

Rowell Elementary

10621666006068

Principal's Name: Alice McClintock

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Administrator - Alice McClintock/Teresa Depedro	X				
2. Chairperson – Eva Cervantes				X	
3. Co-Chairperson – Katrina Bridges				X	
4. Teacher – Laura Zarate		X			
5. Teacher – Patricia Carmona		X			
6. Teacher – Guadalupe Arellano		X			
7. Classified – Margarita Castillo				X	
8. Secretary – Miriam Araujo				X	
9. DAC Representative – Martina Lopez				X	
10. Parent/Community Member – Irma Hernandez					
11.					
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

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 in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Alice McClintock		3/21/2024
SSC Chairperson	Eva Cervantes		3/21/2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Rowell - 0410

ON-SITE ALLOCATION

3010	Title I	\$78,030 *
7090	LCFF Supplemental & Concentration	\$241,763
7091	LCFF for English Learners	\$101,952

TOTAL 2024/25 ON-SITE ALLOCATION

\$421,745

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,312
Remaining Title I funds are at the discretion of the School Site Council	\$75,718
Total Title I Allocation	\$78,030

Rowell Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		10 %	15.4 %	2023-2024	20.4 %
SBAC ELA - Average distance from standard	✓	-46 pts	-62.6 pts	2023-2024	-47.6 pts
SBAC ELA - percentage of students met/exceeded standard	✓	39.17 %	27.4 %	2023-2024	32.4 %
SBAC Math - Average distance from standard	✓	-63 pts	-72.2 pts	2023-2024	-57.2 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-127.7 pts	2023-2024	-112.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	28.75 %	22.5 %	2023-2024	27.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

McLane Regional Vision:

- To provide strong foundational literacy skills instruction to students in preschool through first grade that will promote success in all subject areas.

McLane Regional Goals:

- SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11) – District Goal – Increase by 5%
- SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) – District Goal – Increase by 5%
- SBAC ELA and Math - Distance from Standard - District Goal - Target will be at least 15 points less than current DFS
- Regional EL Reclassification Rate (All grade levels) – District Goal - Increase by 5%

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

SBAC Math - Average Distance from Standard for Students with Disabilities

Rowell demonstrated 127.7 points in SBAC Math Average Distance from Standard for Students with Disabilities with a goal of -112.7 on the 2023.2024 SBAC Math administration.

Key factors that contributed to the disproportionality of our Students with Disabilities group are:

- Rowell has 52 students who are receiving Special Education services with 25% chronically absent and 15.4% severely chronically absent
- Staffing issues related to Special Education Paraprofessionals
- Power BI data indicates that 25% of RSP students have documented Level 3 Misbehaviors
- Power BI data indicates that 88.7% of students who receive speech services have documented Level 2 Misbehaviors and 25% of RSP students have documented Level 2 Misbehaviors with the primary reason being "defiance"

SBAC ELA- Percentage of Students Met/Exceeded Standards

Rowell demonstrated a 1.77% decrease in students meeting and exceeding standards in ELA from the 2021-2022 SBAC administration compared to the 2022-2023 SBAC administration. SBAC ELA "Meets or Exceeds Standards" was 29.17% in 2021-2022, and decreased to 27.4% in 2022-2023. Pandemic recovery continued to impact growth on the 2022-2023 ELA SBAC.

Rowell demonstrated a 6.3 point decline in SBAC ELA Average Distance from Standard from the 2021-2022 SBAC administration compared to the 2022-2023 SBAC administration. SBAC ELA Average Distance from Standard was -56.2% in 2021-2022 and the Distance from Standard increased to -62.6% in 2022-2023.

ELA goal for 2024-2025 SBAC administration is 5% for "Meets and Exceeds Standards" and ELA goal for SBAC Distance from Standard is 15 points less than 2023-2024 goal.

Implementation of the following best practices will support our comprehensive ELA program:

- Professional Learning with CIPL and English Learner Services to support K-2 Foundational Skills and the ELA/ELD Framework through the Teaching and Learning Cycle
- Professional learning and purchase of technology to increase student engagement
- 1 to 1 student laptop program implemented to ensure student access to instruction
- PLC+ Professional Learning - data analysis, instructional planning, administration and development of common formative assessments and FIABs/IABs School-wide/grade level/teacher/student goal-setting
- Daily intervention based on CFA results
- Teaching Fellows to support Reading Foundational Skills instruction based on needs
- Certificated Tutor, Academic Coach, and TSA to support Reading/Math based on needs
- Implementation of iReady Standards Mastery
- Academic Coach and TSA will provide Professional learning on academic differentiation strategies, accommodations, modifications, and acceleration

SBAC Math- Percentage of Students Met/Exceeded Standards

Rowell demonstrated a 3.75% increase in students meeting and exceeding standards in Math from the 2021-2022 SBAC administration compared to the 2022-2023 SBAC administration. SBAC Math "Meets or Exceeds Standards" was 18.75% in 2021-2022, and increased to 22.5% in 2022-2023.

Rowell maintained a 4 point SBAC Math Average Distance from Standard from the 2021-2022 SBAC administration compared to the 2022-2023 SBAC administration. SBAC Math Average Distance from Standard was -72.6% in 2021-2022, and maintained at -72.2% in 2022-2023. Rowell demonstrated 127.7 points in SBAC Math Average Distance from Standard for Students with Disabilities with a goal of -112.7 on the 2023.2024 SBAC Math administration.

Math goal for 2024-2025 SBAC administration is 5% for "Meets and Exceeds Standards" and Math goal for SBAC Distance from Standard is 15 points less than 2023,2024 goal.

Implementation of the following best practices will support our comprehensive Math program:

- Professional Learning provided by Academic Coach to support Math Lesson Design coaching cycles in Grades 2-6
- Professional learning and purchase of technology to increase student engagement
- 1 to 1 student laptop program implemented to ensure student access to instruction
- PLC+ Professional Learning -data analysis, instructional planning, administration and development of common formative assessments and FIABs/IABs
- School-wide/grade level/teacher/student goal-setting

- Daily intervention and small group differentiated instruction based on CFA, FIABs/IABs results
- Certificated Tutor, Academic Coach, and TSA to support Literacy/Math based on needs
- Utilize Reflex/Frax Math to support fluency
- Implementation of iReady Standards Mastery lessons
- Academic Coach and TSA will provide Professional learning on academic differentiation strategies, accommodations, modifications, and acceleration

EL Reclassification Rate

Rowell Elementary implemented focused actions aligned with current English Learner data reflecting an increase from 7.56% of English Learners reclassified in 2021-2022 to 15.4% reclassified during the 2022-2023 school year. According to the California Dashboard, 44% of English Language Learners were making progress toward EL Proficiency in 2021-2022 compared to 47.5% of English Language Learners making progress toward EL Proficiency in 2022-2023.

Implementation of the following best practices will support our comprehensive program for English Language Learners:

- Monitor and maintain Dual Language Immersion enrollment to reflect a 50:50 balance in PreK-6 Grade DLI classrooms to meet the needs of EL learners and to support bilingualism and biliteracy
- Professional Learning to support the ELA/ELD Framework (Teaching and Learning Cycle)
- Integrated and Designated English Language Development instruction based on English Learner needs
- Targeted small group instruction based on areas of need within ELPAC domains
- EL goal-setting assemblies and parent presentations
- Reclassified students will be acknowledged and recognized during Quarterly awards assemblies

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-2024 academic year. Allocations that were not used (supplemental contracts for teachers, Certificated Tutor position, conferences) were reallocated through SSC budget transfer approval for the professional consultant training (Cullinan/Orton-Gillingham), student incentives, and instructional materials/supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The following site allocations will be utilized to support academic and social emotional needs of students:

- District Social Workers
- Teaching Fellows
- Certificated Tutor

The following services are District-paid full time positions:

- School Psychologist

- Site ELA/Math Academic Coach
- Paraprofessionals
- Bilingual Instructional Aide (6-hour)
- Tier II Intervention Specialist
- Restorative Practices Counselor
- All4Youth Counseling
- After School Program Coordinator
- Campus Safety Assistant

The following positions will be reduced and/or eliminated: CSA (3.5 hour position site-funded position to 8-hour district-funded position)

These changes can also be found in Goal 3, Goal 4, Goal 5

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

During SSC Meeting on February 23, 2024, Goals for 24-25 SPSA were shared along with the SPSA Needs Assessment form to elicit feedback.

Majority of SSC member input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour

2 ELAC:

An ELAC Meeting was held on February 22, 2024 to share Goals for 24-25 and to inform parents of SPSA Needs Assessment form to elicit feedback.

Majority of ELAC input indicates the following recommendations:

Goal 1:

- Recommendations were to change Goal 1 allocations

Goal 2:

- Recommendations were to keep Goal 2 allocations the same (District-funded engagement opportunities)

Goal 3:

- Recommendations were to eliminate Campus Safety Assistant allocation

Goal 4:

- Recommendations were to reduce Direct Food Services allocation

Goal 5:

- Recommendations were to justify expense for parent expenses

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff received a communication on February 24, 2024 to submit budget feedback for SPSA. Our Instructional Leadership Team met on February 28, 2024 and were reminded to speak with their team regarding the submission of the budget feedback form with the option of submitting it as a grade level team or individually. Four Professional Learning Community Grade Level Teams and three individual staff members submitted the Needs Assessment feedback form.

Majority of staff input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our**

Campus Safety Assistant position

- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

district is no longer contracting with CYS, we will fund 2 Social Worker positions

- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

Action 1

Title: ELA Instructional Plan for TK-6

[Action Details:](#)

Rowell Elementary Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of a TK-6 Grade comprehensive ELA/Literacy instructional program with an emphasis on early literacy and TK-2 Grade foundational skills. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our district goal of students reading by First Grade.

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

Explain the Progress Monitoring and data used for this Action

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

- SBAC
- I-Ready/ASR
- DRDP
- FSA
- ELPAC/Reclassification Rate
- FIAB and IAB Assessments to support CAASPP Claims/Targets
- Grade Level Common Formative Assessments
- BAS/SEL
- Data chats with teachers
- Classroom goal-setting
- Student goal-setting

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

- Teachers
- Students
- PLC Teams
- Lead Teachers
- Administration
- Academic Coach
- Teacher on Special Assignment
- Restorative Practices Counselor
- Tier II Intervention Specialist
- Social Workers

[Timeline:](#)

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

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier I - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide preventions to proactively support student success

- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- ELA Guaranteed and Viable Curriculum core curriculum, resources and materials
- Tablets for use of online resources
- Teaching Fellows to support literacy
- Library books, materials, and supplies
- Bilingual Paraprofessionals
- Home School Liaison
- Certificated Tutor
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, Professional Learning, **Training Opportunities**
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention and Teaching Fellows along with providing Foundational Skills lessons
- Academic Instructional Coach will provide Professional Learning and coaching cycles with teachers
- 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, Conferences, and Professional Learning for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Social Workers
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Designated and Integrated ELD instruction in alignment with ELA/ELD Framework and teaching of Keystone Pedagogies within Framework
- Teaching and Learning Cycle to support:
 - Building Background Knowledge
 - Explicit instruction with language analysis and text analysis
 - Joint construction of text types in writing
 - Independent Writing
- Academic Discourse in all content areas to support use of academic vocabulary
- Bilingual Paraprofessionals
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in areas of Math Distance from Standard according to the California Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I 3010 funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action #1

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- After School Tutoring through ASP and EL Services
- Saturday Academy

education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education Team (IEP)

- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- District and site-based EL Professional Learning
- Targeted EL intervention, EL goal-setting assemblies/parent presentations provided by our Academic Coach and TSA

- Targeted RtI through MTSS
- Classroom teachers will provide differentiated instruction utilizing Wonder Works leveled intervention curriculum
- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components
- Fall or Spring Semester goal setting student/RSP teacher check-in aligned with IEP goals
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education Team (IEP)
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- Using improvement science, school will monitor SPSA actions and outcomes to identify additional needs for Students with Disabilities
- Professional learning offerings for site leaders and teachers focused on identified student groups
- Potential resources/trainings provided to sites to best meet the needs of individual school based upon low-performing student groups

Action 2

Title: Math Instructional Plan for TK-6

[Action Details:](#)

Rowell Elementary Professional Learning Communities will ensure that all students receive high quality instruction through the implementation of a TK-6 Grade comprehensive Math instructional program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating 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
- I-Ready
- Reflex/Frax Math
- FIAB and IAB Assessments to support CAASPP Claims/Targets
- District Math Interim Assessments
- Grade Level Common Formative Assessments
- Data chats with teachers
- Classroom goal-setting
- Student goal-setting

Owner(s):

- Teachers
- Students
- PLC Teams
- Lead Teachers
- Administration
- Academic Coach
- District Math Coaches
- Teacher on Special Assignment

Timeline:

- Daily checking for understanding
- Common Formative Assessments (Minimum of 1-2 per Quarter)
- FIAB and IAB Assessments
- FCOE/FUSD Claims and Targets training and planning
- Participation in the Math Standards Institute to support with teacher planning and lesson alignment
- GoMath Weekly, Quarterly, End-of-Chapter Assessments
- District Interim Assessments

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 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 - Determine, prioritize, implement, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Math Guaranteed and Viable Curriculum core curriculum, resources and materials
- Technology for use of online resources
- Library books, materials, and supplies
- Bilingual Paraprofessionals
- Teaching Fellows
- Certificated Tutor
- Home School Liaison
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, Professional Learning, training opportunities
- Substitutes for data chats, peer observations, instructional planning, and training opportunities
- Academic Instructional Coach will provide Professional Learning and coaching cycles with teachers
- 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, Conferences, and Professional Learning for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Social Workers
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Rowell currently has no EL student groups identified in Red on the California Dashboard.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Academic Discourse in Math content
- Support from Bilingual Paraprofessionals
- Visual supports
- Math tools and curriculum resources
- Digital resources
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences

Students with Disabilities are performing at the lowest level in areas of SBAC Math Distance from Standard according to the CA Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action #1

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- After School Tutoring through ASP and EL Services
- Saturday Academy
- Targeted RtI through MTSS
- Classroom teachers will provide differentiated instruction utilizing Wonder Works leveled intervention curriculum
- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components
- Fall or Spring Semester goal setting student/RSP teacher check-in aligned with IEP goals
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education Team (IEP)
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- Using improvement science, school will monitor SPSA actions and outcomes to identify additional needs for Students with Disabilities
- Professional learning offerings for site leaders and teachers focused on identified student groups
- Potential resources/trainings provided to sites to best meet the needs of individual school based upon low-performing student groups

Action 3

Title: English Language Learner Instructional Plan for TK-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 Reclassified.

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

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

- Student EL Re-designation goal-setting
- SBAC
- ELPAC
- I-Ready/ASR
- BAS/SEL
- FSA
- DRDP
- Grade Level CFAs
- FIAB and IAB Assessments to support CAASPP Claims/Targets
- Data chats with teachers and students

Owner(s):

- Teachers
- Students
- PLC Teams
- Lead Teachers
- Administration
- Academic Coach
- Teacher on Special Assignment
- English Learners Services TSAs

Timeline:

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

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

- An English Learner Review Team (ELRT) will be established and led by our TSA and academic coach. This team will include TSA, Academic Coach, classroom Teacher and one site administrator. The ELRT will meet at the beginning of the year with a focus on identifying EL, analyzing data, goal setting, and identifying targeted instructional routines for ELs. A roving sub will be provided to release each teacher for these 30-minute data chat with the ELRT Team.
- All Teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.
- A schoolwide assembly (*English Learner Goal Setting Assembly*) will be implemented for all EL students During Quarter 2 and Quarter 3, prior to the Winter and Spring iReady assessments, to ensure our EL understand the purpose of the ELPAC, their personal goal, and the schoolwide goal. Additionally, the assembly will celebrate and highlight our EL student's language assets as students that speak more than one language. (*English Learner California Roadmap Principle #1*).
- After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation data and data collected during ELRT meetings with teachers to identify the cohort of students that will receive additional support after school.
- Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.
- 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 Paraprofessional
- Home School Liaison
- Certificated Tutor
- Library books, materials, and supplies
- TSA to monitor response to intervention and Teaching Fellows along with providing Foundational Skills lessons
- Academic Instructional Coach will provide Professional Learning and coaching cycles with teachers
- Digital Literacy Resources
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified
- Substitutes for Student Success Team Meetings
- Substitutes for data chats, peer observations, instructional planning, and training opportunities
- 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 and office equipment lease or purchase
- Travel and Costs for Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences
- Resource Lab Aide to support with materials and supplies
- Social Workers
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Explicit instruction on language analysis
- - Designated and Integrated ELD instruction in alignment with ELA/ELD Framework and teaching of Keystone Pedagogies within Framework
 - Teaching and Learning Cycle to support:
 - Building Background Knowledge
 - Explicit instruction with language analysis and text analysis
 - Joint construction of text types in writing
 - Independent Writing
 - Academic Discourse in all content areas to support use of academic vocabulary
 - Support from Bilingual Paraprofessionals
 - Support from District Interact Fellows
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in areas of Math Distance from Standard according to the California Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action #1.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- After School Tutoring through ASP and EL Services
- Saturday Academy
- Targeted RtI through MTSS
- Classroom teachers will provide differentiated instruction utilizing Wonder Works leveled intervention curriculum
- Teacher on Special Assignment, and Academic Coach to support with targeted EL intervention and support
- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components
- Fall or Spring Semester goal setting student/RSP teacher check-in aligned with IEP goals
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education Team (IEP)
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- Using improvement science, school will monitor SPSA actions and outcomes to identify additional needs for Students with Disabilities

- Professional learning offerings for site leaders and teachers focused on identified student groups
- Potential resources/trainings provided to sites to best meet the needs of individual school based upon low-performing student groups
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- District-provided after school EL tutoring with Interact Fellows

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts ** NO IEP's **	5,845.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	64,954.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,582.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs	6,569.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books for PL	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	13,827.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Laptops and misc technology	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance items	1,476.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Independent contractors; PL trainings	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub				955.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	14,999.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for EL students.	14,915.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters; babysitting for ELAC	2,955.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	4,646.00

\$192,723.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	89.38 %	86.2 %	2023-2024	91.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

College and Career Readiness Opportunities

Rowell demonstrated a 0.03% increase from the 2022-2023 Fall Climate & Culture student survey to the Fall 2023-2024 Climate and Culture student survey in the "Percent favorable in student-centered/real-world experiences domain". The Fall Climate & Culture student surveys increased from 86.17% to 86.2% between 2022-2023 to 2023-2024, respectively.

- Implementation of the following best practices will support our goal to provide students with more expansive student-centered and real-world learning experiences.
- Climate and Culture Team will utilize Power BI and Panorama data for ongoing Cycle of Continuous Improvement and goal setting
- Students in grades TK-6 will engage in a variety of district funded field trips, clubs based on student interest, leadership opportunities, District sponsored activities, including but not limited to, Idea Fest, Spelling Bee, Peach Blossom, Coding Clubs
- Read Across America will offer students access to diverse reading experiences from district leaders, guest authors, and community members
- Student participation in Fall, Winter, and Spring sports teams
- RISE Police Chaplain Program
- PIVOT Program
- Young Men of Character Program (Grades 4-6)
- Girl Power Program (Grades 4-6)
- Collaboration with counselors from McLane feeder pattern secondary schools

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

Key factors that contributed to this disproportionality are:

- During the 2023-2024 school year, opportunities for student engagement in real-world learning opportunities were limited due to staffing deficits for sports coaches, after school club opportunities, and district-sponsored engagements
- Students with chronic absenteeism may not have been present at school to participate in Goal 2 engagement activities that were offered to all students

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were reserves in expenditures this school year due to the deficits in staffing and less than anticipated supplemental contracts for extracurricular activities. Goal 2 allocations were transferred to materials and supplies specific to the ordering of new sports uniforms.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

There will be no changes made for the 2024-2025 school year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

During SSC Meeting on February 23, 2024, district goals, current metrics, and site budget for 24-25 SPSA were shared along with the SPSA Needs Assessment form to elicit feedback.

Majority of SSC member input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour

2 ELAC:

An ELAC Meeting was held on February 22, 2024 to share district goals, current metrics, and site budget for 24-25 and to inform parents of SPSA Needs Assessment form to elicit feedback.

Majority of ELAC input indicates the following recommendations:

Goal 1:

- Recommendations were to change Goal 1 allocations

Goal 2:

- Recommendations were to keep Goal 2 allocations the same (District-funded engagement opportunities)

Goal 3:

- Recommendations were to eliminate Campus Safety Assistant allocation

Goal 4:

- Recommendations were to reduce Direct Food Services allocation

Goal 5:

- Recommendations were to justify expense for parent expenses

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff received a communication on February 24, 2024 to submit budget feedback for SPSA. Our Instructional Leadership Team met on February 28, 2024 and were reminded to speak with their team regarding the submission of the budget feedback form with the option of submitting it as a grade level team or individually. Four Professional Learning Community Grade Level Teams and three individual staff members submitted the Needs Assessment feedback form.

Majority of staff input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our**

Campus Safety Assistant position

- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

district is no longer contracting with CYS, we will fund 2 Social Worker positions

- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

Action 1

Title: College and Career Readiness Opportunities

[Action Details:](#)

Rowell Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in a variety of college and career opportunities through club organizations, athletic teams, co-curricular activities, visual and performing arts, field trips, and class presentations.

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 Student Engagement Tool
- Panorama
- Power BI
- Student/Staff/Parent responses from District Climate and Culture Surveys

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

- Principal
- Vice Principal
- TSA
- Home School Liaison
- Teachers
- Students
- Rowell Support Staff
- Goal 2 Office
- After School Program Coordinator

[Timeline:](#)

- As needed per event

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

- Purchase orders for athletics, spirit wear, clubs, activities/vendors, and the arts
- Supplemental contracts to staff, classified and community members to facilitate clubs or event
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities
- All students will have opportunities to participate in cultural dance activities and events
- Transportation services to attend activity or event

- Materials and supplies, including but not limited to, notebooks, paper, pencils, graphics, art supplies, etc.
- Home School Liaison to support parent and student participation
- Extra time for Campus Safety Assistant support
- Lease of copy machine
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4

1. Identify English learner students in Red and all the areas that they are identified in.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

See Direct Services in Action #1

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

See Direct Services in Action #1

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Collaboration with After School Program and external vendors
- Collaboration with counselors from McLane feeder pattern secondary schools
- Collaboration with VAPA Department
- All parent and student communications will be translated into primary language, including but limited to, School Messenger, field trip permission slips, flyers and notices
- Parent communications shared during ELAC, SSC, Parent University Workshops, and Coffee Hour
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in areas of Math Distance from Standard according to the California Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action #1

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Student engagement will be monitored to address and support any student groups that may not be engaging in Goal 2 Activities
- Regional CWAS II will provide mentoring and engagement activities to support attendance and participation
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		31.7 %	2023-2024	28.7 %
Suspension Rate - Semester 1	✓	0.47 %	0.8 %	2023-2024	0.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism - Semester 1

Rowell demonstrated a 7.63% decrease in chronic absenteeism from Semester 1 of 2022-2023 to Semester 1 of 2023-2024. Chronic absenteeism decreased from 39.33% to 31.7% between 2022-2023 to 2023-2024, respectively. Goal for 2024.2025 is to decrease Chronic Absenteesim in Semester 1 by 3%.

Implementation of the following best practices will support our goal to reduce chronic absenteeism:

- Implementation of SEL core curriculum - Second Step
- Home School Liaison will support with student/parent attendance meetings, home visits, SEL resources, home-school communications and correspondence with families of chronically absent students
- Home School Liaison will collaborate with McLane Region CWASII and Tier II Intervention Specialist to support with attendance data collection and monitoring along with interventions and supports for chronically absent students
- Climate and Culture Team will utilize Power BI and Panorama data for ongoing Cycle of Continuous Improvement and goal setting
- Saturday Academy will be offered to all chronically absent students for attendance recovery
- Students will have the opportunity to participate in Girl Power and Young Men of Character mentoring

Suspension Rate - Semester 1

Rowell demonstrated a 1.67% decrease in suspensions from Semester 1 of 2021-2022 to Semester 1 of 2023-2024. Suspension rates decreased from 2.47% to 1.67% between 2022-2023 and 2023-2024, respectively. Goal for 2024.2025 is to decrease Suspensions in Semester 1 by 0.3%

Implementation of the following best practices will support our goal to reduce our suspension rate.

- Target students with multiple suspensions for MTSS supports from Restorative Practices Counselor,

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

Chronic Absenteeism- Semester 1

Key factors that contributed to this disproportionality are:

- Vacant position during Quarter 1 for Tier II Intervention Specialist position to support attendance/chronic absenteeism/SEL instruction and TST meetings
- Parental skills/knowledge to support with attendance
- Chronic student illness
- Low participation from parents with scheduled attendance meetings with administration During the 2023-2024 school year, opportunities for student engagement in real-world learning opportunities were limited due to staffing of sports coaches, after school club opportunities, and district-sponsored engagements

Suspensions - Semester 1

- Students are continuing to exhibit a need for support with social skills, conflict mediation, problem-solving skills, and growth-mindset due to trauma
- Need for behavior management/CHAMPS training for all district substitutes
- Inconsistent attendance
- Instability for unhoused students
- Vacant position during Quarter 1 for Tier II Intervention Specialist position to support attendance/chronic absenteeism/SEL instruction and TST meetings
- Parental skills/knowledge to support with SEL
- during the 2023-2024 school year, opportunities for student engagement in real-world learning opportunities were limited due to staffing of sports coaches, after school club opportunities, and district-sponsored engagements
- Participation in district PL offered by Department of Prevention and Intervention to teachers and Paraprofessionals (since the meeting attendance is optional, not required, for all teachers and

CYS Counselors or Social Workers, All4Youth Counseling, Tier II Intervention Specialist

- RP Counselor will support to conduct re-entry meetings and weekly check-in meetings with students and with administration
- Referral to A4 Department to support African-American suspensions
- Climate and Culture Team will utilize Power BI and Panorama data for ongoing Cycle of Continuous Improvement and goal setting Development of Behavior Support Plans Connect students, including Students with Disabilities
- Young Men of Character and Girl Power Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture

paraprofessionals)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

During the first Quarter of the 2023-2024 school year, a lack of personnel (Tier II Intervention Specialist) and TST Meetings to monitor and follow-through with chronically absent students was factor. SEL support services by teachers and CCT were re-introduced to students to support with social skills, conflict mediation, problem-solving skills, and growth-mindset in an effort to reduce our suspension rate. Teachers participated in ongoing SEL Institute Training throughout the school year provided by the School Climate Department Climate and Culture Specialists. There were no changes in expenditures for the 2023-2024 school year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The following site allocations will be utilized to support academic and social emotional needs of students:

- Social Workers
- Teaching Fellows
- Certificated Tutor

The following services are District-paid positions:

- School Psychologist
- Site ELA/Math Academic Coach
- School Psychologist
- Site ELA/Math Academic Coach
- Paraprofessionals
- Bilingual Instructional Aides (6-hour)
- Tier II Intervention Specialist
- Restorative Practices Counselor
- All4Youth Counseling
- After School Program Coordinator

The following positions will be reduced and/or eliminated: CSA (3.5 hour position site-funded position to 8-hour district-funded position)

These changes can also be found in Goal 1, Goal 4, Goal 5

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

During SSC Meeting on February 23, 2024, district goals, current metrics, and site budget for 24-25 SPSA were shared along with the SPSA Needs Assessment form to elicit feedback.

Majority of SSC member input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

2 ELAC:

An ELAC Meeting was held on February 22, 2024 to share district goals, current metrics, and site budget for 24-25 and to inform parents of SPSA Needs Assessment form to elicit feedback.

Majority of ELAC input indicates the following recommendations:

Goal 1:

- Recommendations were to change Goal 1 allocations

Goal 2:

- Recommendations were to keep Goal 2 allocations the same (District-funded engagement opportunities)

Goal 3:

- Recommendations were to eliminate Campus Safety Assistant allocation

Goal 4:

- Recommendations were to reduce Direct Food Services allocation

Goal 5:

- Recommendations were to justify expense for parent expenses

3 Staff - (Credentialled Staff, Classified Staff, and Administrators):

Staff received a communication on February 24, 2024 to submit budget feedback for SPSA. Our Instructional Leadership Team met on February 28, 2024 and were reminded to speak with their team regarding the submission of the budget feedback form with the option of submitting it as a grade level team or individually. Four Professional Learning Community Grade Level Teams and three individual staff members submitted the Needs Assessment feedback form.

Majority of staff input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

Action 1

Title: Decrease Chronic Absenteeism

Action Details:

Rowell Elementary will support and educate all stakeholders on the impact of attendance and how it correlates to academic achievement. Rowell will continue to utilize a school wide incentive program to improve attendance rates for all students and implement a tiered system of support for our chronically absent students.

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

Explain the Progress Monitoring and data used for this Action

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

- ATLAS attendance report
- Power BI
- Survey Data (Parent/Staff/Student)
- Climate and Culture Team CCI process to analyze attendance data
- SST Referrals
- Saturday Academy attendance reports
- Regional CWAS II data collection and attendance conferences with parents and students
- Social Workers to meet on weekly basis with Administration
- Restorative Practices Counselor
- Student Participation in Girl Power and Young Men of Character for chronically absent students
- Goal 2 and Goal 3 participation
- Data chats with teachers
- Goal setting student conferences
- HSL home-school communication and home visits
- Targeted Support Team bi-weekly meetings

Owner(s):

- Regional CWAS II
- District Social Workers
- District Psychologist
- Tier II Intervention Specialist
- Restorative Practices Counselor
- Campus Safety Assistant
- Students
- Teachers
- Office Manager
- Office Assistant
- Administration Team
- Home School Liaison
- Saturday Academy Lead
- After School Program Coordinator

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Home School Liaison to support EL students and families with translations, outreach, and home visits
- Regional CWAS II
- Restorative Practices Counselor
- Tier II Intervention Specialist
- District Psychologist
- All4Youth Counselor
- Academic Coach
- Teacher on Special Assignment
- Campus Safety Assistant
- After School Program Coordinator
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- District-provided after school EL tutoring with Interact Fellows

Action 2

Title: Reduce Out-of-School Suspension Rate

[Action Details:](#)

Rowell Elementary will implement a Multi-Tiered System of Support to integrate research-based district adopted programs to support best practices of RtI and Social Emotional Learning (SEL) to decrease out-of-school suspension rates.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in areas of Math Distance from Standard according to the California Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action #1

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Target chronically absent students to attend Saturday Academy to recover absences
- Target chronically absent students for Tier 3 supports through TST bi-weekly meetings
- Regional CWAS II data collection, home visits, and attendance conferences with parents and students
- Increase participation of Students with Disabilities in Meaningful Work, Goal 2 Activities, Goal 3 CCR experiences, Young Men of Character, Girl Power, RISE Police Chaplain Program
- Link families to community agencies and resources for planning and to support intensive needs such as Project Access
- Connect families, including families of Students with Disabilities, to on-site Home School Liaison, Social Workers and Regional CWAS II for additional resources
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences

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
- Power BI
- Fall/Spring Climate and Culture Survey Data (Parent/Staff/Student)
- SST Referrals
- Meaningful Work, Goal 2 and Goal 3 participation
- Climate and Culture Team - Power BI behavioral data analysis
- Emotional Intelligence (EQ) survey analysis
- Behavior Notification Form and Office Discipline Referral Form submissions
- Re-entry meeting data from RP Counselor
- Mentor check-in logs
- HSL home-school communication and home visits
- Targeted Support Team bi-weekly meetings

Owner(s):

- Teachers
- Students
- Restorative Practices Counselor
- Administration
- TSA
- HSL
- Climate and Culture Team
- Social Workers
- All4Youth Counselor
- Regional CWAS II
- Campus Safety Assistant
- District Psychologist
- Tier II Intervention Specialist
- After School Program Coordinator

Timeline:

- Daily
- Weekly
- Monthly
- Quarterly

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide 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 - Determine, prioritize, implement, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- Social Workers
- Regional CWAS II
- District Psychologist
- Restorative Practices Counselor
- Tier II Intervention Specialist
- All4Youth Counselor
- Home School Liaison
- Mileage for HSL
- Campus Safety Assistant
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts
- Substitutes for monthly Student Success Team and IEP Meetings
- Materials and supplies that support instruction, incentives, recognition, including but not limited to, graphics and technology
- Materials and supplies for parent participation
- Direct Food Services

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Home School Liaison to support EL students and families with translations, outreach, and home visits
- Bilingual resources for parents of EL students
- Regional CWAS II
- Designated Schools TSA
- Restorative Practices Counselor
- Tier II Intervention Specialist
- District Social Workers
- District Psychologist
- All4Youth Counselor
- Academic Coach
- Campus Safety Assistant
- Collaboration with After School Program and external vendors
- Collaboration with McLane feeder pattern secondary schools
- Collaboration with VAPA Department
- Targeted EL intervention, EL goal-setting assemblies/parent presentations provided by our Academic Coach and TSA
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- District-provided after school EL tutoring with Interact Fellows

data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in areas of Math Distance from Standard according to the California Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action #1

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Target students with multiple suspensions for Tier 3 supports through TST bi-weekly meetings
- RP Counselor support to conduct re-entry meetings and weekly check-in meetings with students and with administration
- Manifestation Determination meetings with SPED team
- ICET referrals
- Early Learning Behavioral Specialist referrals
- Referral to A4 Department to support African-American suspensions
- Behavior Support Plans
- 504 Plans
- Connect low-performing students, including Students with Disabilities, with Meaningful Work participation
- Connect students, including Students with Disabilities, with Young Men of Character and Girl Power
- Provide opportunities for students to engage in McLane Regional sports events and activities
- Goal 2 and Goal 3 participation
- 5:1 ratio of adult positive to negative interactions with students
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			: HSL gas/mileage for home visits, partnership meetings	700.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.7000	District social worker 1.0 FTE	100,236.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.3000	District social worker 1.0 FTE	42,958.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.3500	New School Social Worker split 0.50 FTE Rowell and 0.50 FTE Birney	50,118.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Social Worker, School	0.1500	New School Social Worker split 0.50 FTE Rowell and 0.50 FTE Birney	21,479.00

\$215,491.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	81.6 %	85.7 %	2023-2024	90.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Fall Climate & Culture Staff Survey

Rowell demonstrated a 7.1% increase from the 2022-2023 Fall Climate & Culture staff survey to the Fall 2023-2024 Climate and Culture staff survey in the "Percent favorable in organizational culture domain".

Fall Climate & Culture staff survey results increased from 78.6% to 85.7% between 2022-2023 to 2023-2024, respectively. Goal is to increase by 5% for the 2024-2025 Fall Climate and Culture staff survey.

Implementation of the following best practices will support our goal to increase our percent favorable in the organizational culture domain:

- Shared decision-making, input and recommendation with all stakeholders
- Staff appreciation events, luncheons, and team building activities
- Care and connect component at the start of every PL supported by our Climate and Culture Team
- Staff recognition/awards/certificates
- Staff "Kudos" acknowledgment in weekly staff bulletin communication from administration
- Staff "Kudos" wall in staff lounge
- Distinguished DLI teacher recognition
- ILT/PLC learning and support Grade-level data chats
- Inclusive cultural events with Dual Language Immersion and English Only staff and students
- PL opportunities/conferences for teachers
- Hiring and retention of highly qualified Dual Language Immersion teachers and bilingual support staff
- Collaboration with Human Resources, English Learner Services, and Teacher Development departments to recruit, hire, and retain bilingual teachers, residents, and staff
- Monitor and maintain Dual Language Immersion enrollment to reflect a 50:50 balance in PreK-6 Grade
- DLI classrooms to meet the needs of EL learners and to support bilingualism and biliteracy
- Climate and Culture Team will utilize Power BI and Panorama data for ongoing Cycle of Continuous

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

Key factors that contributed to this disproportionality are:

- Participation in DLI Academy for new DLI teacher onboarding (since this is an optional, not required cohort)
- Participation in district DLI PLC meetings (since the meeting attendance is optional, not required, for all DLI teachers)
- Participation in district PL offered by CIPL (since the meeting attendance is optional, not required, for all teachers)
- Substitute shortage and lack of highly-qualified substitutes affecting daily classroom routines, procedures, and instruction
- Hiring process for paraprofessional vacancies (lack of candidate pool to interview)

- Improvement and goal setting
- Climate and Culture Team Monthly Newsletter to staff
- Budget allotment for supplemental contracts, instructional materials and supplies for Dual Language Immersion Teachers

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-2024 academic year. Hiring was a challenge for paraprofessional positions during the 2023-2024 school year due to lack of candidate pool for interviews.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The following site allocations will be utilized to support academic and social emotional needs of students:

- District Social Workers
- Teaching Fellows
- Certificated Tutor

The following services are District-paid full time positions:

- School Psychologist
- Site ELA/Math Academic Coach
- Paraprofessionals
- Bilingual Instructional Aides (6-hour)
- Tier II Intervention Specialist
- Restorative Practices Counselor
- AI4Youth Counseling
- After School Program Coordinator

The following positions will be reduced and/or eliminated: CSA(3.5 hour position site-funded position to 8-hour district-funded position)

These changes can also be found in Goal 1, Goal 3, Goal 5

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

During SSC Meeting on February 23, 2024, district goals, current

2 ELAC:

An ELAC Meeting was held on February 22, 2024 to share district

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff received a communication on February 24, 2024 to submit

metrics, and site budget for 24-25 SPSA were shared along with the SPSA Needs Assessment form to elicit feedback.

Majority of SSC member input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

goals, current metrics, and site budget for 24-25 and to inform parents of SPSA Needs Assessment form to elicit feedback.

Majority of ELAC input indicates the following recommendations:

Goal 1:

- Recommendations were to keep Goal 1 allocations the same

Goal 2:

- Recommendations were to keep Goal 1 allocations the same (District-funded engagement opportunities)

Goal 3:

- Recommendations were to keep Goal 1 allocations the same

Goal 4:

- Recommendations were to reduce Direct Food Services allocation

Goal 5:

- Recommendations were to keep Goal 5 allocations the same (Keep Mandatory Parent Involvement allocation)

budget feedback for SPSA. Our Instructional Leadership Team met on February 28, 2024 and were reminded to speak with their team regarding the submission of the budget feedback form with the option of submitting it as a grade level team or individually. Four Professional Learning Community Grade Level Teams and three individual staff members submitted the Needs Assessment feedback form.

Majority of staff input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

Action 1

Title: Recruitment and Retention of Diverse Personnel

[Action Details:](#)

Rowell Elementary is committed to increasing the recruitment and retention of staff to reflect the diversity of our community. Our school will actively collaborate with the Teacher Development Department, the English Learner Services Department, and Human Resources to ensure we are staffing highly qualified personnel, including but not limited to, Dual Language Immersion teachers and staff.

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

- Monitor retention of staff through Lawson
- Monitor effectiveness through supervision and evaluation process
- Staff Management form on iAchieve
- FUSD Staff Exit Interview form
- Fall/Spring Staff Culture and Climate Survey
- Utilize staff survey results specific to the hiring and retention of highly qualified DLI personnel

Owner(s):

- Principal
- Vice Principal
- Site Hiring Panel
- Teacher Residency Program
- FUSD HR Department
- CCT

Timeline:

- Ongoing
- Quarterly
- Lateral Hires
- Overage Hires
- New Teacher Hires

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

- PL/Conferences/District-provided training including, but not limited to, ELA/SLA, Math, Technology, Dual Language Immersion, Cultural Proficiency, Trauma-informed teaching, and Inclusive Practices
- Collaboration with Administrators in HR, Teacher Residency Program, and EL Services for recruitment of highly qualified BCLAD credentialed teacher to support DLI program
- Resources including, but not limited to, graphics, vendor Purchase Orders, materials and supplies to support Professional Learning, Home-school communications, staff and student celebrations/recognitions
- Vendor Purchase Orders to offer performing arts opportunities to support cultural diversity
- Technology to support learning including, but not limited to, SEL instruction, Emotional Intelligence and blended learning
- Repair and maintenance for technology
- Home School Liasion
- Social Workers
- District Psychologist
- Regional CWAS II
- Restorative Practices Counselor
- Tier II Intervention Specialist
- All4Youth Counselor
- Academic Coach
- Teacher on Special Assignment
- Campus Safety Assistant
- Interact Fellows
- Supplemental Contracts for Certificated and Classified staff (i.e., Planning, Tutoring, Club Organizer, Sports)
- Substitutes for PL, Planning, Peer Observations, Peer-collaboration, Data Chats

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in areas of Math Distance from Standard according to the California Dashboard.

See *Direct Services in Action #1*

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- HSL to support EL students and families with translations, home visits, and outreach
- Bilingual resources for parents of EL students
- Regional CWAS II
- District Social Workers
- District Psychologist
- Tier II Intervention Specialist
- Restorative Practices Counselor
- AI/4 Youth Counselor
- After School Program Coordinator
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences

Services for EL Students:

- Explicit instruction on language analysis
- - Designated and Integrated ELD instruction in alignment with ELA/ELD Framework and teaching of Keystone Pedagogies within Framework
 - Teaching and Learning Cycle to support:
 - Building Background Knowledge
 - Explicit instruction with language analysis and text analysis
 - Joint construction of text types in writing
 - Independent Writing
 - Academic Discourse in all content areas to support use of academic vocabulary
 - Support from Teaching Fellows and Bilingual Paraprofessionals
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- District-provided after school EL tutoring with Interact Fellows

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See *Direct Services in Action #1*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See *Direct Services in Action #1*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- After School Tutoring
- Saturday Academy
- Targeted RtI through MTSS
- Fall or Spring Semester goal setting student/RSP teacher check-in aligned with IEP goals
- Classroom teachers will provide differentiated instruction utilizing Go Math resources and Personal Math Trainer at students' ability levels
- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- Using improvement science, school will monitor SPSA actions and outcomes to identify additional needs for Students with Disabilities
- Professional learning offerings for site leaders and teachers focused on identified student groups
- Potential resources/trainings provided to sites to best meet the needs of individual school based upon low-performing student groups

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Travel			: Travel expenses for conferences or workshop trainings	4,219.00
G4A1	Sup & Conc	Instruction	Direct-Food			: Food Services	7,000.00

\$11,219.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	94 %	90.6 %	2023-2024	91.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Fall Climate & Culture Family Survey

Rowell demonstrated a 0.6% increase from the 2022-2023 Fall Climate & Culture family survey to the Fall 2023-2024 Climate and Culture family survey in the "Percent favorable in family engagement domain". Fall Climate & Culture family surveys increased from 90% to 90.6% between 2022-2023 to 2023-2024, respectively. Goal is to increase by 1% for the 2024-2025 Fall Climate and Culture Survey,

Implementation of the following best practices will support our goal to increase our percent favorable in the family engagement domain:

- Climate and Culture Team will utilize Power BI and Panorama data for ongoing Cycle of Continuous Improvement and goal setting
- Home School Liaison to support EL families with translation, interpreting, outreach, and home visits
- ELAC, SSC, and Parent Engagement/Parent University meetings to support parent communication, education, and collaboration
- Collaboration with Safe-to-School parent crossing guard program
- CWASII to support with home-school communications and community outreach
- Collaboration with EL Services to support with Dual Language Immersion informational meetings
- Utilization of Parent Square for home-school communications for weekly post and updates
- Family engagement opportunities and activities

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

Key factors that contributed to this disproportionality are:

- Need for ongoing updated parent contact information in ATLAS in order for parents to access school communications from our district/school websites and Parent Square
- Technology constraints for low socio-economic community in accessing home-school communication platforms
- Low parent attendance at all family engagement meetings including but not limited to, ELAC, SSC, SSTs, weekly parent engagement hours provided by our HSL

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-2024 academic year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The following site allocations will be utilized to support academic and social emotional needs of students:

- District Social Workers
- Teaching Fellows
- Certificated Tutor

The following services are District-paid full time positions:

- School Psychologist
- Site ELA/Math Academic Coach
- Paraprofessionals
- Bilingual Instructional Aides (6-hour)
- Tier II Intervention Specialist
- Restorative Practices Counselor
- All4Youth Counseling
- After School Program Coordinator

The following positions will be reduced and/or eliminated: CSA(3.5 hour position site-funded position to 8-hour district-funded position)

These changes can also be found in Goal 1, Goal 3, Goal 4

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

During SSC Meeting on February 23, 2024, district goals, current metrics, and site budget for 24-25 SPSA were shared along with the SPSA Needs Assessment form to elicit feedback.

Majority of SSC member input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom
- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design

2 ELAC:

An ELAC Meeting was held on February 22, 2024 to share district goals, current metrics, and site budget for 24-25 and to inform parents of SPSA Needs Assessment form to elicit feedback.

Majority of ELAC input indicates the following recommendations:

Goal 1:

- Recommendations were to keep Goal 1 allocations the same

Goal 2:

- Recommendations were to keep Goal 1 allocations the same (District-funded engagement opportunities)

Goal 3:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Staff received a communication on February 24, 2024 to submit budget feedback for SPSA. Our Instructional Leadership Team met on February 28, 2024 and were reminded to speak with their team regarding the submission of the budget feedback form with the option of submitting it as a grade level team or individually. Four Professional Learning Community Grade Level Teams and three individual staff members submitted the Needs Assessment feedback form.

Majority of staff input indicates the following recommendations:

Goal 1:

- Reduce Teaching Fellows contract to 6 Fellows to support in grades K-2
- Provide 2 Teaching Fellows for every K-2 classroom

teacher trainings

- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

- Recommendations were to keep Goal 1 allocations the same

Goal 4:

- Recommendations were to reduce Direct Food Services allocation

Goal 5:

- Recommendations were to keep Goal 5 allocations the same (Keep Mandatory Parent Involvement allocation)

- Keep Certificated Tutor for grades 3-6
- Reduce teacher substitute allocation for Student Success Team Meetings
- Eliminate substitute allocation for Math Lesson Design teacher trainings
- Keep site services allocation
- Keep materials and supplies allocation

Goal 2:

- Keep the same (District-funded engagement opportunities)

Goal 3:

- Keep CYS Counselors (2 @ 4 days a week) **Since our district is no longer contracting with CYS, we will fund 2 Social Worker positions**
- Eliminate Campus Safety Assistant (3.5 hours @ 5 days a week) We will be provided with a district-funded 8-hour Campus Safety Assistant position
- Keep HSL mileage allocation

Goal 4:

- Keep Direct Food Services allocation

Goal 5:

- Keep Mandatory Parent Involvement allocation

Action 1

Title: Inclusive Opportunities for Families

[Action Details:](#)

Rowell is committed to increasing inclusive opportunities for families to engage in their students' education. Our school will actively collaborate with Parent University and community partners to provide a variety of inclusive opportunities for our families.

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

- Student/Staff/Parent responses from District Climate and Culture Surveys
- Reports from ATLAS Student Engagement Tool
- Panorama
- Parent workshop agendas and attendance
- Attendance at school wide family events
- Parent Square dashboard to monitor usage and registration

Owner(s):

- Administration
- Home School Liaison
- District Social Workers
- Regional CWAS II
- Tier II Intervention Specialist
- Parent University
- Community Partners

Timeline:

- Year-round

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

- Materials and supplies/Graphics for parent and student participation
- Vendor Purchase Orders to offer performing arts opportunities to support cultural diversity
- Purchase orders for outside vendors
- Lease of copy machine
- Direct Food Services for parent and student activities
- Mileage for Home School Liaison
- Campus Safety Assistant
- District Social Worker
- SST Meetings
- Transportation services to attend activities or events
- Incentives for parent and student participation
- Translation services
- Supplemental contracts and/or extra time for Certificated and Classified staff
- Substitutes for monthly Student Success Team Meetings

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Collaborate with District Departments to offer family engagement workshops, including but not limited to, Math and Literacy events, SEL workshops, community partnerships
- HSL to support EL students and families with translations, home visits, and outreach
- Bilingual resources for parents of EL students
- Regional CWAS II
- District Social Workers
- District Psychologist

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Students with Disabilities are performing at the lowest level in areas of Math Distance from Standard according to the California Dashboard.

Rowell currently has 209 EL students with none in Red on the California Dashboard.

Rowell currently does not have ELA student groups identified in Red on the California Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

See Direct Services in Action #1

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

See Direct Services in Action #1

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- After School Tutoring

- Tier II Intervention Specialist
- Restorative Practices Counselor
- AI/4 Youth Counselor
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- Provide opportunities for students and families to engage in McLane Regional sports events and activities
- Saturday Academy
- Targeted RtI through MTSS
- Fall or Spring Semester goal setting student/RSP teacher check-in aligned with IEP goals
- Classroom teachers will provide differentiated instruction utilizing Go Math resources and Personal Math Trainer at students' ability levels
- Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education (IEP) team
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- Students will be provided with opportunities to have access to maximal time in general education setting, including but not limited to lunch and recess, but rather meaningful educational and social experiences
- Using improvement science, school will monitor SPSA actions and outcomes to identify additional needs
- Using improvement science, school will monitor SPSA actions and outcomes to identify additional needs for Students with Disabilities
- Professional learning offerings for site leaders and teachers focused on identified student groups
- Potential resources/trainings provided to sites to best meet the needs of individual school based upon low-performing student groups

2024-2025 SPSA Budget Goal Subtotal

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Mandatory minimum amount for parent involvement ** NO FOOD OR INCENTIVES **	2,312.00

\$2,312.00

2024-2025 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	Teacher-Supp			Certificated Supplemental Contracts ** NO IEP's **	5,845.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	64,954.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,582.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs	6,569.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books for PL	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	13,827.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Laptops and misc technology	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Maintenance items	1,476.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Independent contractors; PL trainings	5,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub				955.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	14,999.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and supplies for EL students.	14,915.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters; babysitting for ELAC	2,955.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	4,646.00
G3A1	Title 1 Basic	Attendance & Social Work Servi	Local Mileag			: HSL gas/mileage for home visits, partnership meetings	700.00
G3A1	Sup & Conc	Attendance & Social Work Servi	Crt Pupil-Reg	Social Worker, School	0.7000	District social worker 1.0 FTE	100,236.00
G3A1	LCFF: EL	Attendance & Social Work Servi	Crt Pupil-Reg	Social Worker, School	0.3000	District social worker 1.0 FTE	42,958.00
G3A2	Sup & Conc	Attendance & Social Work Servi	Crt Pupil-Reg	Social Worker, School	0.3500	New School Social Worker split 0.50 FTE Rowell and 0.50 FTE Birney	50,118.00
G3A2	LCFF: EL	Attendance & Social Work Servi	Crt Pupil-Reg	Social Worker, School	0.1500	New School Social Worker split 0.50 FTE Rowell and 0.50 FTE Birney	21,479.00
G4A1	Title 1 Basic	In-House Instructional Staff Deve	Travel			: Travel expenses for conferences or workshop trainings	4,219.00
G4A1	Sup & Conc	Instruction	Direct-Food			: Food Services	7,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Mandatory minimum amount for parent involvement ** NO FOOD OR INCENTIVES **	2,312.00

\$421,745.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,030.00
Sup & Conc	7090	\$241,763.00
LCFF: EL	7091	\$101,952.00
Grand Total		\$421,745.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$192,723.00
G3 - Increase student engagement in their school and community	\$215,491.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$11,219.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,312.00
Grand Total	\$421,745.00