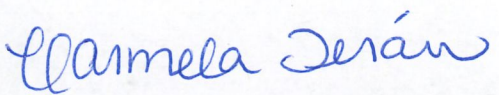


Rowell Elementary

10621666006472

Principal's Name: Carmela Teran Principal's

Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

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 rewritten 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. Principal - Carmela Teran	X				
2. Chairperson - Carolyn Flores				X	
3. Guadalupe Arellano		X			
4. Laura Zarate		X			
5. Luz Chang		X			
6. Margarita Castillo			X		
7. Norma Madrigal				X	
8. Celeste Leon Madaleno				X	
9. Virginia Garnica				X	
10. Angelica Delgadillo				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Rowell Elementary

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Carmela Teran		3/27/25
SSC Chairperson	Carolyn Flores		3/27/25

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

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

FY 2025/26

Rowell - 0410

ON-SITE ALLOCATION

3010	Title I	\$73,692 *
7090	LCFF Supplemental & Concentration	\$229,614
7091	LCFF for English Learners	\$91,476

TOTAL 2025/26 ON-SITE ALLOCATION

\$394,782

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,136
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Program Budget	\$71,556
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Total Title I Allocation	\$73,692
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Rowell Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		43.7 %	2023-2024	65 %
SBAC ELA- Average distance from standard	✓	-47.6 pts	-67 pts	2023-2024	-52 pts
SBAC ELA- Average distance from standard (Hispanic)	✓		-70.5 pts	2023-2024	-55.5 pts
SBAC ELA- percentage of students met/exceeded standard	✓	32.4 %	27.6 %	2023-2024	32.6 %
SBAC Math - Average distance from standard	✓	-57.2 pts	-67.3 pts	2023-2024	-52.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	27.5 %	25.2 %	2023-2024	30.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- The achievement gap in English Language Arts (ELA) and Mathematics remains significant, particularly for Hispanic students and English Learners (ELs).
- Action 1-The achievement gap in English Language Arts (ELA) is significant, particularly for Hispanic students, as only 27.6% meet or exceed SBAC standards, with an average distance of -70.5 points for Hispanic students. The goal is to raise this to 32.4% by the 2025-2026 school year.
- Action 2-The achievement gap in Math is significant, with only 25.2% of students meeting or exceeding SBAC standards, and an average distance from the standard of -67.3 points. The target goal for 2025-2026 is to increase this to 30.2%, with a reduction in the distance from the standard to -52.3 points.

Action 3-Only 43.7% of Long-Term English Learners (LTELs) improved at least one level on the English Language Proficiency Index (ELPI), indicating a need for more effective support to help these students progress in language proficiency.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

The underachievement in ELA and Math among key student groups—Long-term English Learners, socioeconomically disadvantaged students, and Hispanic students—is due to several major factors. These include language barriers, attendance rates, limited access to resources, inconsistent intervention strategies, teacher preparedness and early intervention gaps, and cultural or socioeconomic challenges that affect student academic performance. Additionally, teacher preparedness and the lack of early intervention or consistent academic support systems further contribute to the achievement gaps. These factors highlight the need for targeted, differentiated instructional strategies and support for these students.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- To address underachievement in ELA and Math among key student groups, the following needs must be met to help close the achievement gaps and promote equity:
- 1. Language Barriers (ELs) – Structured ELD instruction, bilingual support, and teacher training on scaffolding.
 - 2. Limited Resources (Socioeconomically disadvantaged) – Bilingual paraprofessionals and tutors for identified students, digital learning tools and resources, and student goal-setting structures.
 - 3. Inadequate Support (Students with Disabilities) – Student interventions, teacher training, and attendance support.
 - 4. Cultural/Socioeconomic Challenges – Parent engagement, social-emotional supports, and mental health services, attendance supports.
 - 5. Teacher Preparedness – PLC+ Foundations and collaboration for consistent interventions, instructional planning, formative assessments, ongoing professional development, and instructional coaching.
 - 6. Lack of Early Intervention– Universal screening, tiered intervention support, and bilingual tutoring support programs (for example teaching fellows or interact fellows)

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA Instructional Plan for TK-6

Partially Implemented

The 2024-25 SPSA actions were partially implemented due to transitions in administration, staffing deficits, and the need to familiarize with the school's structures and implementation plan. Challenges included new administration, Tier 2 and 3 support staff (RP counselor, Social Workers, Academic Coach, After School Coordinator), student behavior, chronic absenteeism, and continued staffing shortages. There is a need to refine the use of instructional minutes to better support intervention time and grade-level content. PLCs will continue implementing a comprehensive reading program, emphasizing early literacy and foundational skills in grades PK-2. The focus of PLC work will remain on implementing reading and writing (TLC) strategies and interventions to ensure all students achieve reading proficiency by 3rd grade.

Action 2: Math Instructional Plan for TK-6

Partially Implemented

The 2024-25 SPSA actions were partially implemented due to transitions in administration, staffing deficits, and the need to accclimate to the school's structures and implementation plan. Challenges included new

administration, staffing for Tier 2 and 3 support roles (RP Counselor, Social Workers, Academic Coach, After-School Coordinator), student behavior, chronic absenteeism, and overall staffing shortages. There is a need to refine the use of instructional minutes for intervention time, Math Fluency Revamp, and Math grade-level content with a focus on differentiated instruction, the implementation of Reflex/Frax Math, and ongoing professional development in effective math practices.

Action 3: English Language Learner Instructional Plan for TK-6

Partially Implemented

The English Language Learner (ELL) Instructional Plan for TK-6 was Partially Implemented due to transitions in administration, staffing deficits, and inconsistencies in execution. While goal-setting chats, EL assemblies, after-school tutoring for EL students, identifying and monitoring EL students through Ellevation data, and professional learning were successfully implemented; Tiered RTI support faced challenges in consistency and participation. Additionally, ELRT committee was not established and meetings were not implemented. ELPI data shows 65% of students improved by at least one level, indicating a continued need for interventions. Strengthening tutoring participation, targeted instruction, and progress monitoring will be essential to meeting reclassification and achievement goals.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA Instructional Plan for TK-6

Partially Effective

Partially Effective- The actions were Partially Effective, as some metrics in the ELA Instructional Plan for TK-6 showed improvement, but targets were not fully met. SBAC ELA scores increased slightly, with 27.6% of students meeting/exceeding standards, still below the 32.4% target, and DFS improving but still short of the -47.6-point goal. iReady Reading data indicates progress, with students above or on level increasing from 26% in the fall Diagnostic 1 to 35% in the winter iReady Diagnostic 2, but 17% remain 1 grade-level below and 48% 2 or more grade-level below on iReady 24/25 D2. While PLCs and MTSS provided instructional support, gaps in small group intervention and foundational literacy skills limited progress. Strengthening early intervention and differentiated instruction will be necessary to meet our 25/26 target outcomes.

Action 2: Math Instructional Plan for TK-6

Partially Effective

The actions were Partially Effective – While some growth was observed in math performance, students did not fully meet target goals. 23/24 SBAC Math scores improved slightly, but only 25.2% of students are meeting/exceeding standards, below the 27.5% 24/25 target. iReady math data shows progress, with students performing above or on level increasing from 15% in the Diagnostic 1 in the fall to 35% Diagnostic 2 in the winter. Existing structures, such as PLCs and MTSS, helped ensure quality instruction, however continued work in strengthening small group instruction, targeted intervention, and professional development will be necessary to further improve outcomes.

Action 3: English Language Learner Instructional Plan for TK-6

Partially Effective

Partially Effective: The actions were Partially Effective, as some progress was made, but key targets were not fully met. ELPI data shows that 43.7% of EL students improved by at least one level, indicating growth, but SBAC DFS for Hispanic students remains at -70.5 points, showing a need for further improvement. While goal-setting chats, EL assemblies, and tutoring provided support, gaps remain in Tier 2 and Tier 3 interventions, small group instruction, and targeted reclassification strategies. Strengthening professional learning, differentiated instruction, and after-school support will be necessary to accelerate EL student achievement.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Action 1:Rowell will enhance foundational reading interventions for K-3, ensuring Tier I/II students receive enrichment opportunities while Tier III students receive targeted support from their classroom teachers and a certificated tutor. In upper grades, Tier III interventions will target disproportionate student groups through structured lessons aligned with the Guaranteed and Viable Curriculum (GVC) and Orton-Gillingham (OG) implementation for foundational skills. Additionally, professional development on differentiated instruction will support teachers in effectively meeting student needs.

Action 2: Rowell will strengthen small group instruction and conceptual math understanding by expanding Tier I and II interventions through PLCs and structured progress monitoring. Additional math intervention resources and adaptive online programs, such as Math Reflex and Frax, will support differentiated instruction and skill development. Professional learning will focus on conceptual math strategies and intervention best practices to enhance teacher effectiveness and student outcomes.

Action 3: Rowell will expand after-school tutoring based on Ellevation data to provide targeted support for EL students and will strengthen ELPAC goal-setting chats to help students track progress and understand reclassification goals. Increased Tier II and III interventions will provide intensive language support to accelerate language acquisition and reclassification rates. Additionally, ongoing professional learning will support teachers in effectively integrating ELA/ELD strategies across content areas to enhance language development.

Section D: 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.

SSC:	ELAC:	Staff:
Certificated Tutor, Social worker, Teaching fellows, Substitute for BAS Testing, Professional Development, Goal Setting incentives, Clubs	Certificated Tutor, Social worker, Substitute for BAS Testing, Professional Development, Parent Volunteers in the classroom, Tutoring support, Homework support, Dance and exercise classes, Parent food	• Pair older students with younger ones for reading buddies and create after-school clubs based on grade level and subject. • Make sure every PK-K classroom has a full-time aide to help with learning and reading. • Hire teachers for extra tutoring to support students who need it the most. • Give each Kindergarten teacher a full-time aide to help students learn to read by 1st grade. • Provide extra academic help for students who need more support (Tier 2 intervention). • Set aside money for student rewards, sports equipment, and uniforms. • Continue reading help with OG (Orton-Gillingham) tutors and certificated tutors. • Train teachers on fair grading and improving student writing. • Offer after-school tutoring by giving teachers contracts to help. • Encourage teachers to work together across grade levels to understand student needs. • Support hands-on learning (project-based learning) and tutoring contracts for teachers. • Hire more bilingual staff to help DLI (Dual Language Immersion) and SPED (Special Education) students. • Provide more reading support in Spanish with trained tutors. • Create a writing program that helps students improve from one grade to the next.

- Offer extra math help using Teaching Fellows or other staff during math time.
- Add small-group tutoring after school for extra support.

Action 1 :

ELA Instructional Plan for TK-6

Action Details:

Rowell Elementary will implement a comprehensive ELA instructional plan focused on foundational reading skills, comprehension, and academic language development. PLCs will analyze iReady, FIABs, IABs, and CFA data to monitor student progress and adjust instruction based on identified needs. Tiered intervention supports, including small group instruction, targeted literacy interventions, and certificated tutor support, will be provided to students performing below grade level. Orton-Gillingham (OG) strategies will be integrated to strengthen phonics instruction, particularly for early learners. After-school tutoring, goal-setting chats, and professional learning will enhance teacher capacity to support diverse learners. Through intentional planning, progress monitoring, and differentiated instruction, Rowell Elementary is committed to improving literacy outcomes and closing achievement gaps in ELA.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1

Teachers in grades K-6 will implement the following supports for all students:

- Core Reading Block: Instruction will follow the Guaranteed Viable Curriculum (GVC) in reading and writing.
- Technology Integration: Technology will support student learning of the CCSS. Instructional support technology will be purchased as funds allow.
- Materials and Supplies: Funds will support the purchase of instructional supplies, including supplementary materials for ELA and Math.
- Goal-setting Incentives: Materials will be purchased to support academic goal-setting based on district and state assessments.
- Classroom Incentives: Incentives will be provided for meeting academic and behavioral goals.
- ELD Reclassification Recognition: Recognition will be given to students and families who meet reclassification criteria.
- **Substitutes: Substitutes will be provided for instructional talks, data analysis, and coaching as needed. Substitutes will also be provided for two PLC planning days.**
- **PLC Planning: Funds will support one planning day(8 hours) outside the instructional day for PLC teams.**
- Professional Learning: Instructional coach will support professional learning in ELA and Math.
- Parent Engagement: Funds will support materials, refreshments, babysitting, and translators for parent engagement activities.
- Climate and Culture Specialist: This position will support teachers with classroom management, observations, and feedback.
- Professional Learning Opportunities: As funding allows, professional development in ELA and Math will be explored.

Tier 2

- Intervention Block: A 30-45 minute intervention block will focus on targeted support based on formative assessment data.
- ELD Support: English learners will receive targeted intervention with Wonders ELD Curriculum to address reclassification needs.
- Certificated Tutor: A certificated tutor will focus on foundational skills and English Learner support (Interact Fellow funded by EL Services).
- ELPAC assessors will administer the ELPAC assessment.
- **Teaching Fellows: Six Teaching Fellows (3.5 hours/day) will provide extra support in ELA and Math, focusing on students based on academic data.**
- After-School Tutoring: After-school tutoring contracts will support ELA proficiency, particularly for EL students.
- Targeted Support Team(TST): Students with ongoing academic, health, attendance, or behavioral concerns will be referred to the TST for further intervention.
- Social-Emotional Support: Restorative Practice, Spilt with other site) will address conflict situations between peers and adults.
- Intervention Specialist: Lead social skills groups and provide individual support.
- Campus Safety Assistant: support safety during the instructional day.

Tier 3

- Student Success Team(SST): Students not responding to Tier 1 and 2 interventions will be referred for SST meetings.
- 504 and Special Education Testing: Based on data analysis, students maybe referred for 504 accommodations or Special Education testing.
- Behavior Intervention: Students with ongoing behavioral issues maybe referred to ICET(Inter-agency Child Empowerment Team).District Behavior Intervention Specialists will support students with individual behavior plans.
- Substitutes: Substitutes will be provided for classroom coverage during monthly SST meetings.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Rowell provides targeted support for all English Learner (EL) students, including newcomers, Long-Term English Learners (LTELs), and reclassified students, through the following actions:

- Designated and Integrated Instruction: Teachers will provide designated and integrated instruction using the GVC and the ELA/ELD State Standards, and Academic Discourse in all content areas to support use of academic vocabulary to meet the needs of EL students.
- TLC Cycle Support: 1. Building Background Knowledge, 2. Explicit instruction with language analysis and text analysis, 3. Joint construction of text types in writing, 4. Independent Writing
- ELD Instruction: Students will receive designated ELD instruction aligned with their proficiency levels during the intervention block.
- Reading Intervention for LTELs: LTELs will be specifically targeted for additional reading interventions to support their language development.
- Monitoring and Support: District EL Coaches will collaborate with administrative teams and PLCs to monitor progress, ensure acceleration of student achievement, and support reclassification efforts.
- Reclassification Goal Setting: Teachers will use the Reclassification Goal Setting report to set individualized goals for EL students, focusing on areas of growth.
- Family Engagement: Parents will be invited to weekly Parent Engagement Meetings, ELAC, and SSC meetings to discuss their children's academic progress and EL status.
- Professional Development: As funding allows, teachers will have access to conferences and professional learning opportunities to enhance their knowledge of ELA and Math strategies for EL students.
- Home-School Liaison Support: The Home-School Liaison will coordinate our weekly parent engagement meetings, assist in communicating academic progress and attendance to families, ensuring they are well-informed and involved. These services aim to ensure that EL students receive the necessary support for academic success and timely reclassification.
- Bilingual Paraprofessionals
- Students will receive scaffolded instruction within a Multi-Tiered System of Support (MTSS) in general education with a framework of Universal Design for Learning (UDL), project-based learning, and other related services as determined by Individual Education Team (IEP)
- Students will be supported by staff that exhibit a growth mindset that presumes ability for each student while offering a positive and inclusive climate and culture
- District and site-based EL Professional Learning
- Targeted EL intervention, EL goal-setting assemblies

Student Groups

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

Planned Title I Expenses to Support Student Groups:

- **Socio-Economically Disadvantaged (SED) Students:**

- **Hispanic (HI):**

- Intervention Programs & Tutoring – Certificated supplemental contracts, and Teaching Fellows to provide targeted small group instruction and after-school intervention/tutoring for students.
 - Academic Resources & Technology – Provide Access to instructional materials, and laptops to support student learning.
 - Family Engagement – Host Weekly parent workshops focused on literacy, math, SEL, and teach strategies to support learning at home.

- **Students with Disabilities (SWD):**

- Specialized Instructional Support – Utilize Teaching Fellows to deliver individualized and small-group instruction for struggling students.
 - Professional Development for Teachers – Offer training on Universal Design for Learning (UDL), differentiated instruction, and inclusion strategies to better support our SWD.

- **English Learners (EL):**

- After-School Tutoring & Language Support – Targeted tutoring using Teaching Fellows, focusing on language acquisition and academic support based on Ellevation and ELPAC data.

- Bilingual Resources & Materials – instructional materials to support language development.
- Home School Liason Support – Mileage for home visits, Parent engagement meetings to help with school engagement and reclassification success.

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

- **Hispanic (HI):**

- **Socio-Economically Disadvantaged (SED) Students:**

- Independent Contractors – Provide specialized academic and SEL support services.
 - Professional Learning (PL) & Planning Days – Certificated Substitutes to conduct Quarterly PLC collaborative planning days for teachers to refine core instruction and intervention strategies.
 - Materials & Supplies – Purchase instructional materials, technology resources, and intervention material to support student learning.
 - Certificated Substitutes – Fund certificated substitutes to allow teachers to participate in SSTs.
 - Social Worker – Support students' social-emotional and mental health needs through counseling and family outreach.
 - Laptops & Technology – Provide updated devices for student access to digital learning platforms.
 - Graphics & Maintenance Items – Design visual supports, communication materials, and signage for school-wide events.
 - Certificated Tutors – Fund certificated tutors for targeted intervention in literacy.

- **Students with Disabilities (SWD):**

- Professional Learning & Planning Days – Quarterly teacher training on Universal Design for Learning (UDL) and inclusive instructional practices.
 - Materials & Supplies – Purchase material, manipulatives, and accessibility tools to support student learning.
 - Independent Contractors – Provide specialized academic and SEL support services.

- **English Learners (EL):**

- Professional Learning & Planning Days – Quarterly planning days and training sessions focused on integrated and designated ELD instruction.
 - Materials & Supplies – Fund ELD-specific instructional materials and tools to support language development.
 - ELPAC Assessors – Support accurate assessment and monitoring of EL progress.
 - Social Worker – Provide SEL and mental health support to assist EL families.
 - Babysitting for ELAC Meetings – Offer childcare services to encourage family participation in ELAC meetings.
 - Laptops & Technology – Ensure EL students have access to devices and digital learning programs.
 - Certificated Tutors – Fund certificated tutors for targeted intervention in literacy.

As a site: What are the planned actions to support this student group?

- **Hispanic (HI):**

- **Socio-Economically Disadvantaged (SED) Students:**

- PLCs – Implement data-driven instruction and intervention during PLC meetings, analyzing student progress and adjusting strategies.
 - ILT – Support schoolwide instructional initiatives, Activating(Facilitating), and monitoring of intervention strategies.
 - Counseling & SEL Support – Provide social-emotional learning (SEL) lessons and mental health resources through school social worker.
 - MTSS Implementation – Strengthen Multi-Tiered Systems of Support (MTSS) to provide targeted academic and behavioral interventions.
 - Family Engagement – Host parent workshops and events to promote literacy and numeracy support at home.

- **Students with Disabilities (SWD):**

- Special Education & General Education Collaboration – Ensure SPED and general education teachers collaborate in PLC meetings to align instruction and interventions.
 - ILT & Resource Specialists – Provide professional development on differentiation, co-teaching, and inclusion strategies.
 - RTI – Strengthen Tier II & III interventions, ensuring students receive specialized small group support.

- Technology & Accessibility – Ensure assistive technology and accommodations are in place to support student learning needs.
- **English Learners (EL):**
 - Teachers & PLCs – Use Ellevation and ELPAC data to identify EL students needing additional support and adjust instruction accordingly.
 - ILT & Academic Coach – Provide coaching and professional learning on TLC model, best practices for integrated and designated ELD instruction.
 - ELPAC Support & Reclassification – goal-setting chats, student tracking, and reclassification monitoring to ensure ELs, EL TELs, RFEP are progressing.
 - Intervention & After-School Support – Offer small group intervention and tutoring based on student needs.
 - Family & Community Engagement – Strengthen ELAC meetings, family Engagement Hour, and translation support to promote engagement.

Progress Monitoring: Outcomes

Reasoning for using this action			☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see			
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom walkthroughs utilizing IPG with focus on effective literacy instruction. • Small group literacy interventions and differentiated instruction will be implemented in all classrooms. • Outcomes will be measured by walkthrough data, with a goal of 90-100% of classroom observations demonstrating effective implementation of IPG 2.B in short-term literacy instruction. • Progress will be monitored by the Principal, VP, and teachers through: ◦ PLC discussions analyzing student progress ◦ Student work analysis to assess comprehension and writing skills ◦ Formative assessment data from iReady and classroom assessments • Professional learning will support teachers in implementing evidence-based reading strategies.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • District benchmarks, iReady Diagnostics, and SBAC Interim assessments will track student progress in ELA • Students will show growth in reading fluency, comprehension, and writing through targeted instruction and intervention. • Teachers will use assessment data to adjust instruction and support student learning. • Progress monitored by: ◦ Teachers, PLCs, and admin through data discussions. ▪ iReady lesson completion and student goal-setting chats. ▪ Ongoing professional development to refine literacy instruction.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC Results: Decrease the distance from standard (DFS) in ELA from -67 to -47.6. • Increase the percentage of students meeting or exceeding standards on SBAC from 27.6% to 32.4%. • Outcomes measured by growth in SBAC scores and overall improvement in reading comprehension, fluency, and writing skills. • Progress monitored by: ◦ Principal and teachers through assessment data reviews. ◦ PLC meetings analyzing student performance trends. ◦ Ongoing progress monitoring using iReady and formative assessments to ensure sustained growth.			

Action 2 :

Math Instructional Plan for TK-6

Action Details:

Rowell Elementary will implement a comprehensive TK-6 math instructional program that emphasizes conceptual understanding, interactive activities, real-life applications, and problem-solving. Targeted interventions, data-driven instruction, and increased student support will be key components, including small-group instruction focused on essential math skills, strategic use of assessment data to guide lesson planning, and additional learning opportunities such as tutoring and intervention. Professional Learning Communities (PLCs) will engage in ongoing professional development to enhance math instruction, ensuring alignment with the eight mathematical practices through the lens of focus, coherence, and rigor. By fostering a growth mindset and delivering engaging, rigorous lessons, we aim to increase student confidence and proficiency, working toward our goal of raising SBAC scores from 25.2 to 30.2% and reducing the achievement gap by 15 points by 2025-2026.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Rowell Elementary will implement a comprehensive, multi-tiered system of support to enhance student achievement and address academic, behavioral, and social-emotional needs.

- Core Math Block using the Guaranteed Viable Curriculum (GVC) aligned with the Common Core State Standards (CCSS).
- Technology Integration to support student learning, with instructional support tools purchased as funds allow, along with funding for technology repairs and software.
- Supplies and Materials, including supplementary resources for CCSS Math
- Goal-Setting Incentives to encourage academic progress based on district and state assessments.
- Classroom Incentives to reinforce academic and behavioral achievements.
- **Substitutes for Professional Development, including instructional talks, data analysis, coaching, and two planning days for PLC teams.**
- Instructional Coaching in ELA and Math, based on current data, to enhance teaching strategies.
- Professional Development through district-led training, coaching cycles, and peer observations.
- Parent Communication on student progress, with allocated funds for materials, supplies, refreshments, babysitting, and translators.
- Climate and Culture Specialist to support teachers with classroom management, observations, and feedback.
- Math Fluency Block (30 MIN.)-Academic Coach provides PL on Number sense, Math Fluency, Number Talk.

Tier 2:

- 30-45 Minute Daily Intervention Block focused on Math, based on formative assessment data.
- 6 Interact Fellows (3.5 hours/day, 5 days/week) providing additional support in ELA and Math based on academic needs.
- After-School Tutoring contracts for teachers, with a focus on Math intervention for students.
- Targeted Support Team (TST) referrals for students struggling with academics, health, attendance, behavior, or suspensions.
- Social-Emotional Support provided by:
 - District-Provided Restorative Practice Counselor for behavioral intervention.
 - Tier 2 Specialist leading social skills groups and individualized support.
- Campus Safety Support (-funded) to ensure a safe environment during instructional hours and after-school programs.

Tier 3:

- Student Success Team (SST) meetings to develop individualized intervention plans.
- Referrals for 504 Accommodations or Special Education Testing based on data-driven analysis of student progress.
- District-Assigned Behavior Intervention Specialists to support students with chronic behavioral challenges.
- Inter-agency Child Empowerment Team (ICET) Referrals for students requiring external behavioral and social-emotional support.
- Substitutes for SST Meetings to ensure effective planning and collaboration.
- Supplemental Contracts for Certificated Staff to manage and plan SST meetings.

Additional Supports across all tiers

- Math Guaranteed Viable Curriculum (GVC) resources and materials.

- Technology Integration to enhance instruction through online resources.
- Library Books, Materials, and Supplies to support literacy and numeracy development.
- Bilingual Paraprofessionals to support English Learners.
- Teaching Fellows and Certificated Tutors to provide small-group instruction and intervention.
- Home-School Liaison to strengthen family engagement and communication.
- Blended Learning, Differentiated Instruction, and RTI Strategies embedded into daily instruction.
- Substitutes for Professional Learning in data analysis, instructional planning, peer observations, and training.
- Academic Instructional Coach to facilitate coaching cycles and professional learning.
- Parent Engagement Resources, including materials, supplies, translators, and refreshments for events.
- Funding for Maintenance, Repairs, and Direct Support Services related to instructional technology.
- Travel, Conferences, and Professional Learning opportunities for certificated staff.
- Substitutes for Administrative Staff to attend professional learning and leadership development.
- Social Workers and Direct Food Services to address student wellness and basic needs.

By implementing this tiered system of supports, Rowell Elementary aims to ensure equitable access to high-quality instruction, targeted intervention, and social-emotional resources, ultimately improving student outcomes and closing achievement gaps.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Rowell Elementary is committed to supporting all EL students, including newcomers, LTELs, and reclassified students, through the following actions:

Instructional Support

- Designated & Integrated ELD: Teachers will provide instruction aligned with ELA/ELD State Standards.
- ELD & Reading Interventions: Students will receive targeted support based on proficiency levels, with LTELs receiving additional reading interventions.
- Academic Discourse & Scaffolded Instruction: EL students will engage in structured discussions and receive scaffolded support within an MTSS framework.
- Bilingual & Visual Supports: Paraprofessionals, visual aids, math tools, and digital resources will enhance learning.

Monitoring and Family Engagement

- Progress Monitoring & Reclassification Goals: EL Reps. and PLCs will track student progress and set individualized goals.
- Parent & Home School Liaison Support: Families will be engaged through ELAC, SSC, and parent meetings, with a Home-School Liaison ensuring strong communication

Professional Learning & Inclusion

- Teacher Training: As funding allows, staff will access professional learning to enhance EL instruction.
- Inclusive Culture: EL students will be supported in a positive, inclusive environment with meaningful educational and social experiences.

Student Groups

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

Planned Title I Expenses to Support Math Instruction for Specific Student Groups

Hispanic (HI) Students:

- Targeted Math Intervention & Tutoring – Teacher and Teaching Fellows providing small-group instruction to address learning gaps.

- Real world Math Instruction – Implement math resources and real-world problem-solving strategies to support language and concept development.
- Family Math Engagement – Parent engagement hour in both English and Spanish to provide strategies for supporting math learning at home.

Socio-Economically Disadvantaged (SED) Students:

- Math Resources – Provide manipulatives and online math programs (e.g., Reflex Math, Frax) to enhance Math foundational skills.
- Extended Learning Opportunities – Supplemental Contracts for teachers to offer After-school math tutoring and intervention focusing on foundational skills and problem-solving.
- Professional Development for Teachers – PL on differentiated math instruction and intervention strategies to ensure equity in math learning.

Long-Term English Learner (LTEL) Students:

- Math Language Development – Math-focused language supports to build academic vocabulary and improve problem-solving skills.
- ELPAC-Aligned Math Instruction – Utilize data from Ellevation and ELPAC to target areas where LTEL students need math and language support.
- Home-School Connection – Parent engagement Hour material and services to support math comprehension and academic language development at home.

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

Hispanic (HI) Students:

- Planning Days – Quarterly math-focused planning days for teachers to analyze data and adjust instruction.
- Materials & Supplies – Math manipulatives, instructional materials, and bilingual math resources to enhance engagement.
- Technology – Provide math software (e.g., Reflex Math, Frax) and devices to support digital learning.
- Social Worker – Offer SEL support to assist families in addressing barriers to math success.

Socio-Economically Disadvantaged (SED) Students:

- Planning Days – Quarterly planning time for teachers to refine differentiated math instruction.
- Certificated Subs – Teachers to participate in math-focused professional development and data analysis sessions.
- Materials & Supplies – Math intervention tools, and learning materials to support conceptual math learning.
- Laptops & Technology – Devices and software for personalized math instruction.
- Graphics & Maintenance Items – Create visual math supports for classrooms and maintain interactive math learning spaces.

Long-Term English Learner (LTEL) Students:

- Babysitting for ELAC Meetings – Ensure family engagement opportunities by providing childcare during ELAC meetings.
- Planning Days – Offer teacher training on math language development and scaffolding strategies.
- Social Worker – Support LTEL families through home- school engagement initiatives.
- Technology – Provide math-specific digital resources and tools to enhance math comprehension.

As a site: What are the planned actions to support this student group?

Hispanic (HI) Students:

- PLCs – Use SBAC and iReady math data to identify learning gaps and implement small group instruction focused on conceptual math understanding.
- ILT– Support teachers with strategies for real-world math instruction and problem-solving skills.
- Math Supports – Teachers utilize visual math supports, real-world problem-solving examples, and academic vocabulary strategies to improve math comprehension.
- Academic Coach – Provide coaching and model lessons to strengthen math fluency instruction and engagement.
- DLI-Students are provided with Math instruction in Dominant language(Spanish)

Socio-Economically Disadvantaged (SED) Students:

- PLCs – Implement data-driven instruction and targeted interventions to address foundational math skills.
- ILT– Math instructional best practices are being implemented consistently across grade levels.
- Multi-Tiered System of Support (MTSS) – Tier II & III interventions, including small-group instruction.
- Technology Integration – Math Foundational Skills platforms (e.g., Reflex Math, Frax, ST Math) to provide personalized math practice.
- Family Engagement – Parent Engagement Hour to build numeracy skills at home.

Long-Term English Learner (LTEL) Students:

- PLCs – Focus on math language development by integrating academic vocabulary and structured math discussions into lessons.
- ILT– Provide professional learning on scaffolding strategies for EL students.
- Targeted Math Interventions – Implement small-group support for LTEL students with a focus on math comprehension and problem-solving strategies.
- Ellevation Data Review – Monitor student progress in math language acquisition and adjust instruction based on student needs.
- DLI-Students are provided with Math instruction in Dominant language(Spanish)

Progress Monitoring: Outcomes

Reasoning for using this action			☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see			
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom walkthroughs utilizing IPG will focus on effective math instruction and small-group interventions. • Teachers will implement conceptual math strategies that promote problem-solving, reasoning, and fluency. • Outcomes measured by walkthrough data, with a goal of 90-100% of classroom observations demonstrating effective implementation of IPG 2.B in math instruction. • Progress monitored by: ◦ Principal, VP, and teachers through classroom observations. ◦ PLC discussions analyzing student work and assessment data. ◦ Formative assessments (iReady, SBAC interims) tracking student progress. • Professional learning sessions will support teachers in refining math instruction and intervention strategies.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • District benchmarks, iReady Diagnostics, and SBAC Interim assessments will track student progress in math. • Students will demonstrate improved problem-solving, fluency, and conceptual understanding through targeted instruction and interventions. • Teachers will use assessment data to adjust instruction and provide differentiated support based on student needs. • Progress monitored by: ◦ Teachers, PLCs, and admin through data discussions and intervention planning. ◦ iReady Personalized Learning lesson completion and proficiency levels. ◦ Student goal-setting conferences to track math growth and engagement. • Professional development and coaching will continue to strengthen math instruction and intervention strategies.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC Results: Decrease the distance from standard (DFS) in math from -67.3 to -52.2. • Increase the percentage of students meeting or exceeding standards on SBAC from 25.2% to 27.5%. • Students will demonstrate stronger problem-solving skills, fluency, and conceptual understanding through sustained intervention and instruction. • Outcomes measured by growth in SBAC scores and improvement in iReady math performance. • Progress monitored by: ◦ Principal and teachers through data analysis and instructional adjustments. ◦ PLC meetings focused on student progress and effective math strategies. ◦ Ongoing monitoring of intervention effectiveness to ensure sustained student growth.			

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts **No IEPs**	5,845.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	64,954.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	56,856.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitute Teacher	16,697.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	15,483.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance Items	1,476.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL students.	1,618.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow for ELL	5,039.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs for Planning Time for EL Students	10,735.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	9,808.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters/Babysitting	3,928.00

\$192,439.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.2 %	87.4 %	2024-2025	91.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics, Rowell Elementary has a strong foundation in student-centered learning; however, survey data indicates a need to further enhance real-world learning experiences to increase student engagement and relevance. To improve favorable responses from 87.4% to 88.5%, we will provide students with diverse career exploration opportunities, including field trips, career-focused activities, and hands-on learning. Additionally, we will ensure students consistently apply their learning to authentic, real-world contexts through project-based learning, cross-curricular connections, and student-driven inquiry.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- **Limited Student Participation** – Chronic absenteeism has reduced student engagement in project-based learning, hands-on experiences, clubs, and fieldtrips.
- **After-School Program Staffing** – A shortage of after school staff, new Coordinator, ASP Lead, and PARA, has impacted the ability to offer consistent after-school enrichment programs.
- **Limited Access to Hands-On, Real-World Learning Opportunities** – A lack of structured time and resources has limited opportunities for STEM, project-based learning, and career exploration.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- **Increase Student Participation:** Implement attendance incentives, parent outreach, and mentoring programs to improve daily participation and ensure students benefit from real-world learning opportunities.
- **After-School Program Staffing:** Hire for open positions, increase training opportunities, and Adjust schedules to expand access to after-school learning experiences.
- **Access to Hands-On, Real-World Learning Activities:** Prioritize secure funding for field trips and guest speakers, clubs, and integrate more experiential learning activities into daily instruction.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: College and Career Readiness Opportunities

Fully Implemented

The actions were Fully Implemented, though challenges remain due to student participation issues caused by absenteeism and after-school program staffing shortages. To further strengthen outcomes, efforts will focus on addressing staffing shortages, improving attendance, and securing additional resources to enhance real-world learning experiences and student engagement.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: College and Career Readiness Opportunities

Effective

The actions were Effective—while real-world learning experiences and student-centered instruction were implemented, challenges such as absenteeism and staffing shortages limited full participation.

- Students who participated in field trips and career-focused experiences showed increased engagement.
- Limited student participation due to absenteeism and inconsistent staffing in after-school programs limited access to enrichment opportunities.
- Strengthening attendance initiatives, increasing after-school staff recruitment, and becoming a community school will help ensure all students have equitable access to Real-world learning opportunities.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Develop partnerships with local businesses and community organizations to provide services, and career exploration activities.
- Integrate inquiry-based learning that allow students to apply learning in authentic, meaningful ways.
- Enhance student leadership and engagement opportunities by increasing participation in field trips, and career-focused opportunities, school clubs, student-led initiatives, and hands-on activities.
- Strengthen family and community involvement through family nights, student showcases, and weekly Parent Hour workshops on real-world learning connections.

Section D: 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.

SSC:

ELAC:

Staff:

- Create clubs that involve both parents and children.
- Provide extra help for students reading below grade level.

- Encourage more parents to volunteer in classrooms.
- Improve student attendance.
- Provide clear information on how parents can enroll their children in tutoring for extra support.
- Ensure students have help with assignments and homework.

- Pair older students with younger ones for reading buddies and create after-school clubs based on grade level and subject.
- Hire teachers for extra tutoring to support students who need it the most.
- Give each Kindergarten teacher a full-time aide to help students learn to read by 1st grade.
- Provide extra academic help for students who need more support (Tier 2 intervention).
- Set aside money for student rewards, sports equipment, and uniforms.
- Offer after-school tutoring by giving teachers contracts to help.
- Support hands-on learning (project-based learning) and tutoring contracts for teachers.
- Hire more bilingual staff to help DLI (Dual Language Immersion) and SPED (Special Education) students.
- Offer extra math help using Teaching Fellows or other staff during math time.
- Add small-group tutoring after school for extra support.

Action 1 :

Student centered and Real-World Learning Experiences

Action Details:

Rowell Elementary is committed to expand hands-on, career exploration, bilingual learning and cultural connections, and community partnerships to increase student engagement. Field trips, guest speakers, and Hand-On activities will provide real-world applications, and/or enhance bilingual learning and cultural connections of our DLI students, receiving Seal of Biliteracy in high school. These efforts aim to increase student engagement and raise the Fall Climate & Culture student survey score from 87.4% to 91.2%.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Integrate real-world problem-solving, cross-curricular projects, and career connections into daily instruction.
- Fieldtrips and Real-world learning experiences, and cultural events. Transportation services will be provided for students to attend events.
- Athletics & Extracurricular Activities – Equipment and supplies for sports, clubs, activities/vendors, and the arts for school-wide engagement opportunities.
- Cultural Events & School Spirit Activities – All students will have opportunities to participate in cultural dance activities and school-wide events to build community and engagement.
- Awards & Incentives – Student recognition and rewards to encourage participation in school activities and improve attendance.
- DLI Program Support – Bilingual learning opportunities and cultural connections in school-wide events and classroom instruction.
- Lease of Copy Machine – Support the production of resources, graphics, and materials for real-world learning projects, events, and school-wide initiatives.
- Direct Food Services – Provide meals and snacks for students participating in extended learning opportunities, events, and extracurricular activities.

Tier 2:

- Small-Group learning opportunities, cultural experiences, and inquiry-based learning for students needing additional engagement.
- Supplemental Contracts for Staff– Facilitate clubs, and extracurricular activities to increase student participation and engagement.
- Materials & Supplies – Notebooks, paper, pencils, graphics, art supplies, and other necessary materials for real-world learning experiences.

Tier 3:

- After-School Programs & Clubs – Expand opportunities for students to engage in extracurriculars like clubs, cultural arts, leadership, and community-building activities.
- Extra Time for Campus Safety Assistant Support – Supported in extracurricular and real-world learning activities outside of school hours.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

EL, LTELs, Newcomers, RFEP Students:

- ASP ELD-focused academic support and enrichment activities
- Performing arts opportunities that allow EL students to express themselves through art, music, and dance while developing language skills.
- Translated Parent and student communications (Parent Square, Let's Talk, field trip forms, flyers, notices)
- Parent Engagement Opportunities – ELAC, SSC, and Parent Engagement Hour
- Growth Mindset & Inclusive Climate – Support LTEL students with staff that presume ability and encourage success while maintaining high expectations for academic achievement.
- After-School Academic & Leadership Opportunities – Extended learning opportunities that promote college and career readiness, leadership skills, and hands-on learning.

Student Groups

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

Socio-Economic Disadvantage (SED) Students:

- Expanded Student-Centered Learning Opportunities – Provide supplemental contracts for certificated staff to facilitate career exploration, clubs, real-world experiences during and after school.
- Resources & Technology– Instructional materials, technology and digital programs that support interactive, real-world learning experiences.
- Family Engagement & Community Connections – Host weekly parent workshops focused on real-world applications of literacy, math, and SEL.

Students with Disabilities (SWD):

- Inclusive & Hands-On Learning Experiences – Integrates project-based learning and career exploration.
- Professional Development- Universal Design for Learning (UDL), differentiated instruction, and real-world application strategies to ensure SWD can fully engage in student-centered learning opportunities.

English Learners (EL):

- After-School Tutoring & Real-World Language Development – Provide targeted support through Teaching Fellows, incorporating academic language development into project-based and career-focused learning experiences.
- Bilingual Resources & Materials – Instructional materials and technology tools to ensure EL students can fully engage in hands-on, real-world learning.
- Home-School Liaison & Parent Engagement – Support mileage for home visits and engagement meetings to foster strong connections between school, families, and community resources to support EL student success in student-centered learning.

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

Socio-Economic Disadvantage (SED) Students:

- Expanded Student-Centered Learning Opportunities – Provide supplemental contracts for certificated staff to facilitate career exploration, clubs, real-world experiences during and after school.

- Resources & Technology– Instructional materials, technology and digital programs that support interactive, real-world learning experiences.
- Family Engagement & Community Connections – Host weekly parent workshops focused on real-world applications of literacy, math, and SEL.

Students with Disabilities (SWD):

- Inclusive & Hands-On Learning Experiences – Integrates project-based learning and career exploration.
- Professional Development- Universal Design for Learning (UDL), differentiated instruction, and real-world application strategies to ensure SWD can fully engage in student-centered learning opportunities.

English Learners (EL):

- After-School Tutoring & Real-World Language Development – Provide targeted support through a Teaching Fellow, incorporating academic language development into learning experiences.
- Bilingual Resources & Materials – Instructional materials and technology tools to ensure EL students can fully engage in hands-on, real-world learning.
- Home-School Liaison & Parent Engagement – Support mileage for home visits and engagement meetings to foster strong connections between school, families, and community resources to support EL student success in student-centered learning.

As a site: What are the planned actions to support this student group?

Student groups will be monitored to ensure all students are encouraged to attend and participate in the real-world learning experiences/career opportunities. All students will be encouraged to engage in real-world learning activities.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Participation will be analyzed quarterly using ATLAS reports to track student involvement and identify areas for improvement. • More students participating in extracurricular activities, clubs, and leadership opportunities. • Increase implementation of real-world learning experiences in classrooms, including cultural exploration, and inquiry-based lessons.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Expand participation in extracurricular activities, clubs, and leadership opportunities to support real-world learning connections. • Integrate bilingual resources and academic language development into student-centered learning. • Enhance real-world learning experiences in classrooms, cultural exploration, and career-focused instruction. • Analyze engagement participation each semester for increases compared to last year. • Track student involvement quarterly using ATLAS reports to identify areas for improvement and ensure equitable participation. • Measure outcomes through ATLAS reports to assess student engagement growth. • Monitor progress through classroom walkthroughs, student reflections, and PLC discussions, with oversight from the Principal, VP, and Climate & Culture Team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • increase student engagement across all grade levels and raise the Fall Climate & Culture student survey score from 87.4% to 91.2%. • Ongoing analysis of student involvement quarterly, ensuring equitable access to real-world learning opportunities and targeted support where needed. • Demonstrated long-term student growth in engagement and academic performance, as measured through ATLAS reports, classroom walkthroughs, student reflections, and PLC discussions. • Sustained progress monitored by the Principal, VP, and Climate & Culture Team

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		30.8 %	2023-2024	30.2 %
Suspension Rate	✓	0.5 %	2.6 %	2023-2024	2.27 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Although Rowell demonstrated a 7.63% decrease in chronic absenteeism from 39.33% to 31.7% between 2022-2023 and 2023-2024, progress has slowed, with current rates at 30.8%. Continued implementation of best practices is necessary to further reduce absenteeism and ensure students remain engaged in their education. gaps in early intervention, staff training, restorative practices, student engagement, and family involvement will be key in reducing the suspension rate below 2.6% while fostering a positive and inclusive school climate.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of Early Intervention & Support – The vacant Social-workers for the beginning of 24-25 school year limited proactive attendance interventions, SEL instruction, and targeted student supports.
- Parent Engagement & Awareness – Many families lack knowledge and strategies to support consistent attendance, and participation in attendance meetings remains low.
- Health & Home Barriers – Chronic student illness, housing instability, and family-related challenges prevent students from attending school regularly.
- Limited Student Motivation & Engagement – A shortage of sports coaches, after-school clubs, and real-world learning opportunities has reduced student investment in school.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Tier II Intervention Specialist provide targeted attendance interventions, SEL instruction, and case management for chronically absent students.
- Increase parent engagement, attendance workshops, home visits, and multilingual parent communication to strengthen family-school partnerships around attendance.

- Social Workers provides health and wellness supports for students, including on-campus health services, mental health referrals, and increased access to social workers and Home-School Liaison outreach.
- Increase real-world learning opportunities, clubs, sports, and extracurricular programs to make school more engaging and relevant.
- Strengthen schoolwide SEL curriculum (Second Step), mentoring programs (Girl Power, Young Men of Character), and conflict-resolution strategies.
- CHAMPS behavior management training for new staff and Support Staff to ensure consistent expectations schoolwide.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Decrease Chronic Absenteeism

Partially Implemented

The action was partially implemented—the Home-School Liaison (HSL) conducted home visits to support attendance efforts, but parent challenges and a lack of resources for follow-up continued to be barriers. Additionally, the Social Worker was not in place at the start of the year, limiting early intervention support for families in need.

Action 2: Reduce Out-of-School Suspension Rate

Partially Implemented

The action was partially implemented—students continue to demonstrate a lack of social skills and coping strategies, impacting engagement and behavior. Our Tier 2/Tier 3 support team was incomplete, limiting the effectiveness of early interventions. This year, we have a two new Social Worker, Restorative Practices Counselor, and new Administration, which will strengthen our ability to provide consistent SEL support, behavioral interventions, and student engagement strategies.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Decrease Chronic Absenteeism

Partially Effective

The actions to reduce chronic absenteeism were partially effective. The Home-School Liaison conducted home visits, improving family outreach, but lack of follow-up resources limited impact. The delayed start of the Social Worker postponed critical interventions for at-risk students. Parent engagement efforts were implemented, yet low participation in attendance meetings remained a challenge. There was a lack of opportunities for students to participate in additional clubs and activities in the first semester.

Action 2: Reduce Out-of-School Suspension Rate

Partially Effective

The actions to reduce out-of-school suspensions were partially effective. Tiered behavioral interventions provided some support, though gaps in staffing and delayed intervention services affected effectiveness. Staff training on level of misbehavior/teacher responses and trauma-informed practices was inconsistent, leading to behavior management challenges, especially with substitutes. Parent communication improved, but low participation in behavior intervention meetings remained a challenge.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- HSL will conduct home visits to support attendance interventions for students.
- Office Assistant will make daily phone calls for students that are absent along with tracking attendance and collaborate with HSL.
- Part of each TST meeting will focus on attendance and the HSL will be included in these meetings.
- Social Worker will provide attendance interventions and family outreach efforts.
- Tier II Intervention Specialist and Restorative Practice Counselor provide targeted attendance interventions, SEL instruction, and case management for chronically absent students.
- Provide additional PL for SEL Implementation to support Certificated and Classified Staff that may not be using the programs or new to campus.

Section D: 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.

SSC:

Hold meetings with parents of students who have frequent absences, carnivals at the school

ELAC:

- Create clubs that involve both parents and children.
- Provide extra help for students reading below grade level.
- Offer more fun classes and clubs.
- Motivate students to attend school regularly.
- Encourage students to wake up early and get ready on time for school.
- Provide school staff support to help students understand and address their attendance challenges.

Staff:

- Meet with parents about attendance issues.
- Offer parent training on the importance of school attendance.
- Fun trips (like John's Incredible Pizza) for good attendance.
- Posters, trophies, and candy for top-attending classes.
- Raffles for students with good attendance.
- Medals or trophies for perfect attendance all year.
- Follow SARB rules
- Try different behavior strategies to help attendance.
- Do home visits for students who miss school a lot.
- Give emotional support and connect families to needed services.

Action 1 :

Decrease Chronic Absenteeism

Action Details:

Rowell Elementary is committed to increasing student engagement in school and the community by fostering a positive, inclusive school culture where students feel connected and supported. A full-time and part-time social worker will play a key role in addressing chronic absenteeism (currently at 30.8%), providing SEL support, mentoring, and family outreach to remove barriers to attendance and engagement. Attendance incentives will help students develop a strong sense of belonging and ownership of their learning.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Schoolwide Attendance Incentives
 - Assemblies, grade-level incentives, and attendance challenges to promote student attendance.
 - Quarterly incentives and recognition programs (awards, medals, spirit wear, food, technology, and transportation for events).
- Engagement & Sense of Belonging
 - Community events (dances, carnivals, movie nights, cultural celebrations) to strengthen student-school connections.
 - Expanded extracurriculars, student leadership and clubs to encourage school engagement.
- Family & Community Engagement
 - Home-School Liaison (HSL) to support and communicate with parents, conduct home visits, and provide attendance resources.
 - Weekly Parent Hour, ELAC, and SSC meetings with materials, books, food, and incentives to promote attendance awareness.
- Operational Support
 - Copy machine lease and printing supplies to support attendance tracking and intervention efforts.
 - Materials & supplies (notebooks, pencils, paper, backpacks, markers, crayons, spirit wear, and engagement resources).
- Progress Monitoring
 - Weekly attendance reports reviewed by Principal, VP, Social Workers, Tier 11 and HSL.
 - ATLAS reports used quarterly to track engagement and attendance trends.
 - Monthly School Culture & Climate Meetings to assess and adjust attendance strategies.

Tier 2:

- Attendance Interventions & Mentoring
 - Tier 11, Office Assistant, and HSL to conference with students, provide incentives, and celebrate improved attendance.
 - Small-group interventions led by Social Workers, Restorative Practices Counselor, and Tier II Intervention Specialist.
- Family Outreach & Home Visits
 - HSL provide targeted communication, home visits, and attendance counseling for families struggling with attendance barriers.
 - Substitutes for Student Success Team (SST) Meetings to ensure attendance intervention discussion when needed.
- Progress Monitoring
 - Biweekly check-ins with students to assess attendance progress.
 - Family meetings and home visits documented by HSL, OM, Admin. and social workers (mileage included).
 - Participation rates in school activities tracked quarterly through ATLAS reports.

Tier 3:

- Individualized Intervention
 - Student referrals to the Student Study Team (SST) to determine intervention needs and supports.
 - 1-on-1 case management with social workers, psychologists, and Tier 11 interventionist.
- Family & Community Support
 - HSL to provide continued home visits and personalized outreach to address barriers.
- Attendance Monitoring & Incentives
 - Monthly attendance reviews and intervention planning with school admin, social workers, and Tier 11 Interventionist.
 - Student incentives for improved attendance (awards, celebrations, extra recess, and community event access).
- Progress Monitoring
 - Weekly progress monitoring of Tier 3 students with structured support plans.
 - Substitutes for monthly Student Success Team (SST) to ensure ongoing intervention discussions.
 - Collaboration with Office Assistant, HSL, and Tier 11 for intervention documentation and follow-up.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Home-School Liaison (HSL): mileage to conduct family outreach, home visits, and parent engagement sessions to increase EL family participation in attendance initiatives.
- Materials & Supplies: Fund bilingual instructional materials, translation tools, and school supplies to ensure EL students have equitable access to academic and attendance resources.
- Attendance Incentives & Cultural Engagement – Funds are used to purchase incentives, materials, and supplies for bilingual assemblies, cultural celebrations, and attendance competitions to create a welcoming and engaging school environment for EL students.

Student Groups

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

Socio-Economically Disadvantaged (SED) Students:

- Home-School Liaison (HSL): mileage to conduct home visits, attendance conferences, and personalized outreach to support families.
- Materials & Supplies: Fund attendance incentives, student school supplies, and engagement resources.

Students with Disabilities (SWD):

- Home-School Liaison (HSL): mileage to work with families to address attendance concerns related to medical needs, IEP accommodations, and transportation barriers.
- Materials & Supplies: Provide manipulatives, accessibility tools, and sensory-friendly resources to support engagement and reduce attendance-related academic struggles.

English Learners (EL):

- Home-School Liaison (HSL): mileage to conduct family outreach, home visits, and parent engagement sessions to increase EL family participation in attendance initiatives.
- Materials & Supplies: Fund bilingual instructional materials, translation tools, and school supplies to ensure EL students have equitable access to academic and attendance resources.
- Attendance Incentives & Cultural Engagement – Funds are used to purchase incentives, materials, and supplies for bilingual assemblies, cultural celebrations, and attendance competitions to create a welcoming and engaging school environment for EL students.

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

Socio-Economically Disadvantaged (SED) Students:

- Social Worker: Provide SEL counseling, mental health support, and family outreach
- Materials & Supplies: Fund attendance incentives, student school supplies, and engagement resources.

Students with Disabilities (SWD):

- Social Worker: Offer individualized SEL support, behavior interventions, and counseling services to help SWD students stay engaged in school.
- Materials & Supplies: Provide manipulatives, accessibility tools, and sensory-friendly resources to support engagement and reduce attendance-related academic struggles.

English Learners (EL):

- Social Worker: Conduct small-group SEL sessions, family counseling, and intervention meetings to support EL students struggling with attendance.
- Materials & Supplies: Fund bilingual instructional materials, translation tools, and school supplies to ensure EL students have equitable access to academic and attendance resources.

As a site: What are the planned actions to support this student group?

- Home-School Liaison (HSL) & Social Worker – Conduct home visits, parent meetings, and attendance conferences to support families.
- Small-Group SEL & Academic Interventions – Provide targeted social-emotional and academic support to increase student attendance and engagement.
- Bilingual Family Outreach & Communication –translated materials, multilingual parent workshops, and ELAC meetings to support EL families.
- Incentives & Engagement Opportunities – Offer attendance incentives, extracurricular activities, and student leadership to motivate students.
- Supports for SWD Students – Address attendance barriers through individualized interventions and classroom accommodations.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased student awareness of attendance expectations through assemblies, classroom discussions, and parent outreach. • More parent engagement in attendance meetings, weekly parent engagement hour, and ELAC sessions. • Improved communication with families via home visits, phone calls, and multilingual materials. • Higher participation in attendance incentives to encourage daily attendance. • Regular monitoring of attendance data through weekly reports reviewed by the HSL, Social Worker, and Admin team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increased awareness among students and families about the impact of chronic absenteeism through assemblies, parent meetings, and multilingual outreach. • Proactive communication with chronically absent students and families through home visits, phone calls, and attendance conferences led by the Home-School Liaison (HSL) and Social Worker. • Higher student participation in attendance incentive programs such as grade-level competitions, rewards, and recognition events. • Timely identification of students through weekly attendance data reviews and intervention planning with the Admin team, HSL, Tier 11 and Social Worker.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Reduction of the 30.8% chronic absenteeism rates • Increased student engagement and connection to school, leading to higher participation in academics, and extracurricular activities. • Consistent parent involvement and families proactively addressing attendance concerns through school-home collaboration. • Improved academic performance and social-emotional well-being as students attend school regularly and receive timely interventions and support.

Action 2 :

Reduce Out-of-School Suspension Rate

Action Details:

Rowell Elementary is committed to reducing the suspension rate below 2.6% by implementing a Multi-Tiered System of Support (MTSS) that integrates restorative practices, social-emotional learning (SEL), and early intervention strategies. Through proactive behavior supports, structured conflict resolution, and SEL integration, students will receive tiered interventions to address behavioral challenges before they escalate to suspensions.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Schoolwide SEL implementation of SEL curriculum Second Step, Morning Meetings, PBIS, and CHAMPS to teach social-emotional skills, conflict resolution, and positive behavior expectations.
- Access to Core Instruction & Prevention Strategies – Ensure all students receive grade-level curriculum with embedded SEL supports and engage in structured classroom routines.
- Recognition & Incentives – Promote positive behavior and attendance through student recognition, incentives, and school-wide celebrations.
- Family & Community Engagement – Weekly Parent Engagement Hour, home-school communication, and translated resources.
- Progress Monitoring- Weekly behavior data reviews by Social Worker, Restorative Practices Counselor, Admin., and Tier II Intervention Specialist.
- Mileage for Home-School Liaison (HSL) to conduct home visits and attendance interventions.
- Materials & Supplies – Fund technology, graphics, incentives, and instructional materials to support SEL and behavior interventions.
-

Tier 2: Targeted Support for At-Risk Students

- Supplemental SEL & Behavioral Interventions – Small-group sessions facilitated by the Social Worker, Tier II, and Restorative Practices Counselor to support students exhibiting repeated behavioral challenges.
- Restorative Circles with RP Counselor – Implement structured restorative circles and peer conflict resolution before behaviors escalate to suspension.
- Early Identification & Intervention – Staff will use discipline data, teacher referrals, and SST meetings to identify students who need additional social-emotional and behavioral supports
- Certificated and Classified Supplemental Contracts for staff supporting intervention programs.
- Progress Monitoring:
 - Check-ins with at students by Tier II Intervention Specialist, RP Counselor and Social Worker.
 - Behavior tracking through intervention logs and TST reports.

Tier 3: Intensive Intervention for High-Needs Students

- Individualized Behavioral Intervention Plans (BIPs) – Develop personalized behavior plans for students with severe behavioral challenges.
- Case Management– Provide counseling, crisis intervention, and family support led by All4Youth Counselor, Social Worker, and Psychologist.
- IEP & Special Education Evaluation Support – Collaborate with the Psychologist, SST team, Psychologist and RSP to determine if specialized services or accommodations are needed.
- Campus Safety & Structured Supervision – Support from Campus Safety Assistants to monitor and de-escalate high-risk situations.
- Progress Monitoring:
 - Weekly review of high-needs student cases by the MTSS team (Social Worker, Restorative Counselor, and Tier II).
 - IEP and Student Success Team (SST) meetings with certificated substitutes provided for teachers.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Home-School Liaison (HSL): Mileage to conduct family outreach, home visits, and bilingual parent engagement sessions focused on behavioral expectations and school climate.
- Materials & Supplies: Fund bilingual instructional materials, translation tools, and culturally relevant behavior supports to ensure EL students have access to positive engagement strategies.
- Attendance Incentives & Cultural Engagement: Purchase incentives, materials, and supplies for bilingual assemblies, cultural celebrations, and school-wide behavior recognition events to create a welcoming and inclusive school environment that discourages disciplinary issues.

Student Groups

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

Socio-Economically Disadvantaged (SED) Students:

- Home-School Liaison (HSL): Mileage to conduct home visits, behavior intervention meetings, and personalized outreach to support families in addressing behavior concerns.
- Materials & Supplies: Fund restorative practice resources, student engagement incentives, and school supplies to encourage positive behavior and prevent disciplinary incidents.

Students with Disabilities (SWD):

- Home-School Liaison (HSL): Mileage to work with families on behavior intervention strategies, IEP-aligned supports, and wraparound services to prevent suspensions.
- Materials & Supplies: Provide sensory-friendly tools, behavioral supports, and manipulatives to help SWD students self-regulate and stay engaged in learning.

English Learners (EL):

- Home-School Liaison (HSL): Mileage to conduct family outreach, home visits, and bilingual parent engagement sessions focused on behavioral expectations and school climate.
- Materials & Supplies: Fund bilingual instructional materials, translation tools, and culturally relevant behavior supports to ensure EL students have access to positive engagement strategies.
- Attendance Incentives & Cultural Engagement: Purchase incentives, materials, and supplies for bilingual assemblies, cultural celebrations, and school-wide behavior recognition events to create a welcoming and inclusive school environment that discourages disciplinary issues.

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

Socio-Economically Disadvantaged (SED) Students:

- Social Worker: Provide SEL counseling, mental health support, and family outreach to address behavioral concerns before they escalate to suspensions.
- Materials & Supplies: Fund restorative practice materials, behavior incentives, and student engagement resources to encourage positive behavior and reduce disciplinary actions.

Students with Disabilities (SWD):

- Social Worker: Offer individualized SEL support, behavior interventions, and counseling services to help SWD students build self-regulation skills and stay engaged in learning.
- Materials & Supplies: Provide sensory-friendly tools, manipulatives, and accessibility supports to help SWD students with self-regulation and behavior management.

English Learners (EL):

- Social Worker: Conduct small-group SEL sessions, family counseling, and intervention meetings to support EL students in developing emotional regulation and school engagement skills.
- Materials & Supplies: Fund bilingual instructional materials, translation tools, and culturally responsive behavior supports to ensure EL students receive equitable access to SEL and discipline prevention resources.

As a site: What are the planned actions to support this student group?

- Expand restorative circles, peer mediation, and conflict resolution strategies to address behavior proactively and reduce suspensions.
- Social Worker and Restorative Practices Counselor will lead small-group SEL sessions and individualized behavior interventions for at-risk students.
- Home-School Liaison (HSL) will conduct home visits and parent workshops focused on behavior expectations and SEL strategies to reinforce positive behaviors at home.
- Increase Student leadership roles, and schoolwide engagement activities to foster positive school connections and reduce behavioral incidents.
- SEL instruction will be imbedded in daily lessons along with Second Step instruction and Class meetings.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • More use of conflict resolution and SEL lessons to help students manage behavior. • Social Worker and Restorative Practices Counselor work with students in small groups for support. • More parents attend weekly engagement meetings to help with behavior support. • Home-School Liaison (HSL) makes home visits and meets with families to address concerns. • Teachers and staff consistently use behavior strategies, with training in CHAMPS and trauma-informed practices. • Behavior data is checked weekly by the TST team to improve support for students.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Fewer behavior problems happen over and over. • More students join leadership roles, clubs, and school activities. • Teachers and staff use restorative practices more often to solve problems. • Parents attend more meetings, workshops, and school events to help with behavior. • The school feels safer and more welcoming, with fewer major discipline issues.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Suspension rate stays below 2.6%, showing a steady decline over time. • Restorative practices and SEL are part of daily school culture, helping students handle conflicts peacefully. • More students feel connected to school, with increased participation in clubs, leadership, and mentoring programs. • Families are more involved in supporting student behavior, attending meetings and workshops regularly. • A safer, more positive school environment, where students feel supported, valued, and successful.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL mileage	700.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Reserved funds for NTA overage hours.	4,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.7000	Provide social emotional support for students and families	94,160.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.3000	Provide social emotional support for students and families	40,355.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2500	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	33,321.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.1500	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	19,993.00

\$192,529.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.7 %	88.5 %	2024-2025	89.6 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

N/A

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

N/A

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

N/A

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention of Diverse Personnel

N/A

Not Implemented

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention of Diverse Personnel	Ineffective
N/A	

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

After conducting a needs assessment and receiving educational partner feedback, it was decided that professional learning will be integrated within Goals 1 & 3. As a result, there will be no action connected to Goal 4 for the 2025/26 SPSA

Section D: 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.

SSC:	ELAC:	Staff:
N/A	N/A	N/A

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0410 Rowell Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Food Services	7,000.00

\$7,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.6 %	93.9 %	2024-2025	97 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Rowell Elementary has a strong family engagement rate of 93.9%, but progress toward the 97% goal has slowed. Some families face challenges like busy schedules, language barriers, or not knowing about available school activities. To improve, Rowell will increase outreach, offer more flexible ways for parents to participate, and improve communication so all families feel welcome and involved in their child’s education. Tracking of participation and getting parent feedback will help us find and fix barriers, creating a stronger connection between families and our school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Parents work long hours or have other responsibilities, making it hard to attend school events.
- Some parents do not know about meetings, workshops, or events or don't understand how they can be involved.
- Families may not feel fully welcomed at events due to cultural differences or not seeing activities that relate to them.
- Parents with young children, multiple kids, or no childcare options may find it hard to participate.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Offer morning, evening, and virtual options for meetings and workshops to accommodate working parents and busy schedules.
- Ensure all school communication (flyers, newsletters, Parent Square messages) is translated into families' home languages.
- Use multiple communication methods (phone calls, social media, text messages, and home visits) to inform families about events and engagement opportunities.
- Create easy-to-understand flyers to explain how parents can get involved.
- Host multicultural celebrations, bilingual workshops, and community-building events to ensure all families feel welcomed.
- Invite parents from diverse backgrounds to help plan and lead school events.
- Provide babysitting services during parent meetings.
- Offer family-friendly engagement activities where parents and children can participate together.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Inclusive Opportunities for Families

Fully Implemented

Rowell Elementary has fully implemented family engagement efforts by offering parent workshops, ELAC, SSC, and Parent University meetings with translation services and childcare. The Dual Language Immersion (DLI) program provides bilingual education support, helping families stay involved. Communication has improved through Parent Square, newsletters, and home visits, ensuring families receive important updates. The school has also hosted family nights, cultural events, and leadership opportunities, creating a welcoming and inclusive environment. These efforts have successfully increased family participation and strengthened the home-school connection.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Inclusive Opportunities for Families

Effective

Rowell Elementary has fully implemented family engagement efforts by offering parent workshops, ELAC, SSC, and Parent University meetings with translation services and childcare. The Dual Language Immersion (DLI) program provides bilingual education support, helping families stay involved. Communication has improved through Parent Square, newsletters, and home visits, ensuring families receive important updates. The school has also hosted family nights, cultural events, and leadership opportunities, creating a welcoming and inclusive environment. These efforts have successfully increased family participation and strengthened the home-school connection.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Rowell Elementary will make changes to increase family engagement by offering morning, evening, and virtual meeting options to help families with busy schedules attend ELAC, SSC, and weekly Parent Engagement Hour meetings. More translation services and translated materials will be provided so all families can understand school information. Family events will include more cultural celebrations and workshops to make sure all families feel welcome and included. Lastly, home visits, phone calls, and community partnerships will help reach more families and encourage participation. These changes will strengthen the connection between families and the school to support student success.

Section D: 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.

SSC:

- Bring folklórico, capoeira, theater, dance, cheer, art classes, and clubs to the school.
- Organize more field trips and guest experiences like magicians, bubble shows, reptile exhibits, and petting zoos.
- Provide support for students where they need it most.

ELAC:

- Bounce house day to make school more enjoyable.
- Family participation events with children.
- Carnivals for students and their families.
- Learning opportunities with support from parents and teachers.
- Bring folklórico, capoeira, theater, dance, cheer, art classes, and clubs to the school.
- Organize more field trips and guest experiences like magicians, bubble shows, reptile exhibits, and petting zoos.
- Provide support for students where they need it most.

Staff:

- Extra recess, rallies, and Friday clubs.
- Pizza, popcorn, and ice cream parties.
- Outdoor play, lunch with admin, dance parties, afternoon movies.
- Slime-making, art activities, and board games as rewards.
- Gift cards, playground equipment, and stuffed animals for younger students.
- Recognition assemblies for student growth and achievements.
- Vouchers for restaurants as student awards.
- Bilingual Achievement Certificates, shout-outs, and a Wall of Fame.
- Continue with certificated tutors and OG tutors.
- Encourage teacher-led clubs and invite guest speakers (authors, journalists, professionals).
- Organize book marathons, family workshops, and partnerships with businesses and libraries.

Action 1 :

Inclusive Opportunities for Families

Action Details:

Rowell Elementary is committed to increasing family engagement by providing inclusive, accessible, and culturally relevant opportunities for families to participate in their child's education. To reach the 96.6% engagement target, the school will expand parent workshops, ELAC, SSC, and Parent University meetings, ensuring childcare, translation services, and flexible scheduling for accessibility. Bilingual communication through Parent Square, home visits, and newsletters will strengthen family-school connections, while cultural events, family nights, and school-wide celebrations will foster a welcoming environment.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Parent Engagement Hour & Meetings

- Host ELAC, SSC, and Parent Engagement Hour meetings with childcare, translation services, and flexible scheduling to help families participate.
- Offer Parent sessions on academics, social-emotional learning (SEL), and school resources to support student success.
- Communication with Families
- Use Parent Square, phone calls, home visits, and newsletters to keep families informed.
- Provide translated materials and interpreters at school events.

Parent Involvement

- Host cultural events, family nights, and celebrations to bring families together.
- Invite parents to join advisory committees, volunteer, and help make decisions for the school.
- Offer multiple opportunities for parents to get involved.
- Track & Improve Engagement
- Monitor parent participation in events and meetings.
- Use feedback surveys to adjust activities based on family input.

Material & Resources to Support Family Engagement

- Materials & Supplies – Flyers, notebooks, and other resources for parent events.
- Copy Machine Lease – For printing parent newsletters and materials.
- Food Services – Refreshments at parent meetings and student events.
- Home-School Liaison Mileage – For home visits and family outreach.
- Campus Safety Assistant – Ensures safe school events.
- Social Worker Support – Helps families with SEL and mental health needs.
- SST Meetings & Substitutes – Covers teacher participation in student support meetings.
- Transportation Services – Helps families attend school events.
- Incentives for Participation – Rewards for parents and students who engage in activities.
- Translation Services – Ensures all families can understand and participate.
- Parent University Resources

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Helping Families Get Involved

- Work with district teams to offer family workshops on math, reading, social-emotional learning (SEL), and community resources.
- Provide bilingual materials and translation services so families can easily access information.
- Invite families to attend McLane Regional sports events and activities to build a sense of community.

Supporting EL Families at Home & School

- Home-School Liaison (HSL) helps families by providing translations, home visits, and outreach.
- Social workers, counselors, and school specialists offer mental health support, behavior help, and student check-ins.

Helping EL Students in School

- Students get extra support in learning English with lessons that match their needs, using Universal Design for Learning (UDL) and project-based learning.
- Students spend more time in general education classrooms and participate in lunch, recess, and school activities to build friendships and learning experiences.
- Teachers and staff believe in every student’s ability to succeed and create a positive, inclusive school environment.

Student Groups

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

Students with Disabilities (SWD)::

- Home-School Liaison (HSL) helps families by providing translations, home visits, and outreach.

- **Materials & Supplies:** Provides sensory tools, assistive technology, and learning materials to help students and families.
- **Family Workshops:** Teaches parents about IEP plans, behavior support, and special education services to better support their children.

Socio-Economically Disadvantaged (SED) Students:

- **Home-School Liaison (HSL):** Visits families at home and provides help with attendance and school engagement.
- **Parent Workshops & Events:** Offers family nights on reading, math, and social-emotional learning to help parents support their children.
- **Materials & Supplies:** Provides school supplies, technology, and learning tools to help families stay involved.
- **Incentives for Parent Participation:** Rewards parents for attending meetings and school events to encourage involvement.

English Learner (EL) Families:

- **Home-School Liaison (HSL):** Supports families with translations, home visits, and bilingual communication.
- **ELAC Meetings & Parent Workshops:** Helps parents learn about ELPAC, reclassification, and ways to support their child's English learning.
- **Materials & Supplies:** Provides bilingual books, learning materials, and technology to help students and families.
- **Translation Services:** Ensures school messages, meetings, and events are available in families' home languages.

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

Students with Disabilities (SWD):

- **Home-School Liaison (HSL)** helps families by providing translations, home visits, and outreach.
- **Materials & Supplies:** Provides sensory tools, assistive technology, and learning materials to help students and families.
- **Family Workshops:** Teaches parents about IEP plans, behavior support, and special education services to better support their children.

Socio-Economically Disadvantaged (SED) Students:

- **Home-School Liaison (HSL):** Visits families at home and provides help with attendance and school engagement.
- **Parent Workshops & Events:** Offers family nights on reading, math, and social-emotional learning to help parents support their children.
- **Materials & Supplies:** Provides school supplies, technology, and learning tools to help families stay involved.
- **Incentives for Parent Participation:** Rewards parents for attending meetings and school events to encourage involvement.

English Learner (EL) Families:

- **Home-School Liaison (HSL):** Supports families with translations, home visits, and bilingual communication.
- **ELAC Meetings & Parent Workshops:** Helps parents learn about ELPAC, reclassification, and ways to support their child's English learning.
- **Materials & Supplies:** Provides bilingual books, learning materials, and technology to help students and families.
- **Translation Services:** Ensures school messages, meetings, and events are available in families' home languages.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- **Social Worker:** Helps students and families with mental health support, counseling, and IEP guidance.
- **Materials & Supplies:** Provides sensory tools, learning materials, and assistive technology to help students at home and school.
- **Mileage for Home-School Liaison (HSL):** Supports home visits and family outreach to improve communication and engagement.

Socio-Economically Disadvantaged (SED) Students:

- **Social Worker:** Provides counseling and family support to help students with behavior, attendance, and emotional needs.
- **Materials & Supplies:** Funds school supplies, technology, and learning resources to help families stay involved.

- Mileage for Home-School Liaison (HSL): Supports home visits and check-ins with families to encourage school participation.

English Learner (EL) Families:

- Social Worker: Helps EL students with emotional support, counseling, and behavior needs to keep them engaged in school.
- Materials & Supplies: Provides bilingual books, translated learning materials, and school resources for EL families.
- Mileage for Home-School Liaison (HSL): Supports home visits, translations, and outreach to help EL families stay connected to the school.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • More parents attending meetings and workshops because of better schedules and online options. • Parents having access to translated materials to understand school information. • More families joining school events and cultural celebrations, feeling welcome and included. • Better communication between parents and school through home visits, phone calls, and Parent Square. • More parents getting involved in leadership roles with training and support.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • More parents attending school meetings, workshops, and events regularly. • Parents taking part in school decisions through ELAC, SSC, and Weekly Parent Engagement Hour. • Better communication between parents and school, with families reaching out for help when needed. • More parents volunteering and joining school activities. • Families from different backgrounds feeling welcome and involved.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • More than 97% of families are involved in school activities. • Parents feel included in school decisions and events. • Stronger relationships between families and Rowell. • Parents regularly attend meetings and take leadership roles. • All families feel welcome and connected to their child's education.

2025-2026 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 Engagement/Participation: No Food or Incentives	2,193.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Safety Overtime	621.00

\$2,814.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0410 Rowell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Supplemental Contracts **No IEPs**	5,845.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	64,954.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor	56,856.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Substitute Teacher	16,697.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	15,483.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance Items	1,476.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies for EL students.	1,618.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellow for ELL	5,039.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Certificated Subs for Planning Time for EL Students	10,735.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	9,808.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters/Babysitting	3,928.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL mileage	700.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Reserved funds for NTA overage hours.	4,000.00
G3A1	Sup & Conc	Instruction	Direct-Food			Food Services	7,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.7000	Provide social emotional support for students and families	94,160.00
G3A1	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.3000	Provide social emotional support for students and families	40,355.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2500	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	33,321.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.1500	Social Worker Split funded 0.60 FTE Birney G3A1 & G3A2 / 0.40 FTE Rowell G3A1 & G3A2	19,993.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement/Participation: No Food or Incentives	2,193.00
G5A1	Sup & Conc	Security	Cls Sup-Ovr			Safety Overtime	621.00
							\$394,782.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,692.00
Sup & Conc	7090	\$229,614.00
LCFF: EL	7091	\$91,476.00
Grand Total		\$394,782.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$192,439.00
G3 - Increase student engagement in their school and community	\$199,529.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,814.00
Grand Total	\$394,782.00