

Rowell Elementary

10621666006472

Principal's Name: Alice McClintock

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Alice McClintock', written over a faint, illegible background.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family 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. Alice McClintock, Principal	x				
2. Raquel Yerena, Chairperson				x	
3. Teresa Depedro, Vice-Principal			x		
4. Margarita Avelar, Teacher		x			
5. Valerie Reyes, Teacher		x			
6. Graciela Gil, Teacher		x			
7. Eddie Trevino, CWAS			x		
8. Mary Carrasco, Classified			x		
9. Katrina Bridges, Co-Chairperson				x	
10. Irma Hernandez, Parent				x	
11. Angelica Delgadillo, Parent				x	
12. Carolyn Flores, DAC rep				x	
13. Raquel Pineda, HSL			x		

Check the appropriate box below:
 ELAC reviewed the SPSA as a school advisory committee.

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		4/7/2022
SSC Chairperson	Raquel Yarena		4/7/2022

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 2022/23

Rowell - 0410

ON-SITE ALLOCATION

3010	Title I	\$66,456 *
7090	LCFF Supplemental & Concentration	\$227,740
7091	LCFF for English Learners	\$98,400
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$124,490</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$517,086

* 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	\$2,272
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$64,184</u>
	Total Title I Allocation	\$66,456

Rowell Elementary 2022-2023 - 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			5.38 %	2020-2021	10 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		22.43 %	2021-2022	30 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		13.02 %	2021-2022	25 %

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.

Rowell demonstrated a 10% decrease in student proficiency levels when comparing iReady Math D2 On-level scores from 2020-2021 to 2021-2022. Actions were developed based on an in-person learning model. Current pandemic circumstances have affected the implementation of best practices for a comprehensive math program.

I-Ready Math D2 On Level

- Professional Learning with Doug Fisher K-12 Rebound Playbook to rebuild agency and accelerate learning recovery
- Professional learning and purchase of software technology to increase student engagement
- 1 to 1 student laptop program implemented to ensure student access to instruction
- PLC Work-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
- Math Reflex to support fluency
- MLD coaching cycles in grades 5-6

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

I-Ready Math D2 On Level

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism due to COVID-19 quarantine guidelines
- Student engagement during quarantine and simultaneous instruction
- Access to Professional Learning and instructional coaching to support learning

I-Ready ELA D2 On Level

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism due to COVID-19 quarantine guidelines
- Student engagement during quarantine and simultaneous instruction
- Access to Professional Learning and instructional coaching to support learning

EL Reclassification Rate

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism due to COVID-19 quarantine guidelines
- Student engagement during quarantine and simultaneous instruction

- Personalized Learning Initiative - Wave 3 participation to support integrated technology

- Access to Professional Learning and instructional coaching to support learning

I-Ready ELA D2 On Level

Rowell demonstrated a 6% decrease in student proficiency levels when comparing iReady ELA D2 On-level scores from 2020-2021 to 2021-2022. Actions were developed based on an in-person learning model. Current pandemic circumstances have affected the implementation of best practices for a comprehensive ELA program.

- Professional Learning with Doug Fisher K-12 Rebound Playbook to rebuild agency and accelerate learning recovery
- Professional learning and purchase of software technology to increase student engagement
- 1 to 1 student laptop program implemented to ensure student access to instruction
- PLC Work-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
- Interact Fellows Reading/Foundational Skills instructional support in grades 1-3
- Personalized Learning Initiative - Wave 3 participation to support integrated technology

EL Reclassification Rate

Rowell Elementary implemented focused actions aligned with current English Learner data reflecting 5.38 % of English Learners redesignated during the 2020-2021 school year. Integrated and Designated English Language Development instruction was provided based on English Learner needs. Actions were developed based on an in-person learning model. Current pandemic circumstances have affected the implementation of best practices for a comprehensive program for English Learners.

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 2021-2022 academic year. Allocations that were not used were reallocated for the purchase of technology and instructional materials. Allocations for teacher substitute release days and for supplemental Classified/Certificated contracts were not utilized due to COVID-19 restrictions.

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 2022-23 SPSA.

Professional Learning will continue to address student disproportionality and actions will specifically address disproportional student groups. An intentional focus of actions will address our largest gaps in student achievement pertaining to English Learners and Students with Disabilities. Additional funds will be utilized to support Social Emotional needs of students.

We will add the following District-paid full time positions:

- School Psychologist
- Site ELA/Math Instructional Coach

- CWAS II
- Home School Liaison

These changes can also be found in Goal 2, Goal 3, Goal 4, Goal 5

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

1 SSC:

- The School Site Council recommended to fund academic supports such as Interact Fellows, Paraprofessionals, and counseling services
- The School Site Council also recommended funding for the arts and for additional technology

2 ELAC:

- The School Site Council recommended to fund academic supports such as Interact Fellows, Paraprofessionals, and counseling services
- The School Site Council also recommended funding for the arts and for additional technology

3 Staff:

- The Staff recommended to fund academic supports such as Interact Fellows, Paraprofessionals, and counseling services.
- The Staff also recommended funding for additional technology and Bilingual Paraprofessionals

Action 1

Title: ELA Instructional Plan for K-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 K-2 Grade foundational skills. Professional Learning Communities will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students reading by 3rd 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
- IAB Assessments
- District Interim Assessments
- Grade Level Common Formative Assessments
- BAS
- Data chats with teachers
- Classroom goal-setting
- Student goal-setting

Owner(s):

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

Timeline:

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

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- ELA Guaranteed and Viable Curriculum core curriculum, resources and materials
- Tablets for use of online resources
- Interact Fellows to support literacy
- Library books, materials, and supplies
- Bilingual Paraprofessionals
- 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
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention and Interact 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 and Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 2

Title: Math Instructional Plan for K-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 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
- AC Teams
- Lead Teachers
- Administration
- Academic Instructional Coach
- Resource Lab Aide

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
- Participation in FUSD Math Lesson Design Training and coaching cycles for 5th/6th grade teachers
- 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 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
- Math Guaranteed and Viable Curriculum core curriculum, resources and materials
- Tablets for use of online resources
- Library books, materials, and supplies
- Bilingual Paraprofessionals
- Interact Fellows
- 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
- Substitutes for data chats, peer observations, and instructional planning
- 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 and Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Direct Food Services

Specify enhanced services for EL students:

- Math Lesson Design in Grades 5-6
- Academic Discourse in Math content
- Support from Bilingual Paraprofessionals
- Visual supports
- Math tools and curriculum resources
- Digital resources

Specify enhanced services for low-performing student groups:

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

Action 3

Title: English Language Learner Instructional Plan for K-6

Action Details:

Rowell Elementary will implement standards-based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are re-designated.

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
- BAS
- Grade Level CFAs
- IAB Assessments
- Data chats with teachers and students

Owner(s):

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

Timeline:

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

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports

- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- ELPAC Assessors
- Tablets for online use of integrated ELA/ELD resources
- Materials and supplies to support ELA/ELD instruction
- Interact Fellows
- Bilingual Paraprofessionals
- Home School Liaison
- 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, and instructional planning
- Additional materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation
- Translators
- Direct maintenance and repairs
- Travel and Costs for Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2022-2023 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	Subagreements			Education and Leadership Foundation : Inter-Act Fellows	61,920.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (minimum requirement for Title 1) **No food or incentives**	2,272.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.80 Martha Felleke 1488 hrs	2,264.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts	6,191.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books	2,104.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & supplies	60,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food vendors for staff & student incentives	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for admin	2,050.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		13,758.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.80 Martha Felleke 1488 hrs	33,415.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.60 TBD 1120 hrs	72,016.00
G1A1	One-time School	Instruction	Teacher-Subs			Certificated subs/SST subs/coaching/data chats	10,246.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	35,000.00
G1A1	One-time School	Instruction	Travel			: Travel, conferences, workshops	19,244.00
G1A1	One-time School	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.80 Martha Felleke 1488 hrs	60,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Classified supplemental contracts	4,971.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	11,143.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA Para: Antonia Vidrio	15,238.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA Para: Lorena Camacho	15,238.00
G1A3	LCFF: EL	Instruction	Direct-Graph			: Print & copies	2,602.00

\$444,672.00

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	✓		85.07 %	2021-2022	86.17 %

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.

Actions were moderately affected in achieving the expected outcomes for the metric in this goal.

- Students in grades TK-6 will engage in a variety of district funded field trips, clubs based on student interest and leadership opportunities to expand student real world learning opportunities.

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

During the 2021-22 school year, opportunities for student engagement in real-world learning opportunities were limited due to COVID-19 restrictions. As a result of high numbers of students on quarantine, participation and engagement was minimal.

Due to COVID-19 restrictions, staff was limited in leading school clubs and engagement opportunities for 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).

The only major difference between the intended and actual implementation of actions and expenditures to meet this goal is that students were able to participate in 1-2 Goal 2 field trips compared to the more restrictive COVID-19 guidelines in 2020-2021.

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 2022-23 SPSA.

The lifting of COVID-19 restrictions will provide real world learning experiences to support an increase in student engagement.

We will add the following District-paid full time positions:

- CWAS II
- Home School Liaison

We will add the following site-funded positions:

- Coaches for sports
- Teacher-led clubs

These changes can also be found in Goal 1, Goal 3, Goal 4, Goal 5

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

1 SSC:

- The School Site Council recommended more real-world learning experiences for primary level students
- The School Site Council recommended more performing arts opportunities for students

2 ELAC:

- The English Learner Advisory Committee recommended more real-world learning experiences for primary level students
- The English Learner Advisory Committee recommended more performing arts opportunities for students

3 Staff:

- The Staff recommended more real-world learning experiences for primary level students
- The Staff recommended more performing arts opportunities for students

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, and parent/student/staff surveys
- Student responses from District Climate and Culture Surveys

Owner(s):

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

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, 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
- Resource Lab Aide to support with materials and supplies
- Direct Food Services

Specify enhanced services for EL students:

- All parent and student communications will be translated into primary language, including but limited to, School Messenger, field trip permission slips, flyers and notices
- Parent communications shared during ELAC, SSC, Parent University Workshops, and Coffee Hour

Specify enhanced services for low-performing student groups:

- Student engagement will be monitored to address and support any student groups that may not be engaging in Goal 2 Activities
- CWAS II will provide mentoring and engagement activities to support attendance and participation

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh copy machines	2,264.00

\$2,264.00

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	✓		52.06 %	2021-2022	30 %
Suspension Rate - Semester 1	✓		1.8 %	2021-2022	2.47 %

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.

Actions were somewhat effective in achieving the expected outcomes for the metric in this goal.

Chronic Absenteeism

- CWAS and Home School Liaison made home visits, called homes, and sent email and mail correspondence to chronically absent families

Suspensions - Students with 1 or More

- During the 2021-2022 school year, suspension rate increased in comparison the 2020-2021 school year due to students returning to in-person instruction on campus

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

- Chronic absenteeism increased due to impact of COVID-19 illnesses
- Chronic absenteeism was attributed to the following: COVID-19 illnesses and quarantine guidelines, lack of student engagement in Simultaneous Instruction/Independent Studies, inconsistent technology at home, parents' skills/knowledge of technology to support from home

Suspensions - Students with 1 or More

- Suspensions increased due to trauma during school closures and hybrid learning from the 2020-2021 school year
- Suspensions increased during the 2021-2022 school year due to inconsistent SEL instruction in the previous school year
- Upon returning to in-person instruction, students exhibited a need for support with social skills, conflict mediation, problem-solving skills, and growth-mindset

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 2021-2022 school year, COVID-19 restrictions and guidelines contributed to a lack of personnel and time to monitor and follow-through with chronically absent students. SEL support services 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.

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 2022-23 SPSA.

We will add the following District-paid full time positions:

- School Psychologist
- Site ELA/Math Instructional Coach
- CWAS II
- Home School Liaison

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

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

1 SSC:

- The School Site Council would like to continue to see a decrease in absenteeism and suggested to incorporate more rallies, assemblies, meaningful work, and theme days to promote student engagement and attendance

2 ELAC:

- The English Learner Advisory Committee would like to continue to see a decrease in absenteeism and suggested to incorporate more rallies, assemblies, meaningful work, and theme days to promote student engagement and attendance

3 Staff:

- Staff gave suggestions to decrease chronic absenteeism rates and suspension rates

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
- CWAS II data collection and attendance conferences with parents and students
- CYS Counselor 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

Owner(s):

- CWAS II
- CYS
- District Psychologist
- Restorative Practices Counselor
- Students
- Teachers
- Office Manager
- Office Assistant
- Administration Team
- Home School Liaison
- Saturday Academy Lead

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
- Principal, VP, CWAS II, CYS Counselor, Restorative Practices Counselor, Psychologist, Campus Safety Assistant, and HSL will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage participation in Goal 2 activities/clubs
- Mileage for HSL
- Extra pay/Supplemental Contracts for Classified Staff
- Materials and Supplies will include, but is not limited to, lease of copy machine, copy paper, graphics, incentives, notebooks, paper, pencils, crayons, markers, pens, backpacks, and other materials
- Materials and supplies for parent participation
- Resource Lab Aide to support with materials and supplies
- Direct Food Services

Specify enhanced services for EL students:

- Home School Liaison to support EL students and families with translations, outreach, and home visits
- Resource Lab Aide
- CYS Counselor
- CWAS II
- Designated Schools TSA

Specify enhanced services for low-performing student groups:

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

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.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

- ATLAS
- Power BI
- Survey Data (Parent/Staff/Student)
- SST Referrals
- Meaningful Work, Goal 2 and Goal 3 participation
- Climate and Culture Team suspension data analysis
- Emotional Intelligence (EQ) survey analysis
- Office referral data
- Re-entry meeting data from RP Counselor
- Mentor check-in logs

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

- 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
- CYS Counseling
- CWAS II
- District Psychologist
- Restorative Practices Counselor
- Home School Liaison
- Mileage for HSL
- Campus Safety Assistant
- Bilingual Paraprofessionals
- Certificated and Classified supplemental contracts
- Substitutes for monthly Student Success Team and IEP Meetings
- Materials and supplies that support instruction, incentives, recognition, including but not limited to, graphics and technology
- Materials and supplies for parent participation
- Resource Lab Aide to support with materials and supplies
- Direct Food Services

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- HSL to support EL students and families with translations, home visits, and outreach
- Bilingual resources for parents of EL students
- CWAS communications

- Target students with multiple suspensions
- RP Counselor support to conduct re-entry meetings and weekly check-in meetings with students and with administration

- CYS Counselor
- CWAS II
- District Psychologist
- Resource Lab Aide

- 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
- Connect low-performing students, including Students with Disabilities, with Meaningful Work participation
- Connect students, including Students with Disabilities, with Young Men of Character and Girl Power
- Goal 2 and Goal 3 participation
- 5:1 ratio of adult positive to negative interactions with students

2022-2023 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	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL mileage	300.00
G3A2	LCFF: EL	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		53,879.00

\$54,179.00

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	✓		84.22 %	2021-2022	85.32 %

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.

Actions were effective based on Dual Language Immersion Teacher retention with 100% of teachers remaining at Rowell from the 2020-2021 to 2021-2022 school year.

- Dual Language Immersion PL Opportunities
- Retention of Highly Qualified Dual Language Immersion Teachers and Bilingual Support Staff
- Collaboration with Teacher Development Department to recruit Bilingual Teacher Residents
- Budget allotment for supplemental contracts, materials and supplies for Dual Language Immersion Teachers

Actions were effective based on the 2021-2022 School Climate and Culture staff survey with an increase in favorable results from 67% (Spring 2020) to 81% (Spring 2021) and further increased to 84% (Fall 2021).

- Shared decision-making with all stakeholders
- Staff appreciation events and team building
- Care and Connect component to every PL
- PLC communities consistently meeting and planning either virtually or in-person
- Grade-level data chats with administration team

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

- Experience level of DLI staff
- Participation in DLI Academy for onboarding preparation since this is an optional cohort
- Participation in DLI PLC District meetings since the meetings are optional for DLI teacher
- COVID-19 restrictions with participation in DLI conferences
- Lack of substitutes for GE/DLI classrooms
- Hiring for paraprofessional vacancies in GE classrooms is cumbersome and lengthy

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).

Due to COVID-19 restrictions, limited opportunities were available for PL opportunities, team building activities, and participation in conferences.

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 2022-23 SPSA.

We will add the following District-paid full time positions:

- School Psychologist
- Site ELA/Math Instructional Coach
- CWAS II
- Home School Liaison

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

1 SSC:

- Bilingual support staff
- Additional SEL support
- Maintaining High-quality DLI teachers and partnership with Teacher Residency Program

2 ELAC:

- Bilingual support staff
- Additional SEL support
- Maintaining High-quality DLI teachers and partnership with Teacher Residency Program

3 Staff:

- Bilingual support staff
- Additional SEL support
- Increasing hours of Bilingual Instructional Assistants

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

Owner(s):

Timeline:

- Monitor retention of staff through Lawson
- Monitor effectiveness through supervision and evaluation process
- Utilize staff survey results specific to the hiring and retention of highly qualified DLI personnel

- Principal
- Vice Principal

- August 2022-June 2023

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- PL/Conferences/District-provided Training including, but not limited to, ELA/SLA, Math, Technology, Dual Language Immersion
- Resources including, but not limited to, graphics, materials, and supplies to support Professional Learning
- Technology to support learning including, but not limited to, distance learning, blended learning, and simultaneous learning
- Repair and maintenance for technology
- Home School Liaison
- District Psychologist
- CWAS II
- CYS Counselor
- Restorative Practices Counselor
- Interact Fellows
- Supplemental Contracts for Certificated and Classified staff (i.e., Planning, Tutoring)
- Substitutes for PL, Planning, Peer Observations, Peer-collaboration, Data Chats
- Resource Lab Aide to support with materials and supplies

Specify Professional Development or Staff Services to support EL students:

- Training opportunities provided by the English Learner Services Department and/or English Learner TSAs, to support Designate and Integrated ELD
- Training opportunities provided by the English Learner Services Department to support Dual Language Instruction

Specify Professional Development or Staff Services to support low-performing student groups:

- Backwards mapping of ELA and Math Standards
- Data analysis and action planning
- PL on K-2 Foundational Skills
- PL on Dual Language Immersion
- Research-based professional readings
- Travel and Cost for Conferences

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	✓		93.57 %	2021-2022	94.67 %

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.

Actions were somewhat effective based on the 2021-2022 Fall Climate and Culture family survey with favorable results with 94% (Fall 2021) in the family engagement domain. There was no prior data in this domain during the 2020-2021 school year.

- Shared decision-making with all stakeholders
- Parent and family workshop opportunities offered virtually to accommodate parent's work schedules
- Use of social media, school messenger, email, pre-recorded meetings, school website
- Provide translation of all school communications to provide parents access to information

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

- Need for ongoing updated ATLAS contact information
- Technology constraints for parents in accessing communication platforms
- Low parent attendance with virtual meetings

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 major differences between the intended and actual actions were a result of limited family participation due to COVID-19 restrictions.

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 2022-23 SPSA.

- We will add the following District-paid full time positions:
- School Psychologist
 - CWAS II

- Home School Liaison

These changes can also be found in Goal 1, Goal 2, Goal 3, Goal 4

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

1 SSC:

The School Site Council would like additional workshops in the areas of math, early learning, technology, and English/Spanish classes

2 ELAC:

The English Learner Advisory Committee would like additional workshops in the areas of math, early learning, technology, and English/Spanish classes

3 Staff:

- Staff would like to continue funding our Comprehensive Youth Services Counselor, and Resource Lab Aide

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

- Climate and Culture survey data
- Parent workshop agendas and attendance
- Attendance at school wide family events

Owner(s):

- Administration
- Home School Liaison
- CYS
- CWAS II
- Parent University
- Community Parents

Timeline:

- Year-round

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Materials and supplies/Graphics for parent and student participation
- 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
- CYS Counselor
- Transportation services to attend activities or events
- Incentives for parent and student participation
- Resource Lab Aide to support with materials and supplies
- Translation services
- Supplemental contracts and/or extra time for Certificated and Classified staff

Specify Direct Service and Opportunities for parents and families to support EL students:

- Home School Liaison to support EL families with translation, interpreting, outreach, and home visits
- ELAC and Parent Coffee Hour meetings
- CWAS II to support with home-school communication
- Bilingual resources for parents of EL students
- Comprehensive Youth Services Counselor
- Resource Lab Aide to support with family meetings

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Home School Liaison to support EL families with translation, interpreting, outreach, and home visits
- CWAS II to support with home-school communication
- Referral to A4 Department to support African-American suspensions
- Resources for parents of low-performing students
- Comprehensive Youth Services Counselor
- Resource Lab Aide to support with family meetings

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

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	Sup & Conc	Instruction	Ins Aide-Sup			Classified supplemental contracts; interpreters	4,971.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	11,000.00

\$15,971.00

2022-2023 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	Subagreements			Education and Leadership Foundation : Inter-Act Fellows	61,920.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement (minimum requirement for Title 1) **No food or incentives**	2,272.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.80 Martha Felleke 1488 hrs	2,264.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supplemental contracts	6,191.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books	2,104.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & supplies	60,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Food vendors for staff & student incentives	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for admin	2,050.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.4375		13,758.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.80 Martha Felleke 1488 hrs	33,415.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.60 TBD 1120 hrs	72,016.00
G1A1	One-time School	Instruction	Teacher-Subs			Certificated subs/SST subs/coaching/data chats	10,246.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology	35,000.00
G1A1	One-time School	Instruction	Travel			: Travel, conferences, workshops	19,244.00
G1A1	One-time School	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : 0.80 Martha Felleke 1488 hrs	60,000.00
G1A3	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Classified supplemental contracts	4,971.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	11,143.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA Para: Antonia Vidrio	15,238.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375	BIA Para: Lorena Camacho	15,238.00
G1A3	LCFF: EL	Instruction	Direct-Graph			: Print & copies	2,602.00
G2A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh copy machines	2,264.00
G3A1	LCFF: EL	Attendance & Social Work Services	Local Mileag			HSL mileage	300.00
G3A2	LCFF: EL	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		53,879.00
G5A1	Sup & Conc	Instruction	Ins Aide-Sup			Classified supplemental contracts; interpreters	4,971.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	11,000.00

\$517,086.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,456.00
Sup & Conc	7090	\$227,740.00
LCFF: EL	7091	\$98,400.00
One-time School	7099	\$124,490.00
Grand Total		\$517,086.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$444,672.00
G2 - Expand student-centered and real-world learning experiences	\$2,264.00
G3 - Increase student engagement in their school and community	\$54,179.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$15,971.00
Grand Total	\$517,086.00