Winchell Elementary

10621666006068

Principal's Name: Angelica Espinosa

Principal's Signature:

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

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

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 re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angelica Espinosa	X				
2. Chairperson -Beatriz Delgado				X	
3. Santiago Ceja		X			
4. Alejandra Arias-Heredia		X			
5. Amy Balderas		X			
6. Margarita Spalard (Alternate)		X			
7. Dorisela Alvarez				X	
8. Maria Santiago				X	
9. Enedina Reynoso				X	
10.					
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_____ .

Winchell Elementary   Title I SWP

Required Signatures

School Name: Winchell 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	Angelica Espinosa	*[signature]*	3/20/24
SSC Chairperson	Beatriz Delgado	*[signature]* Beatriz Delgado	3/20/2024

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

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

FY 2024/25

Winchell - 0490

ON-SITE ALLOCATION

3010	Title I	$85,860	*
7090	LCFF Supplemental & Concentration	$270,255	
7091	LCFF for English Learners	$118,800	

TOTAL 2024/25 ON-SITE ALLOCATION **$474,915**

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$2,544
	Remaining Title I funds are at the discretion of the School Site Council	$83,316
	Total Title I Allocation	$85,860

January 24, 2024

Winchell Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		15.71 %	8.5 %	2023-2024	17 %
SBAC ELA - Average distance from standard	✔	-55 pts	-56 pts	2023-2024	-40 pts
SBAC ELA - percentage of students met/exceeded standard	✔	30.03 %	33.1 %	2023-2024	35.03 %
SBAC Math - Average distance from standard	✔	-70 pts	-66.3 pts	2023-2024	-55 pts
SBAC Math - percentage of students met/exceeded standard	✔	25.12 %	28.3 %	2023-2024	30.12 %

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

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

SBAC ELA

PLCs developed quarterly CFA/CSAs and administered FIAB/IABs as pre/post assessments that addressed grade levels standards. PLCs planned and delivered targeted interventions in response to students' assessed learning needs. PLCs continue to work to align texts, tasks, and questions to rigor of grade level standards. There was a need to engage staff in professional development in providing differentiated instruction to students to ensure access to grade level text.

Schoolwide RtI for grades 1-6 at 4 times a week for 40 minutes day. Certificated tutors implemented Orton-Gillingham strategies to meet reading needs of students based on DIBELS assessment. CTs conducted weekly progress monitoring using DIBELS platform and planned intervention accordingly. Inter-Act Fellows pushed into classrooms in K-3 to support differentiated instruction with the guidance of the classroom teacher to address Tier 2 response to intervention.

SBAC Math

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

SBAC ELA

According to SBAC, 32.1% of all students currently meet/exceed grade level standards, 22%% are nearly meeting, and 46% do not meet. The data shows that 9.3% of students with disabilities (SWD) are currently meeting or exceeding grade level standards. There is a disproportionate discrepancy between SWD and the overall student population. For SWD, the time for instruction using the core curriculum is shared with other supplemental resources specifically designed to address the learning needs of SWD. Therefore, there is less time focused on complex text, talk, and tasks using effective instructional strategies to access grade level content. This is particularly evident in grades 3-6.

SBAC Math

According to SBAC, 27% of all students currently meet/exceed grade level standards, 23% are nearly meeting, and 50%% do not meet. The data shows that 2% of students with disabilities (SWD) are currently meeting or exceeding grade level standards. There is a disproportionate discrepancy between SWD and the overall student population. The time for instruction using the core curriculum is shared with other

PLCs developed and administered 1-2 CFAs per quarter and end of chapter summative assessments. Additionally, grades 3-6 administered FIAB/IABs according grade level pacing of standards taught and developed instructional response plans to address students' learning needs. PLCs also incuded performance tasks within every CSA administered. Preliminary data from SBAC was used to guide analysis.

ELPAC Percentage of Students who score 4

PLCs planned and implemented lessons that provided strategic language development to address the learning needs of EL students via both designated and integrated English Language Development. EL students were also provided targeted intervention based of assessed needs from CFA results with the support of the classroom and Inter-Act Fellows in grades K-3.

supplemental resources specifically designed to address the learning needs of SWD. Students need access to conceptual understanding of key grade level mathematical domains including procedural skills, and fluency for the key grade level standards. Students need scaffolding based on their individual learning needs and language support.

ELPAC

We currently have 58 long-term English Learner students,159 at-risk EL students, and 28 newcomers. 12% EL students scored a 4 on ELPAC and are eligible for reclassification. 30% EL students scored a 3 on ELPAC and potentially can score a 4 to be eligible for reclassification in 2024-2025 academic year. Strategic instructional planning to increase opportunities for productive talk and engagement in tasks that include complex text is needed more consistently with appropriate temporary scaffolding. Also, data chats related to ELPAC are needed at the beginning of the first quarter to support students with goal setting in reading.

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

Teachers in K-3 had the opportunity to engage in intensive professional development that supports the Science of Reading. However, some teachers did not volunteer. Therefore, some PLCs do not have the same skill set to approach the teaching of reading using research-based strategies. Also, not all teachers volunteered to be trained in Orton-Gillingham to add to their repertoire of instructional strategies for teaching reading. Teachers in grades 3-6 continue to develop knowledge in how to respond and plan according to results gathered from administering FIAB/IABs--using the data to guide next steps with effective instructional practices and use of all available resources to ensure texts and tasks are at the appropriate rigor to meet grade level standards.

Additionally, in 2023-2024, there were many adjustments made in staffing due to accommodating the growing of the Dual Language Immersion Program. Three staff members changed grade levels and four staff members are working to completing a cleared credential.

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

Teachers will continue to engage in professional development that supports reading by first grade such as: LETRS, Guided Reading, Orton-Gillingham to meet the literacy needs of all students. Teachers will receive additional professional development to expand their use of supplemental resources to support reading comprehension and mathematical skills for all students in grades TK-6 in an effective manner. Teachers in grades K-2 will receive additional training in differentiating instruction and teaching Foundational Skills using effective strategies such guided reading, Heggerty, and Orton-Gillingham. Teachers who are currently enrolled in LETRS training will engage in a second year of training to meet the early literacy skills of students in K-3. Additionally, there will be ongoing professional learning opportunities to increase teacher efficacy through the PLC+ process to build PLCs and individual teacher capacity that will effectively address the learning needs of students using the Science of Reading models as a framework. Additional Professional Learning will be provided for all teachers to utilize the PLC+ process improve student outcomes.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC was presented with i-Ready data for reading and math. Through a needs assessment, the team supported continuing to fund supplemental resources and positions that support student learning in reading and math.	Parents encouraged and supported the initiative to increase performing and visual arts; particularly the addition of a folklorico instructor. Parents supported maintaining the funding of current supplemental programs and personnel to support student learning.	All staff shared input in support of maintaining funding the current resources to support student learning and meeting academic goals in reading and math. Certificated staff suggested professional development in the area of writing strategies.

Action 1

Title: Mathematics

Action Details:

Professional Learning Communities will continue to collaborate to provide students a guaranteed and viable curriculum (standard aligned curriculum) and using an on-going assessment process that includes frequent, team developed, common formative assessments in the content area of mathematics. Professional Learning Communities will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. Professional Learning Communities will continue to dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. Professional Learning Communities will focus on developing student digital literacy in the context of mathematics by designing online tasks and assessments.

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

Explain the Progress Monitoring and data used for this Action

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

1. FSA, SBAC & iReady results will be utilized to establish school wide and grade level goals.
2. IABs, Target Specifications/stems will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis and outcomes,
3. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will develop online assessments and tasks to build on digital literacy skills that parallel Interim/CFAs and SBAC. PLCs will create calendars which indicate instructional windows for each CFA/CSA; administration of CFA/CSA; and analysis, reflection, and development of an instructional response plan for each CFA.
4. 3rd-6th Grade PLCs will utilize IABs as summative assessments for key domain areas. PLCs will develop action plans and targeted instruction based on IAB results.
5. TK and Kinder teachers have support of paraprofessionals to pull small groups to provide support in meeting Early Learning literacy skills based on student assessed needs (FSA)

Owner(s):

1. Instructional Leadership Team/PLCs
2. ILT/PLCs
3. ILT/PLCs
4. 3rd-6th Grade PLC members

Timeline:

1. Beginning of the school year and after each FSA, iReady window.
2. Quarterly
3. PLCs will develop CFA/CSA one time per quarter and as needed in the throughout the quarter. Teams will engage in minimum of 3 cycles of inquiry per quarter (minimum of 3 CFA/CSAs per quarter).
4. 3rd-6th grade PLCs will determine the administration window of mathematics IABs and engage in CCR based on the IAB results.

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

TK-6th grade students will have daily access to tablets in order to learn, practice and apply mathematics content in the context of online tasks and assessments. Tablets will be purchased to improve the ratio of tablets to students. Materials and supplies, such as but not limited to online programs, paper, pencils, notebooks, journals, copier, dry erase pens etc… will be provided as needed.

Illuminate and Achieve 3000 site-based license(s) will be purchased in order to engage students in grade level aligned assessments/items practice and allow teachers to provide immediate feedback to students and engage students in immediate error analysis.

Maintenance to site and Technology will be provided as needed based on site and Technology needs.

English Learner & students with disabilities (SWD) students needing Tier 1 support will be provided small group targeted instruction in their classrooms after the outcomes of formative classroom assessments aligned to grade level common formative assessments.

English Learner & SWD students needing Tier 2 intervention will be provided 1-3 additional targeted mathematics instruction based on common formative assessment outcomes. Students in need of Tier 2 intervention will be part of the pool of students invited to after school tutoring programs.

English Learner & SWD students needing Tier 3 intervention will be provided Tier 1 and 2 supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, i-Ready lessons, other adaptive programs.

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

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

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

English Learners have the option to participate in a Dual Language Immersion Program that supports the target language of Spanish. This is to enhance English Learners' opportunity to be biliterate. Students whose first language is Spanish, have the opportunity to become proficient in English and their primary language. For students who are not enrolled in DLI, receive strategic lessons during designated and integrated English Language Development. The students in grades K-3 have access to extra support in their classroom with an Inter-Act Fellow with the guidance of the teacher

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

Title 1 funds are being utilized to support English Learners, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.
The following resources are being funded with Title 1 funds to support these student groups: Teacher academic planning time, Translator contracts and babysitters for parent meetings, Substitutes for teacher academic planning time and SST participation, sub-agreement for 6 ELF/Inter-Act Fellows to support student learning and funds to support on-going technology software licensing.

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

With 7090 or 7091 funds we plan to support English learner students by providing students with extra support at a Tier 2 and Tier 3 level using Certificated Tutors who target students' learning needs in English and Spanish for students who participate in DLI. Inter-Act Fellows are also utilized in a push-in model to support students in K-3 at a Tier 2 level with guidance from the teacher.

4. As a site: What are planned actions to support English learner students?

PLCs will dis-aggregate data to monitor and track EL student progress on Common Formative Assessments in order to target EL student assessed learning needs. Students needing additional support will receive Tier 1 intervention in their classroom through small group instruction. TSA & Resource Teacher will support with Tier 2 intervention. English Language Learners are provided with technology in order to give them access to develop digital literacy in the context of mathematics with online tasks and assignments.

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

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

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

Students with Disabilities currently are performing at the greatest distance from standard on SBAC. As a result, SWD will receive intensive support provided by extra support to increase participation grade level content using paraprofessionals and other support staff. SWD will receive the technology they need to access online supports as well

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

With Title I funds we plan to support SWD with strategic intervention utilizing our school psychologist in the development of behavior goals and plans that support positive behaviors to support academic learning in a sustained manner. This will ensure students' access to grade level content with scaffolded support as necessary.

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

With 7090 or 7091 funds we plan to support SWD by ensuring extra support staff such as Certificated Tutors and Inter-Act Fellows support students in the classroom via a push in model for grades K-3.

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

English Learner & students with disabilities (SWD) students needing Tier 1 support will be provided small group targeted instruction in their classrooms after the outcomes of formative classroom assessments aligned to grade level common formative assessments.

English Learner & SWD students needing Tier 2 intervention will be provided 1-3 additional targeted mathematics instruction based on common formative assessment outcomes. Students in need of Tier 2 intervention will be part of the pool of students invited to after school tutoring programs.

English Learner & SWD students needing Tier 3 intervention will be provided Tier 1 and 2 supports/interventions in addition to daily skills and fluency practice aligned to grade level standards through teacher designed activities, Personal Math Trainer, Prodigy, and/or Mathematics Reflex adaptive program.

English Learner & SWD students needing Tier 2 intervention/support after CFA results, will be provided small group instruction depending on the frequency of the CFA data (Resource Teacher).

Action 2

Title: English Language Arts

Action Details:

Professional Learning Communities (PLC) will continue to collaborate to provide students a guaranteed and viable curriculum (standard aligned curriculum) and using an on-going assessment process that includes frequent, team developed, common formative assessments in the content area of English Language Arts. PLCs will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. PLCs will continue dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. PLCs will focus on developing student digital literacy in the context of ELA by designing online tasks and using online assessments.

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

Explain the Progress Monitoring and data used for this Action

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

1. FSA, SBAC, iReady, and ELPAC results will be utilized to establish school wide and grade level goals.
2. Scope & Sequence and IABs will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis for 1st and 2nd grade.
3. CAASPP IAB outcomes and CAASPP Item Specifications will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis for grade 3rd-6th.
4. PLC common formative assessments will be designed using standards to monitor student performance on Claim 1 Targets prior to SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will use online assessments- Interim/CFAs and SBAC. PLCs will create calendars which indicate instructional windows for each CFA/CSA; administration of CFA/CSA; and analysis, reflection, and development of an instructional response plan for each CFA to provide Tier 1 and 2 intervention/support.
5. K-3rd grade teachers design/refine CFAs to monitor student mastery of Reading Foundation Standards. CFA outcomes will provide teachers the information/data needed to provide Tier 1 interventions.
6. Kindergarten Teachers will utilize ESGI tool to create student profiles monitoring Reading Foundation Standards and Skills.1st-6th grade teachers will utilize multiple assessments to identify students for intensive intervention to be screened for services (BAS, iReady, BPST, SBAC, and CFAs/CSAs).
7. 1st-6th grade students will be screened and identified utilizing DIBELS, BAS and ELD levels to determine placement in Tier 3 intensive literacy intervention. Student progress will be monitored every two weeks utilizing the appropriate DIBELS progress monitoring tool by certificated tutors.
8. K-6th grade students will be provided with small group, guided reading instruction, leveled text support to support literacy skills at their reading levels while students who are needing Tier 3 intensive services get support. Teachers will ensure groups are flexible and based on student progress.
9. TK and Kinder teachers have support of paraprofessionals to pull small groups to provide support in meeting Early Learning literacy skills based on student assessed needs (FSA)

Owner(s):

1. Instructional Leadership Team/PLCs
2. ILT/PLCs
3. ILT/PLCs
4. ILT/PLCs
5. PLCs, RSP, TSA

Timeline:

1. Beginning of the school year
2. After FSA, iReady, and IABs
3. IABs will be utilized as summative assessments in quarters 1-3. PLCs will develop at least one CFA prior to the quarter IAB.
4. PLCs will develop CFA/CSA one time per quarter and as needed in the throughout the quarter. Teams will engage in minimum of 1-3 cycles of inquiry per quarter (minimum of 3 CFA/CSAs per quarter).

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

- Students in need of tier 1 and 2 interventions will be provided small group and re-teaching opportunities after PLCs developed CFA/CSAs according to grade level standards.
- 2nd-6th grade students will engage in literature circles using chapter books that compliment Wonders text sets as well as guided reading instruction with leveled readers.

- Books, materials and supplies, technology, site licenses, subscriptions, tutors, professional learning, subs and supplemental contracts to support instruction.

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

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

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

English Learners have the option to participate in a Dual Language Immersion Program that supports the target language of Spanish. This is to enhance English Learners' opportunity to be biliterate. Students whose first language is Spanish, have the opportunity to become proficient in English and their primary language. For students who are not enrolled in DLI, receive strategic lessons during designated and integrated English Language Development. The students in grades K-3 have access to extra support in their classroom with an Inter-Act Fellow with the guidance of the teacher. TK students have access to a paraprofessional to support meeting Early Learning literacy skills and standards.

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

With 7090 or 7091 funds we plan to support English learner students by providing students with extra support at a Tier 2 and Tier 3 level using Certificated Tutors who target students' learning needs in English and Spanish for students who participate in DLI. Inter-Act Fellows are also utilized in a push-in model to support students in K-3 at a Tier 2 level with guidance from the teacher.

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

With 7090 or 7091 funds we plan to support English learner students by providing students with extra support at a Tier 2 and Tier 3 level using Certificated Tutors who target students' learning needs in English and Spanish for students who participate in DLI. Inter-Act Fellows are also utilized in a push-in model to support students in K-3 at a Tier 2 level with guidance from the teacher.

4. As a site: What are planned actions to support English learner students?

EL students will receive Integrated ELD instruction during CORE ELA instruction as teachers implement ELA/Literacy standards in conjunction with ELD standards. Strategies will focus on accessing of fictional literary text grade TK-3rd and increasing the access to informational text in the following grade levels.

- EL students will be provided an minimum of 30 minutes of Designated ELD instruction. Students will be provided differentiated support based on their performance on the domains of speaking, listening, reading, and writing.
- EL students will be selected and identified with the support of PLCs and TSA/VP to attend after school tutoring programs (Long-Term EL students)
- Long Term EL students will receive support in English Language Development, Reading, and Writing standards, concepts, and/or skills through intervention supported by TSA and Resource Teacher.
- ELPAC substitute Assessors will be provided to administer the speaking portion of the ELPAC assessment.

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

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

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

Students with Disabilities currently are performing at the greatest distance from standard on SBAC. As a result, SWD will receive intensive support provided by extra support to increase participation grade level content using paraprofessionals and other support staff. SWD will receive the technology they need to access online supports as well

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

With Title I funds we plan to support SWD with strategic intervention utilizing our school psychologist in the development of behavior goals and plans that support positive behaviors to support academic learning in a sustained manner. This will ensure students' access to grade level content with scaffolded support as necessary.

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

With 7090 or 7091 funds we plan to support SWD by ensuring extra support staff such as Certificated Tutors and Inter-Act Fellows support students in the classroom via a push in model for grades K-3. Supplemental resources to enhance learning outcomes such as Time for Kids, Accelerated Reader, and Scholastic will be purchased for use.

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

- English Learner & SWD students needing Tier 1 intervention will be provided additional one on one and small group instruction to learn and practice Anchor Reading Standards.
- English Learner & SWD students needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Anchor Reading Standards.
- English Learner students identified as SWD will receive targeted support in accessing grade level content and text through the support of a Resource Teacher.

Action 3

Title: English Language Learner Instructional Plan for TK-6

Action Details:

Winchell Elementary School will implement standards-based ELA/ELD instructional strategies to support and increase the percentage of English Language Learners who are redassified as English Proficient.

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

Explain the Progress Monitoring and data used for this Action

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

1. Student EL re-designation goal-setting
2. SBAC
3. ELPAC
4. I-READY/ASR
5. BAS/DIBELS
6. FSA
7. DRDP
8. Grade level CFAs
9. F/IAB Assessments to support CAASPP Claims and Targets
10. Data chats with students and teachers

Owner(s):

1. Teachers
2. Students
3. PLC+ Teams
4. Lead Teachers
5. CTs, TSA, Academic Coach

Timeline:

1. Daily
2. Weekly
3. Quarterly Benchmark Assessments
4. Quarterly IAB Assessment
5. FSA

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

- All Teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL students to ensure they understand their goal and make progress towards redassification.
- After School tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation data and to monitor the students' progress.
- Tiered levles of support through Response to Intervention for targeted groups (SWD, EL)
- Tier 1- Ensure access to essential grade-level curriculum, identify and teacher essential academic and social behaviors, provide prevention to proactively support student success.
- Students in TK will have access to small group instruction supported by a paraprofessional using district-adopted curriculum to meet Early Learning literacy standards
- English Learner & SWD students needing Tier 1 intervention will be provided additional one on one and small group instruction to practice Reading Standards: Foundational Skills based on teacher formative assessments.
- English Learner & SWD students needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Reading Foundational Skills.
- English Learner & SWD students needing Tier 3 intervention will receive Tier 1 and 2 interventions in addition to attending after school programs and intensive intervention reading support 30 minutes a day five days a week focusing on Reading Standards: Foundational Skills.
- ELPAC Assessors
- Materials and supplies to support ELA/ELD resources
- Inter-Act Fellows
- Certificated Tutors
- TSA to monitor responses to intervention
- Academic Instructional Coach will provide professional learning and coaching cycles with teachers
- Digital literacy resources
- Supplemental contracts for Certificated and Classified staff
- Substitutes for one-to-one assessments and SST meetings
- Substitutes for data chats, peer observations, instructional planning, and training opportunities
- Additional materials and supplies that support instruction including but not limited to graphics and technology

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

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

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

English Learners have the option to participate in a Dual Language Immersion Program that supports the target language of Spanish. This is to enhance English Learners' opportunity to be biliterate. Students whose first language is Spanish, have the opportunity to become proficient in English and their primary language. For students who are not enrolled in DLI, receive strategic lessons during designated and integrated English Language Development. The students in grades K-3 have access to extra support in their classroom with an Inter-Act Fellow with the guidance of the teacher. TK will have access to a paraprofessional to support literacy skills.

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

With 7090 or 7091 funds we plan to support English learner students by providing students with extra support at a Tier 2 and Tier 3 level using Certificated Tutors who target students' learning needs in English and Spanish for students who participate in DLI. Inter-Act Fellows are also utilized in a push-in model to support students in K-3 at a Tier 2 level with guidance from the teacher.

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

With 7090 or 7091 funds we plan to support English learner students by...

4. As a site: What are planned actions to support English learner students?

EL students will receive Integrated ELD instruction during CORE ELA instruction as teachers implement ELA/Literacy standards in conjunction with ELD standards. Strategies will focus on accessing of fictional literary text grade TK-3rd and increasing the access to informational text in the following grade levels.

EL students will be provided an minimum of 30 minutes of Designated ELD instruction. Students will be provided differentiated support based on their performance on the domains of speaking, listening, reading, and writing.

EL students receiving small group instruction will receive vocabulary instruction and instructional strategies that support English language development with in the context of the development of literacy.

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

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

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

Students with Disabilities currently are performing at the greatest distance from standard on SBAC. As a result, SWD will receive intensive support provided by extra support to increase participation grade level content using paraprofessionals and other support staff. SWD will receive the technology they need to access online supports as well

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

With Title I funds we plan to support SWD with strategic intervention utilizing our school psychologist in the development of behavior goals and plans that support positive behaviors to support academic learning in a sustained manner. This will ensure students' access to grade level content with scaffolded support as necessary.

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

With 7090 or 7091 funds we plan to support SWD by ensuring extra support staff such as Certificated Tutors and Inter-Act Fellows support students in the classroom via a push in model for grades K-3.

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

SWD, specifically students with Speech and Language IEPs will be provided intensive intervention during a designated intervention block to ensure they receive CORE instructional minutes in ELA with their general education teacher.

Students in need of intensive intervention in reading/literacy will receive services during a designated intervention block so they do not miss CORE ELA instruction.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		45,553.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3750		46,572.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		51,853.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors - Sub	6,001.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Instructional Materials and Supplies ** NO FOOD OR INCENTIVES **	516.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF/Inter-Act Fellows Program	82,680.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher-Substitute	17,836.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Technology Support	1,471.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Scholastic - 1977 Achieve3000 - 12370 Reading A-Z - 1664 Accelerated Reader - 3975 Illuminate Education - 2400	22,386.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	36,493.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology	3,500.00
G1A3	Sup & Conc	Instruction	Travel			: Prof Dev Travel	7,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	24,800.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Direct-Graphics	500.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional Development	12,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Other Programs	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	10,866.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	500.00

$372,527.00

05/10/2024

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	87.76 %	83.2 %	2023-2024	92.3 %

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

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

Fall Climate &Culture Student Survey- percent favorable in student-centered/real-world experiences domain
All students were encouraged to attend the field trips that provided exposure to careers offered to their individual grade levels.

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

Fall Climate &Culture Student Survey- percent favorable in student-centered/real-world experiences domain
There is no significant disproportionality for any significant subgroup.

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

There will be no major difference between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

No changes will be made to this goal, annual metrics, and actions to achieve this goal.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

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

The SSC team shared no concerns and supported moving forward with the same field trip opportunities for students to experience to meet this goal.

Parent and community members shared support to continue with the current activities for real-world experiences in the form of grade level field trips

Staff shared support for continuing with the grade level specific field trips. Staff would like to see an increase in participation in 6th grade camp. Staff will encourage families by informing them at Back to School night and continue throughout as the date for the trip to take place.

Action 1

Title: Character and competencies for workplace success

Action Details:

School will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations. School will develop students' career awareness and experiences that promote character and workplace competencies through targeted implementation of linked learning opportunities.

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

Explain the Progress Monitoring and data used for this Action

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

1. Teachers will select one student per month based on the demonstration of key character traits.
2. Staff will hand out PAWS bucks demonstrating PAWS guidelines to success. Weekly raffles will be held to announce student winners as an incentive.
3. HSL and administration will promote and recognize positive attendance behaviors through weekly and monthly incentives and recognition of classrooms.
4. TK-6th students with perfect attendance will be recognized at an awards assembly each quarter.
5. Sports coaches implement and make sure students hold up to the Winchell sports agreement/contract to participate in sports (behavior, attendance, and behavior expectations).
6. Teachers will ensure students attend all study trips.

Owner(s):

1. VP, Teachers, and Office Managers
2. VP, teachers, and staff
3. HSL and Administration
4. VP & Teachers
5. VP and Sports Coaches
6. 6th grade teachers

Timeline:

1. Monthly
2. Weekly
3. Weekly and Monthly
4. Quarterly
5. Weekly (during each sport)
6. Two times a year.

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

- Students and classrooms will receive certificates and a variety of incentives for positive attendance incentive programs and PAWS guidelines to success recognition.
- HSL will conduct weekly attendance chats for students who are struggling with positive attendance behaviors.
- Materials and supplies for Folklorico and cultural assemblies and activities.

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

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

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

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

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

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

English Learner student population is currently performing at a low level (orange) according to the CA Dashboard.

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

With Title I funds we plan to support English learner students by providing extra support in the classroom for academic support in grades K-6. Funds will also be used for incentives in the form of certificates, medals, and other rewards for Character Counts: Student of the Month, PAW bucks, and other incentives.

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

With 7090 or 7091 funds we plan to support English learner students by providing awards to recognize students who have reclassified as English Proficient.

4. As a site: What are planned actions to support English learner students?

PLCs plan for integrated and designated ELD lessons to meet the needs of English Learners in both language arts and math. The CC Team plans events to increase student engagement of students via rallies, cultural events, etc.

There currently no student groups performing at the lowest level (red).

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

With Title I funds we plan to support students with extra support in the area of reading and math using software such as Illuminate Platform, Achieve 300, Scholastic, and other programs to enhance student academic outcomes.

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

see direct services

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences						
Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			: Direct Transportation	3,000.00

$3,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		32.2 %	2023-2024	21.6 %
Suspension Rate - Semester 1	✔	1.23 %	2.2 %	2023-2024	0.87 %

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

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

Chronic Absenteeism Students with chronic absenteeism were referred to tier 2 and 3 supports which included and were not limited to HSL chats/home visits, 10X2 mentor, and/or On-Site Counseling services. There needs to be more of a focus on students who are not attending a school that fall under the chronic absenteeism criteria. Students in this criterion are primarily in the primary grades, which becomes a parent-level intervention.

Suspension Rate

Previously, students with multiple office referrals and suspensions were referred to tier 2 and 3 supports which included and were not limited to HSL chats/home visits, 10x2 mentors, and/or counseling services. Students struggling with peer conflicts and physical aggression were provided an alternate recess and/or support during recess and lunch.

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

Chronic Absenteeism Currently, 43%of the SWD student group, compared to 37%of all students. In order to reduce absences, there needs to be an effort to engage students with school and ensure engagement with academics and extra-curricular activities.

Suspension Rate

Currently, the SWD student group represents 33%of suspensions. This represents a disproportionate number of students with disabilities being suspended compared to the overall student population. Staff will further develop in-classroom management strategies to support students with intensive behavioral needs. There is a need to develop formal behavior plans, tier 2 and tier 3 behavior supports in all learning environment settings, counseling services, and ongoing administrative support and feedback.

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

Our goal was to provide social and emotional supports to all our students using an onsite counselor four times per week. Due to high numbers of suspensions with our SWD, it was realized that we also needed more services and training to support our SWD via behavior support plans.

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

There will be counseling services provided via a School Social Worker this coming year to help support students, as well as a continued full time school psychologist to support students and staff.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC team supported continued funding for on site counseling services and family support via a School Social Worker.	ELAC parents and community members support continued funding for counseling services on site for students.	Staff strongly supported the continued funding of an on site counselor to support the social emotional needs of students.

Action 1

Title: Student Engagement

Action Details:

School is committed to aligning efforts to enhance student engagement: All students will engage in arts, activities, and athletics. School will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as athletics, clubs, Saturday Sports, Peach Blossom, Coding, Student Council, field trips, and other school-wide activities (Son/Daughter Dance, Haunted House, Carnival, Folklorico, Cultural Assemblies, etc....) Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students in Student Council, Peach Blossom, Coding and the creation of new clubs and activities for the upcoming year.

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

Explain the Progress Monitoring and data used for this Action

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

1. VP, ASP Coordinator and Teachers will enter student rosters of students participating in athletics and extra-curricular activities.
2. Culture & Climate team will monitor student participation in after school sponsored activities (Son & Daughter Dance)
3. Administration will increase efforts to recruit paraprofessionals interested in running clubs and activities after school.
4. The school will sponsor additional field trips and activities through fundraising efforts.

Owner(s):

1. VP, ASP Coordinator, and Teachers.
2. Culture & Climate Team
3. Administration
4. Grade Levels & VP

Timeline:

1. Quarterly
2. Quarterly
3. Beginning of each semester
4. Two times a year

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

- All students will be eligible to attend FUSD sponsored field trips and activities.
- Each grade level will get an opportunity to attend at least one more field trip sponsored through school fundraising.

- Materials and supplies for Folklorico and cultural assemblies and activities.

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

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

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

English Learner student population is performing at a level (orange) in areas of language according to the CA Dashboard.

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

With Title I funds we plan to support English learner students by hiring Inter-Act Fellow Tutors to support students in both EO and DLI classroom to support EL students with improve academic readiness skills and support social-emotional learning skills when applicable.

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

With 7090 or 7091 funds we plan to support English learner students by providing students the opportunity to earn incentives for both social and academic growth such as earning awards for academics and character i.e. medals, certificates, and other incentives

4. As a site: What are planned actions to support English learner students?

EL students will be actively recruited to participate in after school programs. EL students in need of targeted support will be selected to attend after tutoring programs. Teachers will be provided a criteria for prioritizing students that will benefit from the tutoring programs.

EL students will be actively recruited to participate in Student Leadership, sports, and other extracurricular activities through teacher selection and student outreach.

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

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

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

There are currently no student groups performing at the lowest level (red) according to the CA Dashboard

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

With Title I funds we plan to support students with opportunities to earn and be recognized for academics and character with medals, certificates, and evening banquets.

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

With 7090 or 7091 funds we plan to support students with incentives to encourage students to participate in all extracurricular activities.

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

Students with IEPs, receiving tier 3 services, and identified as long-term ELs will be recruited and encouraged to participate in music (band and strings). Student academic performance will not be utilized as criteria when recruiting or selecting students to participate in music programs for grades 5th and 6th.

Students with formal behavior plans or in need of behavior supports will be provided additional incentives, opportunities for increased parent involvement, parent attendance of school functions when applicable, and necessary accommodations to engage with sports, field/study trips, and extra-curricular clubs/activities.

Action 2

Title: Social Emotional Supports

Action Details:

School will implement and encourage developing and building relationships with students to demonstrate there is an adult that really cares about the child. The school will implement tiered level of supports to meet the social-emotional, behavioral, and academic needs of all students. The school will continue to implement universal social-emotional and behavioral supports through the implementation of Second Step,Classroom Meetings that Matter Curriculum and a variety programs and strategies to promote positive behaviors such PAWS Guidelines to Success incentives/assemblies, Bucket Fillers, 3:1 ratio, CHAMPS, and individual and classroom positive attendance incentives. As part of a tiered level of support, students in need of tier 2 and 3 supports and interventions will be provided individualized behavior charts, participation in attendance groups, social skills groups, behavioral and social-emotional interventions provided by Paraprofessional/Instructional Assistant, counseling provided by an On-Site School Social Worker and/or School Psychologist.

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

Explain the Progress Monitoring and data used for this Action

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

1. Culture & Climate team will review suspension and office referrals to discover root causes and develop supports and intervention based on who, what, where, and when the misbehavior is occurring.
2. Administration will meet with HSL to identify students that meet the chronic absenteeism and engage them in available supports and interventions.
3. Student Success Team (Paraprofessional/Instructional Assistant, RSP Teacher, Certificated Tutors, GE teacher, TSA, parents, teacher, and key support staff) and administration will refer students who meet tier 2 and 3 criteria for services and support from On-Site School Social Worker or psychologist.
4. Culture & Climate team will analyze student culture and climate survey responses to determine opportunities to target key social-emotional constructs (growth mind set, self-efficacy, self-awareness, and self-management)

Owner(s):

1. Culture & Climate Team
2. Administration & HSL
3. Student Success Team
4. Culture & Climate Team

Timeline:

1. Quarterly
2. Beginning of the year and each quarter following.
3. At least once a month or as needed when students are referred to the SST process.
4. Quarterly

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

- Student Success Team will organize and facilitate SST meetings with the support of HSL. SST meetings will be scheduled as needed and once a month a roving substitute will be provided to classroom teachers for a full day of SST meetings.
- Home School Liaison will continue to support families with poor attendance behaviors by providing them with the necessary resources and continue to engage students by facilitating attendance and social skills groups.
- Psychologist will provide social-emotional, behavioral, and/or academic supports, learning options, alternatives and various activities in order to achieve their personal best in the classroom setting, playground, and/or designated classroom.
- On-Site Counselor will provide group and individual counseling services to identified students.
- Materials and supplies such as but not limited to paper, pencils, notebooks, journals, copier, dry erase pens, AR/STAR licenses, etc…will be provided as needed.
- Students with disabilities (SWD) with intensive behavior needs and poor attendance behaviors will be provided priority to School Social Worker services, Home School Liaison supports, and will be a focus of monthly SPED and administration team meetings.

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

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

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

There are currently no student groups reflected in the Red according to the CA Dashboard.

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

With Title I funds we plan to support English learner students by providing students with access to extra support according to their educational needs using Inter-Act Fellows who push-in to classrooms with the direction of certificated staff.

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

With 7090 or 7091 funds we plan to support English learner students by providing social and emotional support with the services provided by an onsite School Social Worker (SSW)

4. As a site: What are planned actions to support English learner students?

English Language Learners with social-emotional needs will have access to counseling and HSL who will provide them with social-emotional support.

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

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

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

There are currently no student groups in red in any area according to the CA Dashboard.

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

With Title I funds we plan to support students with access to rewards and incentives to support students' social and emotional needs.

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

With 7090 or 7091 funds we plan to support students with access to counseling services via an SSW to meet social and emotional needs at a Tier 2 and Tier 3 level of support.

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

English Learners and SWD with intensive and/or chronic misbehaviors will be paired with a 10 x 2 mentor as tier 2 support.

SWD will have priority to receive On-Site SSW counseling services at the beginning of the school year.

SWD will participate in social skills groups provided by SEL aide and classroom teacher.

SWD with one or more suspensions will receive support from school psychologist with positive behavior

strategies, behavior support plan implementation, and/or small group support with SEL.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.6000	SSW 3days	94,716.00

$94,716.00

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	77.58 %	79.2 %	2023-2024	87.3 %

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

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

Fall Climate &Culture Staff Survey- percent favorable in organizational culture domain
We will be using the staff survey organizational domain to measure this goal.

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

Fall Climate &Culture Staff Survey- percent favorable in organizational culture domain
The metric measures the staff's overall positive in the organizational culture domain of their staff survey.
There are no disproportionate results in the survey.

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

There are no major differences between the intended and the actual implementation of actions and budget expenditures to meet this goal.

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

The actions our site will implement to achieve this goal will be to provide ongoing professional development on cultural proficiency and enable a positive learning and working environment through recognition, celebrations, and promoting school spirit and collaboration.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

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

SSC team shared positive feedback the efforts to increase celebrations and events to build a positive school environment and culture.

ELAC parents and community members were iin support of the efforts to increase events and celebrations to improve school climate and culture.

Staff continues to share the concerns related to building a positive school culture. Many shared they have seen an improvement by including a collaborative effort to increase staff connectedness with different activities such as collaborative potlucks by grade level and other staff members.

Action 1

Title: Staff Sense of Belonging

Action Details:

Our school is committed to promote cultural diversity and community among all stakeholders. Our school will work to train all staff on cultural proficiency training to enable a positive learning and working environment through professional development opportunities and through recognitions, celebrations and by promoting school spirit and collaboration. Funds for professional development opportunities and materials and supplies for recognitions, celebrations and promoting school spirit will be utilized. Including but not limited to books, pins, shirts, lanyards, etc.

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

Explain the Progress Monitoring and data used for this Action

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

We will be using the staff survey in the sense of belonging to monitor the effectiveness of this action, which will be administered twice a year.

Owner(s):
1. Principal
2. VP
3. Culture & Climate Team
4. Teachers

Timeline:
1. Beginning of the school year with a school launch.
2. Monthly through PLs.
3. Mid Year with the anti-bullying launch/kindness campaign.
4. Twice a year through the staff survey.

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

- All staff will participate in the beginning of the school year launch and will be given school spirit attire and materials to promote school spirit and collaboration.
- All staff will participate in monthly PLs that will address cultural proficiency.
- All staff will participate in the annual bullying prevention launch/Kindness campaign.

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

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

There are currently no students reflected in red according to the CA Dashboard.

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

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

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

With Title I funds we plan to support students purchase incentives and rewards in recognition of students demonstrating character traits according to schoolwide Guidelines for Success-PAW Bucks, Student of the Month, etc.

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

All staff will participate in professional development focusing on cultural proficiency and diversity, which will include meeting the needs of English Learners.

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

There are currently no students reflected in red according to the CA Dashboard.

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

With Title I funds we plan to support students with rewards and incentives to acknowledge students' observing Guidelines of Success-PAWS

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

With 7090 or 7091 funds we plan to support students with rewards and incentives to acknowledge students' observing Guidelines of Success-PAWS

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

All staff will participate in professional development focusing on cultural proficiency and diversity, which will include meeting the needs of all students, including our low-performing students.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	90.9 %	90.9 %	2023-2024	92 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
We will use the parent survey family engagement domain to measure this goal.	The metric measures parents' overall positive responses in feeling respected and engaged at our site. There are no disproportionate results in the survey.

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

There are no major differences between the intended and the actual implementation of actions and budget expenditures to meet this goal.

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

The actions that our site will implement to achieve this goal will be to provide opportunities and activities to engage with the school and feel welcomed through assemblies, performances, awards celebrations, and parent meetings, and also by promoting school spirit within our community as well as quarterly cultural celebrations to promote and celebrate diversity.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):

SSC team agreed to current activities to include families. Members were in agreement with budget items for students and families.	ELAC member were in favor of continuing with current activities for this goal.	Staff was in agreement with items to purchase to enhance family participation in school.

Action 1

Title: Families Welcomed and Respected

Action Details:

Our school is committed to promote cultural diversity and community among all stakeholders. Our school will work to provide cultural diversity celebrations and activities to make families feel welcomed, engage them in our school and enable a positive environment at our site. Activities and parent meetings will include ELAC, SSC, Coffee Hour, awards assemblies, Cultural celebrations, student performances, Carnival, Open House, Back to School night, etc. Funds for materials and supplies for recognitions, celebrations and promoting school spirit will be utilized.

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

Explain the Progress Monitoring and data used for this Action

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

We will be using the parent survey regarding feeling welcomed and respected to monitor the effectiveness of this action, which is administered in the spring.

Owner(s):

1. Principal
2. VP
3. Culture & Climate Team
4. Parents

Timeline:

1. Beginning of the school year with Back to school night.

2. Quarterly with cultural celebrations and awards assemblies.

3. Throughout the year with parent meetings such as coffee hour, SSC, ELAC and parent teacher conferences.

4. In the spring with the parent survey.

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

- All parents will be invited to participate in all student assemblies and activities to promote a sense of community and belonging at our site.
- All parents will be invited to attend quarterly cultural diversity celebrations to promote unity and enable a welcoming environment.
- During parent meetings, parents will have the opportunity to receive school attire to promote school spirit and a sense of belonging at our site.
- Babysitting, translation services, HSL local mileage, Materials and supplies as needed to support parent involvement.

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

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

There are currently no student groups in the area of red according to the CA Dashboard,

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

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

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

With Title I funds we plan to support by utilizing funds support parent participation by providing babysitting for parent meetings i.e. ELAC, SSC, etc. and rewards for student recognition and celebrations.

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

Parents will be given the opportunity to participate and attend quarterly cultural diversity events, student assemblies, and meetings, which will include information on how to meet the needs of English Learners.

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

There are currently no student groups identified in red according to the metrics in the CA Dashboard.

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

With Title I funds we plan to support by providing students with incentives and rewards in recognition of their academic and extracurricular accomplishments and participation.

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

With 7090 or 7091 funds we plan to support by we plan to support by providing students with incentives and rewards in recognition of their academic and extracurricular accomplishments and participation.

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

Parents will be given the opportunity to participate and attend quarterly cultural diversity events, student assemblies, and meetings, which will include information on how to meet the needs of all students including low-performing students.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5 - Increase inclusive opportunities for families to engage in their students' education							
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	2,008.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Supplemental Materials ** NO FOOD OR INCENTIVES **	556.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	100.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation	2,008.00

$4,672.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0490 Winchell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		45,553.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.3750		46,572.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		51,853.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors - Sub	6,001.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Instructional Materials and Supplies ** NO FOOD OR INCENTIVES **	516.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF/Inter-Act Fellows Program	82,680.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher-Substitute	17,836.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Technology Support	1,471.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Scholastic - 1977 Achieve3000 - 12370 Reading A-Z - 1664 Accelerated Reader - 3975 Illuminate Education - 2400	22,386.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	36,493.00
G1A3	Sup & Conc	Instruction	Nc-Equipment			Technology	3,500.00
G1A3	Sup & Conc	Instruction	Travel			: Prof Dev Travel	7,000.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	24,800.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Direct-Graphics	500.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional Development	12,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Other Programs	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	10,866.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology	500.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Direct Transportation	3,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.6000	SSW 3days	94,716.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	2,008.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Supplemental Materials ** NO FOOD OR INCENTIVES **	556.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	100.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation	2,008.00

$474,915.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$85,860.00
Sup & Conc	7090	$270,255.00
LCFF: EL	7091	$118,800.00
Grand Total		**$474,915.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$372,527.00
G2 - Expand student-centered and real-world learning experiences	$3,000.00
G3 - Increase student engagement in their school and community	$94,716.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$4,672.00
Grand Total	**$474,915.00**

05/10/2024