTIONS: 2,4,5	\$8,000
Total									\$60,699

<b>Domain</b>	<input checked="" type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
	<i>Rates</i>					
<b>Action # 5</b>	<i>Detail the action: Rowell Elementary will implement standards-based ELD instructional strategies to support and increase in the percentage of English Language Learners who are redesignated.</i>					

<p><i>SQII Element:917</i></p>	<p><i>SQII Sub-element(s):</i> Continuously enrolled redesignation rate</p>	<p><i>Site Growth Target:</i> 3%</p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i>    <input checked="" type="checkbox"/> <i>X On-going</i></p>		<p><i>Reasoning:</i>    <input type="checkbox"/> <i>Data</i>    <input type="checkbox"/> <i>Research-based</i>    <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> 2014-2015 End of Year English Learner Redesignation rate indicates that 18.62 % of English Learner students were redesignated. By June 2017, there will be a 3% increase in the Redesignation rate.</p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> <li>• CELDT data</li> <li>• DRP data</li> <li>• BPST/</li> <li>• BAS/Fluency benchmarks</li> <li>• KAIG</li> <li>• Grade level common formative assessments</li> <li>• Student work samples</li> <li>• Daily checking for understanding by classroom teacher/formative assessment</li> <li>• Classroom walkthroughs, feedback, reflective conversations</li> </ul>		<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• AC Team</li> <li>• Lead Teachers</li> <li>• Administration</li> <li>• TSA</li> </ul>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> <li>• Grade level assessment calendar</li> <li>• On-going formative assessments</li> <li>• District assessment calendar</li> </ul>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• SSC</li> <li>• ELAC/DELAC</li> <li>• Parent University</li> <li>• Parent Institute for Quality Education (PIQE)</li> </ul>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• ELD Frameworks</li> <li>• CELDT data analysis and goal setting</li> <li>• Site/District ELD Professional Learning</li> <li>• WestEd EL Lab School professional learning for integrated and designated ELD</li> </ul>			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• CELDT Assessors</li> <li>• ELA adoption resources and materials</li> <li>• ASUS tablets for use of online integrated ELA/ELD resources</li> <li>• ELA/ELD journals</li> <li>• Other materials and supplies that support ELA/ELD instruction</li> <li>• Bilingual Paraprofessionals</li> </ul>			

- *RTI small group instruction for K-3 to support foundational skills daily by California Teaching Fellows*
- *Differentiated small group reading instruction*
- *Resource Lab Aide to support with assessments, materials and supplies required for teachers and intervention personnel*
- *Digital literacy resources to support blended learning (Achieve 3000 student licenses)*
- *CYS Counseling services to support students struggling with behaviors that impact academic achievement*
- *Translations*
- *Substitutes for CELDT data chats and goal setting*

*Specify additional targeted actions for EL students:*

- *Visual supports*
- *Graphic organizers*
- *Language Frames*
- *Structures to support academic discourse and explicit teaching of academic vocabulary*
- *WestEd EL Lab School professional learning for integrated and designated ELD*
- *RTI small group instruction for K-3 to support foundational skills daily by California Teaching Fellows*
- *Bilingual Paraprofessionals (3 BIAs 0.4375 FTE in K-1)*
- *CELDT administration (CELDT assessors)*
- *EL Redesignation goal setting teacher/student chats*

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
5	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Paraprofessional, Bilingual, Spanish (.4375)/Action 5	\$12,200
5	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Paraprofessional, Bilingual, Spanish (.4375)/Action 5	\$10,246
5	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375		Paraprofessional, Bilingual, Spanish (.4375) / Action 5	\$12,296
5	1	Sup & Conc	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.2187		Resource Lab Aide/Action 5	\$5,808



5	1	EL	Other Instructional Resources	Clerical, Technical & Office-Reg	Paraprof, Resource Lab	0.2188		Resource Lab Aide/Action 5	\$5,810
5	1	EL	Instruction	Teacher-Substitute Salaries				SUBSTITUTES FOR CELDT CHATS/GOAL SETTING 3X A YEAR/ACTION: 5	\$450
5	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	\$200
5	1	Sup & Conc	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 4-6	\$12,103
5	1	Sup & Conc	Instruction	Books & Other Reference				ACHIEVE3000 LICENSE LITC/ACTIONS: 2,4,5	\$8,000
5	1	EL	Instruction	Direct-Other (Dr)				CELDT ASSESSORS/ACTION: 5	\$4,000
								<b>Total</b>	<b>\$71,113</b>

<b>Domain</b>	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation	<input checked="" type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
	<b>Rates</b>					
<b>Action # 6</b>	Detail the action: Rowell Elementary will implement proactive practices to support an increase in the number of students who attend school regularly.					
SQII Element:48		SQII Sub-element(s): Attendance retention		Site Growth Target: 1%	Vendor (contracted services) <ul style="list-style-type: none"> <li>Comprehensive Youth Services Counselor</li> </ul>	
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: 2014-2015 End of Year ADA attendance rate indicates that 95.11 % of students were attended school regularly. By June 2017, there will be a 1% increase in attendance rate.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)				Owner(s) • Administration	Timeline	

<ul style="list-style-type: none"> <li>• <i>ATLAS</i></li> <li>• <i>SQII</i></li> <li>• <i>CWAS data collection</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>CWAS</i></li> <li>• <i>Office Manager</i></li> <li>• <i>Office Assistant</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ongoing data analysis weekly/monthly/quarterly</i></li> </ul>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Parent school/home communications</i></li> <li>• <i>Parent/teacher conferences</i></li> <li>• <i>Home School Liaison</i></li> <li>• <i>Parent University</i></li> <li>• <i>PIQE</i></li> <li>• <i>Student Success Team</i></li> <li>• <i>School Messenger</i></li> <li>• <i>Edutext</i></li> <li>• <i>CYS Counselor</i></li> <li>• <i>CWAS</i></li> <li>• <i>SSC/ELAC</i></li> <li>• <i>Translators</i></li> <li>• <i>Awards Assemblies</i></li> <li>• <i>Parent Volunteers</i></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Site/District Professional Learning to promote increased attendance</i></li> <li>• <i>Social Emotional Learning</i></li> <li>• <i>Safe and Civil Schools</i></li> <li>• <i>Restorative Practices</i></li> <li>• <i>Second Step</i></li> <li>• <i>Olweus Bullying Prevention</i></li> <li>• <i>Counseling Services</i></li> <li>• <i>Community Resources</i></li> <li>• <i>Emotional Intelligence</i></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly parent meetings/conferences with administration and CWAS to support chronically absent students</i></li> <li>• <i>CYS counselor services for students struggling with behaviors that affect attendance and academic achievement</i></li> <li>• <i>Monthly awards for classrooms with highest percentage of attendance</i></li> </ul>		

- Quarterly awards to recognize students with improved or perfect attendance
- Graphics orders

Specify additional targeted actions for EL students:

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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.7500		This includes Actions 6 -9 for both Social-Emotional and Culture and Climate Domains.	\$41,562
6	2	EL	Parent Participation	Classified Support-Supplemental				TRANSLATING FOR PARENT INVOLVMENT/ACTIONS: 6 -9	\$750
6	2	EL	Parent Participation	Other Classified-Supplemental				BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	\$750
6	2	Sup & Conc	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 4-6	\$12,103
6	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Comprehensive Youth Services	CYS COUNSELOR/ACTIONS: 6,7	\$35,880
6	2	EL	Parent Participation	Materials & Supplies				MATERIALS AND SUPPLIES/PARENT PARTICIPATION: ACTIONS: 6 - 9	\$498

6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				CYS EVALUATION FEE/ACTIONS: 6,7	\$717
6	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				GRAPHICS/ACTIONS: 6 - 9	\$125
								Total	\$92,385

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input checked="" type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
	<b>Action # 7</b>	Detail the action: Rowell Elementary will implement proactive practices to support a decrease in the number of students who are chronically absent.				
SQII Element: 5942		SQII Sub-element(s): Attendance growth		Site Growth Target: 3%	Vendor (contracted services) <ul style="list-style-type: none"> <li>Comprehensive Youth Services Counselor</li> </ul>	
<input type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
Write a SMART Goal to address each data point: 2014-2015 End of Year attendance data indicates that 16.20 % of students were chronically absent. By June 2017, there will be a 3% decrease in the percentage of students that are reported as chronically absent.						
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> <li>ATLAS</li> <li>SQUII</li> <li>CWAS data collection</li> </ul>				Owner(s) <ul style="list-style-type: none"> <li>Administration</li> <li>CWAS</li> <li>Office Manager</li> <li>Office Assistant</li> </ul>		Timeline <ul style="list-style-type: none"> <li>Ongoing data analysis weekly/monthly/quarterly</li> </ul>
Explain the Targeted Actions for Parent Involvement (required by Title I): <ul style="list-style-type: none"> <li>Parent school/home communications</li> <li>Parent/teacher conferences</li> <li>Home School Liaison</li> <li>Parent University</li> <li>PIQE</li> </ul>						

- *Student Success Team*
- *School Messenger*
- *Edutext*
- *CYS Counselor*
- *CWAS*
- *SSC/ELAC*
- *Translators*
- *Awards Assemblies*
- *Parent Volunteers*

*Describe related professional learning:*

- *Site/District Professional Learning to promote increased attendance*
- *Social Emotional Learning*
- *Safe and Civil Schools*
- *Restorative Practices*
- *Second Step*
- *Olweus Bullying Prevention*
- *Counseling Services*
- *Community Resources*
- *Emotional Intelligence*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- *Monthly parent meetings/conferences with administration and CWAS to support chronically absent students*
- *Girl Power and Boys-to-men meetings to support high-risk students*
- *CYS counselor services for students struggling with behaviors that affect attendance and academic achievement*
- *Monthly awards for classrooms with highest percentage of attendance*
- *Quarterly awards to recognize students with improved or perfect attendance*
- *Participation in Goal2 activities*
- *Graphics orders*

*Specify additional targeted actions for EL students:*

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	2	EL	Parent Participation	Classified Support-Supplemental				TRANSLATING FOR PARENT INVOLVEMENT/ACTIONS: 6-9	\$750
7	2	EL	Parent Participation	Other Classified-Supplemental				BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	\$750
7	2	EL	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 7-9	\$1,087
7	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Counseling: Comprehensive Youth Services	CYS COUNSELOR/ACTIONS: 6,7	\$35,880
7	2	EL	Parent Participation	Materials & Supplies				MATERIALS AND SUPPLIES/PARENT PARTICIPATION/ACTIONS: 6-9	\$500
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				CYS EVALUATION FEE/ACTIONS: 6,7	\$717
7	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				GRAPHICS/ACTIONS: 6-9	\$125
<b>Total</b>									<b>\$39,809</b>

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
<b>Action # 8</b>	<i>Detail the action: Rowell Elementary will implement proactive supports and restorative practices to foster school connectedness and to increase the percentage of students who feel like they are a part of the school.</i>					
<i>SQII Element:395</i>	<i>SQII Sub-element(s): Overall student participation (LCAP:6C)</i>			<i>Site Growth Target:5%</i>	<i>Vendor (contracted services)</i>	

<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i> Reasoning: <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i>                  2014-2015 End of Year School Culture and Climate Survey indicates that 78.34% of students responded, “Most of the time or All of the time” to “I feel like I am a part of this school”. By June 2017, there will be a 5% increase in the percentage of students who feel like they are a part of the school.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li>• <i>ATLAS Goal 2 participation data</i></li> <li>• <i>School clubs participation rates</i></li> <li>• <i>Meaningful jobs participation rates</i></li> <li>• <i>Classroom walkthroughs, feedback, reflective conversations</i></li> </ul>	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher</i></li> <li>• <i>AC Team</i></li> <li>• <i>Safe and Civil/Culture and Climate Team</i></li> <li>• <i>Administration</i></li> <li>• <i>TSA</i></li> <li>• <i>Parents</i></li> <li>• <i>Restorative Practices Counselor</i></li> </ul>	<p><i>Timeline</i></p> <ul style="list-style-type: none"> <li>• <i>Ongoing data analysis weekly/monthly/quarterly</i></li> </ul>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Parent school/home communications</i></li> <li>• <i>Parent/teacher conferences</i></li> <li>• <i>Home School Liaison</i></li> <li>• <i>Parent University</i></li> <li>• <i>PIQE</i></li> <li>• <i>Student Success Team</i></li> <li>• <i>School Messenger</i></li> <li>• <i>Edutext</i></li> <li>• <i>CYS Counselor</i></li> <li>• <i>CWAS</i></li> <li>• <i>SSC/ELAC/DELAC</i></li> <li>• <i>Translators</i></li> <li>• <i>Awards Assemblies</i></li> <li>• <i>Parent Volunteers</i></li> </ul>		
<p><i>Describe related professional learning:</i></p>		

- *Site/District Professional Learning to promote increased attendance*
- *Social Emotional Learning*
- *Safe and Civil Schools*
- *Restorative Practices*
- *Second Step*
- *Olweus Bullying Prevention*
- *Counseling Services*
- *Community Resources*
- *Emotional Intelligence*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- *Monthly parent meetings/conferences with administration and CWAS to support chronically absent students*
- *Girl Power and Boys-to-men meetings to support high-risk students*
- *CYS counselor services for students struggling with behaviors that affect attendance and academic achievement*
- *Monthly awards for classrooms with highest percentage of attendance*
- *Quarterly awards to recognize students with improved or perfect attendance*
- *Participation in Goal 2 activities*
- *Graphics orders*

*Specify additional targeted actions for EL students:*

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

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	3	EL	Instruction	Other Classified-Supplemental				BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	\$750
8	3	EL	Parent Participation	Classified Support-Supplemental				TRANSLATING FOR PARENT INVOLVEMENT/ACTIONS: 6 - 9	\$750



8	3	Title 1 Basic	Parent Participation	Materials & Supplies				TITLE 1 PARENT PARTICPATION/ACTION: 8	\$1,204
8	3	EL	Parent Participation	Materials & Supplies				MATERIALS AND SUPPLIES/PARENT PARTICIPATION/ACTIONS: 6 - 9	\$500
8	3	EL	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 7-9	\$1,087
8	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				GRAPHICS/ACTIONS: 6-9	\$125
<b>Total</b>									<b>\$4,416</b>

<b>Domain</b>	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
<b>Action # 9</b>	<i>Detail the action: Rowell Elementary will implement proactive supports and opportunities to promote an increase in the percentage of students engaged in any Goal 2 activity.</i>					
<i>SQII Element:280</i>	<i>SQII Sub-element(s): Overall student participation (LCAP:6C)</i>		<i>Site Growth Target: 5%</i>		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>X On-going</i>	<i>Reasoning: <input type="checkbox"/> X Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point: 2014-2015 End of Year Goal 2 data indicates that 23.85% of students were engaged in any Goal 2 activity. By June 2017, there will be a 5% increase in the percentage of students engaged in any Goal 2 activity.</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>			<i>Owner(s)</i>		<i>Timeline</i>	
<ul style="list-style-type: none"> <li>ATLAS Goal 2 data</li> <li>School club participation rates</li> <li>Meaningful jobs participation rates</li> </ul>			<ul style="list-style-type: none"> <li>Teacher</li> <li>AC Team</li> <li>Safe and Civil/Culture and Climate Team</li> <li>Administration</li> </ul>		<ul style="list-style-type: none"> <li>Ongoing data analysis weekly/monthly/quarterly</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>TSA</i></li> <li>• <i>Parents</i></li> <li>• <i>Restorative Practices Counselor</i></li> </ul>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <li>• <i>Parent school/home communications</i></li> <li>• <i>Parent/teacher conferences</i></li> <li>• <i>Home School Liaison</i></li> <li>• <i>Parent University</i></li> <li>• <i>PIQE</i></li> <li>• <i>Student Success Team</i></li> <li>• <i>School Messenger</i></li> <li>• <i>Edutext</i></li> <li>• <i>CYS Counselor</i></li> <li>• <i>CWAS</i></li> <li>• <i>SSC/ELAC/DELAC</i></li> <li>• <i>Translators</i></li> <li>• <i>Awards Assemblies</i></li> <li>• <i>Parent Volunteers</i></li> </ul>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>District/Site PL</i></li> </ul>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> <li>• <i>Fieldtrips</i></li> <li>• <i>After School Program</i></li> <li>• <i>Sports</i></li> <li>• <i>Cheerleading</i></li> <li>• <i>Materials, technology, and supplies related to Goal 2 activities</i></li> <li>• <i>Graphics orders</i></li> </ul> <p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> <li>• <i>Translators</i></li> <li>• <i>Home School Liaison</i></li> </ul>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
9	3	EL	Parent Participation	Classified Support-Supplemental				TRANSLATING FOR PARENT INVOLVEMENT/ACTIONS: 6-9	\$750
9	3	EL	Parent Participation	Classified Support-Supplemental				BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	\$750
9	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				GRAPHICS/ACTIONS: 6 - 9	\$125
9	3	EL	Instruction	Materials & Supplies				CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 7-9	\$1,087
9	3	EL	Parent Participation	Materials & Supplies				MATERIALS AND SUPPLIES/PARENT PARTICIPATION/ACTIONS: 6 - 9	\$500
Total									\$3,212

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time. District Support Services:

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2016/17

Rowell - 0410

**ON-SITE ALLOCATION**

3010	Title I	\$55,349 *
7090	LCFF Supplemental & Concentration	\$161,007
7091	LCFF for English Learners	\$107,823
		\$324,179
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$324,179</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,204
Remaining Title I funds are at the discretion of the School Site Council	\$54,145
Total Title I Allocation	\$55,349

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

# 2016-2017 Budget for SPSA/School Site Council

## State/Federal Dept 0410 Rowell Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 1-3	1,249.00
1	1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	2,500.00
1	1	Sup & Conc	Instruction	Direct-Maint			DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	200.00
1	1	EL	Instruction	Teacher-Supp			SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 - 4	2,500.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 1-3	1,248.00
2	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : CA TEACHING FELLOWS FOUNDATION/ ACTIONS: 2, 4	25,000.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Other* : UNIVERSITY OF OREGON (DIBLES FEE)/ACTIONS: 2,4	200.00
2	1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	2,500.00
2	1	Sup & Conc	Instruction	Bks & Ref			ACHIEVE3000 LICENSE LITC/ACTIONS: 2,4,5	8,000.00
2	1	Sup & Conc	Instruction	Direct-Maint			: DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	200.00
2	1	EL	Instruction	Teacher-Supp			SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 - 4	2,500.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 1 - 3	1,248.00
3	1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	2,500.00
3	1	Sup & Conc	Instruction	Direct-Maint			: DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	200.00
3	1	EL	Instruction	Teacher-Supp			SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 - 4	2,500.00
4	1	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows : CA TEACHING FELLOWS FOUNDATION/ACTIONS: 2,4	25,000.00
4	1	Title 1 Basic	Instruction	Cons Svc/Oth			Other* : UNIVERSITY OF OREGON (DIBELS FEE)/ACTIONS: 2,4	200.00
4	1	Sup & Conc	Instruction	Teacher-Subs			SUBS FOR SST/MONTHLY PROGRESS MONITORING/ACTIONS: 1-4	2,500.00
4	1	Sup & Conc	Instruction	Bks & Ref			: ACHIEVE3000 LICENSE LITC/ACTIONS: 2,4,5	8,000.00
4	1	Sup & Conc	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 4-6	12,107.00
4	1	Sup & Conc	Instruction	Nc-Equipment			: TECHNOLOGY/ACTIONS 4 -6	10,192.00
4	1	Sup & Conc	Instruction	Direct-Maint			: DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	200.00
4	1	EL	Instruction	Teacher-Supp			SUPPLEMENTAL CONTRACTS FOR TEACHERS/ACTIONS: 1 - 4	2,500.00
5	1	Sup & Conc	Instruction	Bks & Ref			: ACHIEVE3000 LICENSE LITC/ACTIONS: 2,4,5	8,000.00
5	1	Sup & Conc	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 4-6	12,103.00
5	1	Sup & Conc	Instruction	Direct-Maint			: DIRECT MAINTENANCE/REPAIRS/ACTIONS: 1-5	200.00
5	1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.219	Resource Lab Aide/Action 5	5,808.00
5	1	EL	Instruction	Teacher-Subs			SUBSTITUTES FOR CELDT CHATS/GOAL SETTING 3X A YEAR/ACTION: 5	450.00
5	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Paraprofessional, Bilingual, Spanish (.4375)/Action 5	12,200.00

5	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Paraprofessional, Bilingual, Spanish (.4375) / Action 5	17,296.00
5	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	Paraprofessional, Bilingual, Spanish (.4375)/Action 5	10,246.00
5	1	EL	Instruction	Direct-Other			: CELDT ASSESSORS/ACTION: 5	4,000.00
5	1	EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.219	Resource Lab Aide/Action 5	5,810.00
6	2	Sup & Conc	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 4-6	12,103.00
6	3	Sup & Conc	Instruction	Direct-Graph			: GRAPHICS/ACTIONS: 6 - 9	125.00
6	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: Comprehensive Youth Services : CYS COUNSELOR/ACTIONS: 6,7	35,880.00
6	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			CYS EVALUATION FEE/ACTIONS: 6,7	717.00
6	2	EL	Parent Participation	Cls Sup-Sup			TRANSLATING FOR PARENT INVOLVEMENT/ACTIONS: 6 -9	750.00
6	2	EL	Parent Participation	Oth Cls-Supp			BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	750.00
6	2	EL	Parent Participation	Mat & Supp			: MATERIALS AND SUPPLIES/PARENT PARTICIPATION/ACTIONS: 6 - 9	498.00
6	2	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.750	This includes Actions 6 -9 for both Social-Emotional and Culture and Climate Domains.	41,562.00
7	2	Sup & Conc	Instruction	Direct-Graph			: GRAPHICS/ACTIONS: 6-9	125.00
7	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Counseling: Comprehensive Youth Services : CYS COUNSELOR/ACTIONS: 6,7	35,880.00
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			: CYS EVALUATION FEE/ACTIONS: 6,7	717.00
7	2	EL	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 7-9	1,087.00
7	2	EL	Parent Participation	Cls Sup-Sup			TRANSLATING FOR PARENT INVOLVEMENT/ACTONS: 6-9	750.00
7	2	EL	Parent Participation	Oth Cls-Supp			BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	750.00
7	2	EL	Parent Participation	Mat & Supp			: MATERIALS AND SUPPLIES/PARENT PARTICIPATION/ACTIONS: 6-9	500.00
8	3	Title 1 Basic	Parent Participation	Mat & Supp			TITLE 1 PARENT PARTICPATION/ACTION: 8	1,204.00
8	3	Sup & Conc	Instruction	Direct-Graph			GRAPHICS/ACTIONS: 6-9	125.00
8	3	EL	Instruction	Oth Cls-Supp			BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	750.00
8	3	EL	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 7-9	1,087.00
8	3	EL	Parent Participation	Cls Sup-Sup			TRANSLATING FOR PARENT INVOLVEMENT/ACTIONS: 6 -9	750.00
8	3	EL	Parent Participation	Mat & Supp			: MATERIALS AND SUPPLIES/PARENT PARTICIPATION/ACTIONS: 6 - 9	500.00
9	3	Sup & Conc	Instruction	Direct-Graph			: GRAPHICS/ACTIONS: 6 - 9	125.00
9	3	EL	Instruction	Mat & Supp			: CLASSROOM MATERIALS, SUPPLIES/ACTIONS: 7-9	1,087.00
9	3	EL	Parent Participation	Cls Sup-Sup			TRANSLATING FOR PARENT INVOLVEMENT/ACTIONS: 6-9	750.00
9	3	EL	Parent Participation	Cls Sup-Sup			BABYSITTING FOR PARENT INVOLVEMENT/ACTIONS 6-9	750.00
9	3	EL	Parent Participation	Mat & Supp			: MATERIALS AND SUPPLIES/PARENT PARTICIPATION/ACTIONS: 6 - 9	500.00

\$324,179.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,349.00
Sup & Conc	7090	\$161,007.00
EL	7091	\$107,823.00
<b>Grand Total</b>		<b>\$324,179.00</b>

Domain Totals	Budget Totals
Academic	\$184,357.00
Culture & Climate	\$7,753.00
Social/Emotional	\$132,069.00
<b>Grand Total</b>	<b>\$324,179.00</b>

E.1. 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>




E.2. 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 - Paula Espinoza				X	
3. Co-Chair - Miriam Barajas				X	
4. Lorena Ventura				X	
5. Nicole Avila				X	
6. Conrada Cajera					
7. Anita Anderson		X			
8. Daniel Carrillo		X			
9. Graciela Garcia			X		
10. Mary Carrasco			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input checked="" type="checkbox"/> ELAC voted to fold into the SSC - Date <u>9/2014</u> .			

Title I School Site:	
<input type="checkbox"/> This site operates as a non-Title I school.	

E.3. Required Signatures

School Name: Rowell Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Alice McClintock		3/30/16
SSC Chairperson	Paula Espinoza	PAULA ESPINOZA	3/30/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws