

Rowell Elementary

10621666006472

Principal's Name: Alice McClintock

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
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.	
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

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

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. Moua Lee, 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:

x ELAC reviewed the SPSA as a school advisory committee.
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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		4/6/2021
SSC Chairperson	Raquel Yerena		4/6/2021

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2021/22

Rowell - 0410

ON-SITE ALLOCATION

3010	Title I	\$71,185 *
7090	LCFF Supplemental & Concentration	\$239,580
7091	LCFF for English Learners	\$100,845
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$27,060</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$438,670

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,857
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Remaining Title I funds are at the discretion of the School Site Council	<u>\$69,328</u>
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Total Title I Allocation	\$71,185
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Rowell Elementary 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		5.36 %	2019-2020	12.36 %
I-Ready ELAD2 On Level		29.45 %	2020-2021	36.45 %
I-Ready Math D2 On Level		23.67 %	2020-2021	30.67 %

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

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

I-Ready Math D2 On Level

Rowell Elementary implemented a comprehensive and balanced math and intervention program in grades TK-6 to support the mastery of grade level skills in reading, writing, speaking and listening.

The following actions have contributed to PLC Teams making progress in Math with a 4% gain in student proficiency levels when comparing in-person Winter iReady scores from 2019-20 to distance learning scores in 2020-21.

- Professional Learning in new technology shift to distance learning model of instruction
- Professional learning and purchase of software technology to increase student engagement during online learning
- 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
- Teaching Fellows instructional support in grades K-6

Actions were developed based on an in-person learning model. Current pandemic circumstances have

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 during distance learning model
- Student engagement during distance learning model
- Access to technology/WiFi
- Access to instructional resources to support learning
- Lack of best practices (brick-and-mortar) instruction to support learning

I-Ready ELA D2 On Level

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism during distance learning model
- Student engagement during distance learning model
- Access to technology/WiFi
- Access to instructional resources to support learning
- Lack of best practices (brick-and-mortar) instruction to support learning

EL Reclassification Rate

affected the implementation of best practices for a comprehensive math program.

I-Ready ELAD2 On Level

Rowell Elementary implemented a comprehensive and balanced English Language Arts and intervention program in grades TK-6 to support the mastery of grade level skills in reading, writing, speaking and listening.

The following actions have contributed to PLC Teams making progress in ELA with a 8% gain in student proficiency levels when comparing in-person Winter iReady scores from 2019-20 to distance learning scores in 2020-21.

- Professional Learning in new technology shift to distance learning model of instruction
- Professional learning and purchase of software technology to increase student engagement during online learning
- 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
- Teaching Fellows instructional support in grades K-6

EL Reclassification Rate

- Rowell Elementary implemented focused actions aligned with current English Learner data reflecting 5.36 % of English Learners redesignated during the 2019-20 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.

Key factors that contributed to this disproportionality are:

- Attendance/Chronic absenteeism during distance learning model
- Student engagement during distance learning model
- Access to technology/WiFi
- Access to instructional resources to support learning
- Lack of best practices (brick-and-mortar) instruction to support learning

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.

- The actions implemented align with the allocation of budget expenditures for the 2020-2021 academic year. Allocations that were not used were reallocated for the purchase of technology and instructional materials. Allocations for conferences and travel 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 2021-2022 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 transitioning back to brick and mortar learning environment.

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

1 SSC: - The School Site Council recommended to continue funding academic supports such as Teaching Fellows, HSL, 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 continue funding academic supports such as Teaching Fellows, HSL, Paraprofessionals, and counseling services. - The School Site Council also recommended funding for the arts and for additional technology.	3 Staff: - The Staff recommended to continue funding academic supports such as Teaching Fellows, HSL, Paraprofessionals, and counseling services. - The Staff also recommended funding for additional technology.
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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
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target - SBAC - I-Ready - IAB Assessments - District Interim Assessments - Grade Level Common Formative Assessments - BAS - Data chats with teachers - Classroom goal-setting - Student goal-setting	Owner(s): - Teachers - Students - PLC Teams - Lead Teachers - Administration - Teacher on Special Assignment - Resource Lab Aide	Timeline: - Daily Checking for Understanding - Common Formative Assessments (Minimum of 1-2 CFAs per Quarter) - Quarterly IAB Assessments (Gr.3-6) - Wonders Weekly, Quarterly, and End-of-Unit Assessments
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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
- Teaching Fellows to support small group reading instruction
- Bilingual Paraprofessionals
- Teaching Fellows
- Home School Liaison
- Mileage for HSL
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention and Teaching Fellows
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation
- Translators
- Direct maintenance and repairs
- Travel and Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Social Worker
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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
- 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
- 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 Standards Institute to support with teacher planning and lesson alignment
- Participation in FUSD Math Lesson Design Training 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 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
- Tablets for use of online resources
- Bilingual Paraprofessionals
- Home School Liaison
- Mileage for HSL
- Teaching Fellows
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation
- Translators
- Direct maintenance and repairs
- Travel and Costs for Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences for Professional Learning
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Social Worker
- Direct Food Services

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- Academic Discourse in Math content
 - Support from Bilingual Paraprofessionals
 - Visual supports
 - Math tools and curriculum resources
 - Digital resources
- After School Tutoring
 - Targeted Rtl through MTSS
 - Classroom teachers will provide differentiated instruction utilizing Go Math resources and Personal Math Trainer at students' ability levels
 - Students with Disabilities will receive daily differentiated instruction utilizing GVC and intervention components

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:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• Student EL Re-designation goal-setting • SBAC • ELPAC • I-Ready • BAS • Grade Level CFAs • IAB Assessments • Data chats with teachers and students	• Teachers • Students • PLC Teams • Lead Teachers • Administration • TSA • EL Coaches • Resource Lab Aide	• Daily • Weekly • Quarterly Benchmark Assessments • Quarterly IAB Assessments

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

- Tiered Levels of Support through Response to Intervention for targeted groups (SPED, EL, African American, Foster, specific grade levels based on site data)
- Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
- Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Tier 3 - Diagnose, treat, prioritize, and monitor Tier 3 interventions, ensure proper intervention intensity, determine if Special Education is needed and justifiable
- ELPAC Assessors
- Tablets for online use of integrated ELA/ELD resources
- Materials and supplies to support ELA/ELD instruction
- Teaching Fellows
- Bilingual Paraprofessionals
- Home School Liaison
- Mileage for HSL
- Digital Literacy Resources
- Blended Learning/Differentiated Instruction/Response to Intervention

- Supplemental contracts for Certificated and Classified
- Substitutes for Student Success Team Meetings
- Substitutes for data chats, peer observations, and instructional planning
- TSA to monitor response to intervention and Teaching Fellows
- Additional materials and supplies that support instruction including, but not limited to, graphics and technology
- Materials and supplies for parent participation
- Translators
- Direct maintenance and repairs
- Travel and Costs for Conferences for Certificated Staff
- Substitutes for Administration to attend meetings and conferences
- Resource Lab Aide to support with materials and supplies
- CYS Counselor
- Social Worker
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

- After School Tutoring
- Targeted Rtl through MTSS
- California Teaching Fellows will support small group instruction in grades 1-3 during Rtl 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

2021-2022 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			California Teaching Fellows Foundation : California Teaching Fellows Foundation; Goal 1, Action 1-3	50,100.00
G1A1	Title 1 Basic	Instruction	Travel			: Professional development; conferences	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST subs/monthly progress monitoring	4,683.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers/subs for teachers	7,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom material & supplies; Goal 1, Action 1-3	26,425.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom materials & supplies	1,043.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies: Cost for PERS for Mary Carrasco	3,236.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct maintenance & repair/technology repair	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Direct food services	700.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Education Elements: PLI Year 2 of PLI Training	3,716.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for admin	2,692.00
G1A1	Sup & Conc	Instructional Supervision & Admin	CI&Tech-Sup			Supplemental contracts for classified	10,148.00
G1A1	Sup & Conc	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.2675	Resource lab assistant	8,139.00
G1A1	LCFF: EL	Other Instructional Resources	CI&Tech-Reg	Paraprof, Resource Lab	0.1700	Resource lab assistant	5,171.00
G1A1	One-Time School	Instruction	Mat & Supp			: Classroom materials & supplies; incentives	22,060.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology materials & supplies; Non-capitalized	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers for Math Lesson Design sub days (6 teachers x 3 days)	3,593.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	5,988.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,136.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		14,634.00
G1A3	LCFF: EL	Instruction	Travel			: Travel and conferences	638.00

\$200,285.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	95 %

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

1

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

Student-centered real world learning experience - Site Defined

- 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.

Student-centered real world learning experience - Site Defined

- During the 2020-21 school year opportunities for student engagement were limited due to distance learning. Disproportionality was effected by lack of technology, WiFi and brick-and-mortar (In-person) best practices. Certificated staff focused on learning new structures in delivering content however, engagement in real-world learning opportunities were limited 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.

- Materials and supplies were funded by Goal 2 Department including extra pay contracts.

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 2021-2022 SPSA.

- Brick-and-mortar (In-person) real world learning experiences will support an increase in student engagement.

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

1

SSC:

2

ELAC:

3

Staff:

- 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

- 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

- 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
- Mileage for HSL
- Student goal-setting for extracurricular yearly participation

Owner(s):

- Principal
- Vice Principal
- TSA
- Home School Liaison
- Teachers
- Students
- Rowell 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):

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

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

Specify enhanced services for EL students:

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

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review****School Level Dashboard**

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		32.37 %	2020-2021	30.37 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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

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

Chronic Absenteeism

- CWAS and Home School Liaison implemented multiple forms of communication with chronically absent families to increase connectivity during distance learning
- 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 2020-2021 school year, suspension data decreased in comparison the 2019-2020 school year due to online distance learning during pandemic

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 has increased due to constraints of distance learning during pandemic due to the following: limited WiFi access, inconsistent technology, parents' skills/knowledge of technology to support from home

Suspensions students with 1 or more

- There is no baseline suspension data from the 2020-2021 school year due to online distance learning during pandemic

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.

- During the 2020-2021 school year, budget expenditures were reallocated to develop new incentives for chronically absent students in comparison to the budget expenditures allocated for incentives for chronically absent students in 2019-2020
- During the 2020-2021 school year, suspension data decreased in comparison the 2019-2020 school year due to online distance learning during pandemic

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 2021-2022 SPSA.

- No changes will be made to address this goal

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

1 SSC: The 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
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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
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Explain the Progress Monitoring and data used for this Action

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

- ATLAS attendance report
- Power BI
- Survey Data (Parent/Staff/Student)
- Climate and Culture Team attendance data analysis
- SST Referrals
- Saturday Academy attendance reports
- CWAS data collection and attendance conferences with parents and students
- CYS Counselor to meet on weekly basis with Administration
- Social Worker to meet on weekly basis with Administration
- Social Worker to support with home visits
- 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
- CYS
- Social Worker
- 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 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, CWAS, CYS Counselor, Social Worker, Campus Safety Assistant, and HSL will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage participation in Goal 2 activities/clubs
- Mileage for HSL
- Extra pay/Supplemental Contracts for Classified Staff
- Materials and Supplies will include, but is not limited to, lease of copy machine, copy paper, graphics, incentives, notebooks, paper, pencils, crayons, markers, pens, backpacks, and other materials
- Materials and supplies for parent participation
- Resource Lab Aide to support with materials and supplies
- Direct Food Services

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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

Specify enhanced services for EL students:

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
- CYS Counselor
- Social Worker
- Resource Lab Aide

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

2021-2022 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	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.4500		35,855.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			: HSL mileage	150.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor 4 days/wk	14,228.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor 4 days/wk	77,772.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		49,859.00

\$177,864.00

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	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	90 %

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

1

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

Staff Goal - Site Defined

- Dual Language Immersion PL Opportunities and Budget for Conferences
- Retention of Highly Qualified Dual Language Immersion Teachers and Bilingual Support Staff
- Collaboration with Teacher Development Department to recruit Bilingual Teacher Residents
- Collaboration with English Learner Services Department and HR to recruit and hire highly qualified DLI teachers
- Budget allotment for supplemental contracts, materials and supplies for Dual Language Immersion Teachers
- Utilize staff survey results specific to the hiring and retention of highly qualified DLI personnel

2

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

Staff Goal - Site Defined

- No baseline data since this is a new goal and metric

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.

- No major differences since this is a new goal and metric

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 2021-2022 SPSA.

- No changes since this is a new goal and metric

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

1 SSC: The School Site Council would like Dual Immersion class structures and supports to continue in an effort to grow our program	2 ELAC: The English Learner Advisory Committee would like Dual Immersion class structures and supports to continue in an effort to grow our program	3 Staff: Staff would like to continue to have Bilingual Instructional Aides and possibly increase their hours
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Action 1

Title: Recruitment and Retention of Dual Language Immersion Staff

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 Dual Language Immersion personnel.

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
- Utilize staff survey results specific to the hiring and retention of highly qualified DLI personnel

Owner(s):

- Principal
- Vice Principal

Timeline:

- August 2021-June 2022

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
- Supplemental Contracts for Certificated and Classified staff (i.e., Planning, Tutoring)
- Substitutes for PL, Planning, Peer Observations, 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,

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

- Backwards mapping of ELA and Math Standards

to support Designate and Integrated ELD

- Training opportunities provided by the English Learner Services Department to support Dual Language Instruction

- 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	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	75 %

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

1

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

Family Goal - Site Defined

- Parent and family workshop opportunities offered at various times 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.

Family Goal - Site Defined

- Need for ongoing updated ATLAS contact information
- Technology constraints for parents in accessing communication platforms

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.

- No baseline data since this is a new goal and metric

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 2021-2022 SPSA.

- No changes will be made since this is a new goal and metric

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

1

SSC:

2

ELAC:

3

Staff:

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

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

- Staff would like to continue funding our Home School Liasion position to support parent engagement
- Staff would like to continue funding our Comprehensive Youth Services Counselor, District Social Worker, 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

- Parent workshop agendas and attendance
- Attendance at school wide family events

Owner(s):

- Administration
- Home School Liaison
- 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
- Home School Liaison
- Mileage for Home School Liaison
- Campus Safety Assistant
- Transportation services to attend activities or events
- Incentives for parent and student participation
- Resource Lab Aide to support with materials and supplies
- 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

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

- Bilingual resources for parents of EL students
- Comprehensive Youth Services Counselor
- District Social Worker
- Resource Lab Aide to support with family meetings

- Home School Liaison to support EL families with translation, interpreting, outreach, and home visits
- Resources for parents of low-performing students
- Comprehensive Youth Services Counselor
- District Social Worker
- Resource Lab Aide to support with family meetings

2021-2022 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	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation materials & supplies (no food/incentives); Goal 5, Action 1	1,857.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent involvement; babysitting for English classes	2,536.00
G5A1	LCFF: EL	Instruction	Ins Aide-Sup			Translators for parent communications, conferences, meetings	3,044.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		53,084.00

\$60,521.00

2021-2022 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			California Teaching Fellows Foundation : California Teaching Fellows Foundation; Goal 1, Action 1-3	50,100.00
G1A1	Title 1 Basic	Instruction	Travel			: Professional development; conferences	5,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST subs/monthly progress monitoring	4,683.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers/subs for teachers	7,183.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom material & supplies; Goal 1, Action 1-3	26,425.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom materials & supplies	1,043.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies: Cost for PERS for Mary Carrasco	3,236.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct maintenance & repair/technology repair	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			Direct food services	700.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : Education Elements: PLI Year 2 of PLI Training	3,716.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Subs for admin	2,692.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Sup			Supplemental contracts for classified	10,148.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.2675	Resource lab assistant	8,139.00
G1A1	LCFF: EL	Other Instructional Resources	Cl&Tech-Reg	Paraprof, Resource Lab	0.1700	Resource lab assistant	5,171.00
G1A1	One-Time School	Instruction	Mat & Supp			: Classroom materials & supplies; incentives	22,060.00
G1A1	One-Time School	Instruction	Nc-Equipment			: Technology materials & supplies; Non-capitalized	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for teachers for Math Lesson Design sub days (6 teachers x 3 days)	3,593.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC assessors	5,988.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		18,136.00
G1A3	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.4375		14,634.00
G1A3	LCFF: EL	Instruction	Travel			: Travel and conferences	638.00
G3A1	Sup & Conc	Attendance & Social Work Services	Crt Pupil-Reg	Social Worker, School	0.4500		35,855.00
G3A1	LCFF: EL	Attendance & Social Work Services	Local Mileage			: HSL mileage	150.00
G3A2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor 4 days/wk	14,228.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS Counselor 4 days/wk	77,772.00
G3A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		49,859.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation materials & supplies (no food/incentives); Goal 5, Action 1	1,857.00
G5A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent involvement; babysitting for English classes	2,536.00
G5A1	LCFF: EL	Instruction	Ins Aide-Sup			Translators for parent communications, conferences, meetings	3,044.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		53,084.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,185.00
Sup & Conc	7090	\$239,580.00
LCFF: EL	7091	\$100,845.00
One-Time School	7099	\$27,060.00
Grand Total		\$438,670.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$200,285.00
G3 - Increase student engagement in their school and community	\$177,864.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$60,521.00
Grand Total	\$438,670.00