

**Winchell Elementary**

10621666006571

Principal's Name: Angelica Espinosa

Principal's Signature: 

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

**Consolidated Program Assurances**

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

School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angelica Espinosa	X				
2. Chairperson - Beatriz Delgado				X	
3. Santiago Ceja		X			
4. Alejandra Arias-Heredia		X			
5. Amy Balderas		X			
6. Juanita Gaitan			X		
7. Maria Santiago				X	
8. Maria Paz				X	
9. Jazmin Garcia de Ramirez				X	
10. Lesa Nino				X	
11.				X	
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**

<b>School Name: Winchell Elementary</b>			
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
<b>Principal</b>	Angelica Espinosa		3-12-2025
<b>SSC Chairperson</b>	Beatriz Delgado		3.12.2025

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

## Winchell 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)	✓		34 %	2023-2024	49.1 %
SBAC ELA - Average distance from standard	✓	-40 pts	-60.2 pts	2023-2024	-45.2 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-154.3 pts	2023-2024	-139.3 pts
SBAC ELA - percentage of students met/exceeded standard	✓	35.03 %	30.9 %	2023-2024	40.9 %
SBAC Math - Average distance from standard	✓	-55 pts	-64.1 pts	2023-2024	-49.1 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-151.5 pts	2023-2024	-136.5 pts
SBAC Math - percentage of students met/exceeded standard	✓	30.12 %	29.4 %	2023-2024	35.4 %

**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.

- Action 1-  
Based on the metrics in this goal, students are not reading on grade level as identified by SBAC.  
SVD and English Learners are specific student groups performing below grade level in ELA
- Action 2-  
Based on the metrics in this goal, students are not performing on grade level in math as identified by iReady.

English Learners and SWD are the specific student groups performing below grade level in Math.

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

Action 1-

1. Students are not mastering foundational skills in the primary grades.
2. Students have limited exposure to literacy development before entering school.
3. The need for continued professional learning in foundational skills development for staff.

Action 2-

1. Students are not mastering conceptual math skills.
2. PLCs have not used CFAs and data analysis to the fullest extent.
3. The need for professional learning in developing effective teaching strategies for Math.

**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.

Action 1-

1. Intervention/tutoring for the identified students not on grade level.
2. Parent engagement; opportunities to give access to resources (books and other literacy resources) to families.
3. Professional learning opportunities for staff, including conferences.

Action 2-

1. Consistent checking for understanding as it reflects learning progressions and intentions and student goal setting for language arts, math, and English Language Development.
2. Implementation of PLC+ Foundations and the use of formative assessments that match the rigor of the grade level standard.
3. Professional learning opportunities for staff, including conferences

Action 3-

1. Increased monitoring through daily classroom observations with specific feedback
2. implementation of LETRS
3. Improved analysis of data to target distinct skills for students along with the specific feedback from admin

## 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: Mathematics

Partially Implemented

The actions were partially implemented. Support is needed for PLCs to support students learn mathematical concepts and practices; support is needed on how to teach to the grade level standards while providing foundational math skills for students performing below grade level.

Action 2: English Language Learner Instructional Plan for TK-6

Partially Implemented

The actions were not fully implemented. Designated and Integrated ELD time and structures are in place at all grade levels but are not consistently implemented particularly in the upper grade levels. Teachers have data chats with individual students. Teachers inconsistently provide designated instruction based on ELD levels. Teachers receive training on how to administer the ELPAC to their students.

Action 3: English Language Arts

Partially Implemented

The actions were partially implemented. There is a lack of systematically incorporating intervention time to address the reading needs of all students. Not all grade levels have structures in place to support Tier 1 and Tier 2 learning. PLC+ work around CFA cycles were not consistently completed. Not all CFAs matched the rigor of the standard which does not allow for appropriate analysis to then reteach to gain mastery of grade level standards, particularly in the area of foundational skills and vocabulary.

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: Mathematics

Partially Effective

Action 1: Mathematics Instructional Plan TK-6 The actions were partially ineffective- The metrics show no significant gain in iReady stretch growth from 42.4% on iReady Diagnostic #2 from previous year compared to 42.6% on iReady Diagnostic #2 for the current year. Math intervention with pull out support to meet needs of grades 5 and 6.

Action 2: English Language Learner Instructional Plan for TK-6

Partially Effective

Action 2: The actions were partially effective- The actions were not consistently implemented across grade levels. Designated and Integrated ELD time and structures are improving at all grade levels. Teachers have data chats with individual students. Teachers provide designated instruction based on ELD levels and receive training on how to administer the ELPAC to their students.

Action 3: English Language Arts

Partially Effective

Action 3: The actions were partially effective- Students with Disabilities and English Learner student groups had a decrease on SBAC-ELA While the metrics show a decline, we only recently were able to begin implementing additional interventions within the classroom. We anticipate seeing a 15% growth next school year.

**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- We will incorporate a MTSS structure that includes supporting students mastering conceptual math skills and use digital platforms available to support instruction.

Action 2: We will continue to improve in implementing effective instructional strategies that address each of the domains (Speaking, Listening, Reading, and Writing) in English Language Development during integrated and designated ELD time to meet the needs of English Learners in moving toward reclassification. Improve upon strategies for ELD (speaking, listening, reading, and writing)

Action 3- We will continue to strengthen our current actions to support our Literacy program, including professional learning opportunities to build in the areas of foundational skills and reading comprehension strategies i.e. Reciprocal Teaching-increase PL opportunities

**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:**

SSC shared the continue need for student academic support via the use Certificated Tutors, ELF Inter-Act Tutors, and the addition of a Literacy Coach

**ELAC:**

ELAC shared support of continuing with providing students with extra supports for academics and social-emotional needs through Certificated Tutors, Inter-Act Tutors and Social Worker

**Staff:**

Staff input included prioritizing support for students' literacy via the resources provided by Certificated Tutors and Inter-Act Tutors.

**Action 1 :**

## 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 on going assessment process, inquiry cycles to reengage and enrich instruction, disaggregate data for SWD and EL students. Professional Learning Communities will continue to dis-aggregate common formative assessment outcomes by EL and SWD student groups. Professional Learning Communities will focus on developing student digital literacy for task and assessments.

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

**Instruction**

**Tier 1**

All students will receive 120 minutes of grade level ELA instruction focused on complex text, talk and task and vocabulary development.

All teachers will receive PLs to support vocabulary development, reading complex text specifically targeting EL students.

K-3 teachers will provide reading strategies during classroom instruction such as guided reading and small group instruction.

Teachers will conduct data chats with students using iReady, IAB's and FIAB's, and SBAC results a minimum of 3 times per year.

Admin will conduct data chats with teachers and PLC a minimum of 3 times per year.

All students will utilize iReady for 40 minutes weekly.

Students in K-2 will have a minimum of 20 minutes a day of guided reading 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.

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.

#### Tier 2

K- 6 Students will receive 40 minutes of reading. Instruction will be provided by classroom teacher, Literacy Coach, Certificated Tutors, Inter-Act Fellows and RSP teacher.

K-2 Teachers will utilize Heggerty strategies to support phonemic awareness instruction. TK and Kinder teachers have support of Inter-Act Fellows and paraprofessional, pulling small groups

Differentiated instruction in reading and writing will be provided in all classrooms based on CFA data and SBAC/iReady results.

Teacher and/or Admin will conduct data chats with target students in the following student groups- EL and Students with Disabilities.

Corrective Instruction will take place each quarter to address educational gaps identified from Common Formative Assessments.

TST will identify students to monitor in Tier 2 according to referral process criteria

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.

#### Tier 3

Students with an IEP will receive daily instruction from Resource Specialist Teacher or Special Day Class teacher.

Certificated Tutors and Inter-Act Fellows will provide intensive reading instruction to students in grades 1-6th, five days a week.

RSP Intervention (non and RSP IEP students).

TST and data chats with Literacy Coach/classroom teachers and admin will identify students to monitor in Tier 3.

Monthly Student Study Team meeting to develop plans for student success for identified students.

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.

#### Materials/Supplies

Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.

Culturally sensitive and engaging materials will be purchased to support the reading comprehension of students in significant student groups.

Student incentives will be provided to students who meet or show progress on reading benchmarks.

Supplemental materials from graphics and vendors will be provided to support reading instruction.

Direct maintenance for repairs to technology that support instruction.

Technology will be purchased to support instruction.

Research based books and materials will be purchased in support of Literacy PL and guided reading as funds allow.

MTSS/RTI Support with Inter-Act Fellows

Subs for teachers/admin/staff

[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.](#)

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*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 Tutor 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 are provided for teacher academic planning time and SST participation, sub-agreement for 6 ELF/Inter-Act Tutors 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 Tutors are also utilized in a push-in and pull-out model to support students in K-3 at a Tier 2 level with guidance from the teacher or Literacy Coach and Certificated Tutors.

**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. Literacy Coach and Certificated Tutors will support with Tier 2 intervention. English 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.

## Student Groups

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

**Students with Disabilities (SWD):**

Planned student conversations, Planned parent meetings, Teacher professional Learning.

**English Learner (EL):**

With Title I funds we plan to support:

English Learners (EL): ELF Inter-Act Tutors to provide push-in and pull-out to support differentiated instruction.

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

**Students with Disabilities (SWD):**

Professional learning for paraprofessionals to support students in the classrooms. Digital literacy and math programs, tutoring, and small group instruction.

**English Learner (EL):**

English Learners (EL): ELF Inter-Act Tutors to support DLI students in target language-Spanish, small group instruction-push-in

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

**Students with Disabilities (SWD):**

Data Chats with RSP and SDC teachers to discuss ways to address the needs of our SWD in a timely manner. Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

**English Learner (EL):**

English Learners: Increase the use of differentiation by teachers (more small group instruction during core and integrated ELD time). After school tutoring and targeted RTI.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing a walk-through tool for specific teacher feedback: Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 75% of classroom observations will show implementation of conceptual mathematical learning that include use of manipulatives and mathematical practices. Outcomes monitored by Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 60% of students meeting their stretch growth will increase by 15% comparing last year's data to this year's data. Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

SBAC Results: decrease the distance from meeting standards in Math from -64.1 to -49.1 Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

**Action 2 :**

## 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 to 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.

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

- 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 using Guided Reading strategies.
- 3rd-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.

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.

- 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 Tutor 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 Tutors are also utilized in a push-in and pull-out model to support students in K-3 at a Tier 2 level with guidance from the teacher or Literacy Coach and Certificated Tutors.

**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 Tutors are also utilized in a push-in and pull-out model to support students in K-3 at a Tier 2 level with guidance from the teacher or Literacy Coach and Certificated Tutors.

**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 Literacy Coach/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 Literacy Coach and/or Certificated Tutors
- ELPAC substitute Assessors will be provided to administer the speaking portion for grades 1 through 6, and one to one for grades 1 and 2 of the ELPAC assessment.

## Student Groups

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

**Students with Disabilities (SWD):**

Planned student conversations, Planned parent meetings, Teacher professional Learning.

**English Learner (EL):**

With Title I funds we plan to support:

English Learners (EL): ELF Inter-Act Tutors to provide push-in and pull-out to support differentiated instruction.

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

**Students with Disabilities (SWD):**

Professional learning for paraprofessionals to support students in the classrooms. Digital literacy and math programs, tutoring, and small group instruction.

**English Learner (EL):**

English Learners (EL): ELF Inter-Act Tutors to support DLI students in target language-Spanish, small group instruction-push-in

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

**Students with Disabilities (SWD):**

Data Chats with RSP and SDC teachers to discuss ways to address the needs of our SWD in a timely manner. Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

**English Learner (EL):**

English Learners: Increase the use of differentiation by teachers (more small group instruction during core and integrated ELD time). After school tutoring and targeted RTI.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback: Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 75% of classroom observations in grades K-2 will show implementation of Guided Reading strategies in small group, Heggerty to address Foundational Skills and core curriculum to support grade level standards for ELA. Outcomes monitored by Principal, VP, and teachers

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC Interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 60% of students meeting their stretch growth will increase by 15% comparing last year's data to this year's data. Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

SBAC Results: decrease the distance from meeting standards in ELA from -60.2 to -35.2 Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

### Action 3 :

## English Language Learner Instructional Plan for TK-6

### Action Details:

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

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

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- 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 reclassification.
- 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 levels 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 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.
- ELPAC Assessors
- Materials and supplies to support ELA/ELD resources
- Inter-Act Tutors
- Certificated Tutors
- Literacy Coach 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

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.

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#### 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 Tutors are also utilized in a push-in and pull-out model to support students in K-6 at a Tier 2 level with guidance from the teacher or Literacy Coach and Certificated Tutors.

#### 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 Tutors are also utilized in a push-in and pull-out model to support students in K-6 at a Tier 2 level with guidance from the teacher or Literacy Coach and Certificated Tutors.*

**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 a 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 within the context of the development of literacy.

## Student Groups

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

**Students with Disabilities (SWD):**

Planned student conversations, Planned parent meetings, Teacher professional Learning.

**English Learner (EL):**

With Title I funds we plan to support

English Learners (EL): ELF Inter-Act Tutors to provide push-in and pull-out to support differentiated instruction.

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

**Students with Disabilities (SWD):**

Professional learning for paraprofessionals to support students in the classrooms. Digital literacy and math programs, tutoring, and small group instruction.

**English Learner (EL):**

English Learners (EL): ELF Inter-Act Tutors to support DLI students in target language-Spanish, small group instruction-push-in

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

**Students with Disabilities (SWD):**

Data Chats with RSP and SDC teachers to discuss ways to address the needs of our SWD in a timely manner. Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

**English Learner (EL):**

English Learners: Increase the use of differentiation by teachers (more small group instruction during core and integrated ELD time). After school tutoring and targeted RTI.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:

Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 70% of classroom observations will show implementation of targeted designated and/or integrated ELD lessons using resources provided by district and core curriculum to meet the language needs of students according to ELPAC. Outcomes monitored by Principal, VP, and teachers.

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

District benchmark, iReady Diagnostic reading assessments, SBAC and ELPAC Interim assessments: Outcomes measured by growth from assessment to assessment and through iReady Personalized Learning Lessons. 60% of students meeting their stretch growth will increase by 15% comparing last year's data to this year's data. Outcomes monitored by teachers, grade level PLCs, and admin.

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

ELPAC Results: increase percentage of students who progress at least on ELPI level from 34% to 49%. Outcomes monitored by Principal, VP, and teachers.

**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	✓	92.3 %	85 %	2024-2025	95.1 %

**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 in this Current Goal, the percent favorable in student-centered/real-world experiences domain of the Fall Climate & Culture student survey increased 2% from Fall 2023 to Fall 2024.

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

- Some parents opted not to send students on field trips i.e. 6th grade camp
- Limited opportunities for student engagement due to limited coaches for clubs other than sports for grades 3-6
- Some students absent to benefit from experiences provided through instruction, field trips, and other school-wide activities

**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 opportunities for students to participate in extracurricular activities such as clubs and other activities
- Increase opportunities for parents to be informed of opportunities for students to participate in field trips i.e. increase participation in 6th grade camp
- Utilize SEL Team i.e. Tier 2 Specialist (district-provided) and SSW (site-funded) to support with increasing student attendance so they have more opportunities to participate in extracurricular activities

**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: Character and competencies for workplace success

Partially Implemented

We need to increase the involvement of our HSL in meeting with students who are absent and missing opportunities for extracurricular activities.

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: Character and competencies for workplace success

Partially Effective

We need to work with families to improve attendance of all students; particularly those in Early Learning grades (TK/K) through parent engagement hour, SSC, ELAC, coffee hour, etc.

We also will increase opportunities for recognition of students showing improved growth in areas of social-emotional skills and academics

**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.

We will provide more opportunities for real world experiences such as field trips.  
We will have multiple career days to include all grade levels.  
We will increase the number of activities available for students to choose from such as clubs during lunch and after school.  
We will meet with TST and make recommendations to increase student involvement in extracurricular activities.

**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:

SSC shared they would like students to participate in more sports--

ELAC:

ELAC shared the need to more extracurricular activities for younger

Staff:

Staff would like more cultural activities and more assemblies of

opportunities for younger students and more incentives for all students such as Student of the Month, attendance, and academic growth

students--sports, dance, etc.

motivation.

### Action 1 :

## 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.

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

- 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 dance, art, and cultural assemblies and activities.

**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.**

*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 currently performing at a low level (orange) according to the CADashboard.

#### 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.

## Student Groups

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

# 2025-2026 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
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning which supports all actions in Goal 1.	15,001.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - supports all actions in Goal 1	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics - supports all actions in Goal 1.	500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Teaching Contracts that will support all the actions in Goal 1. **No IEPs**	6,001.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Achieve3000 Accelerated Reader	18,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Coach, Literacy	0.5000	Split FTE 0.5 SPSA, 0.5 Literacy Funds	84,718.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Technology Support - Also supports all actions in goal 1.	1,471.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease - supports all actions in Goal 1.	24,800.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		46,814.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors - Supplemental Contracts	10,280.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - Supports all actions in Goal 1 **No food or incentives**	1,978.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF/Interact Fellows support all actions in Goal 1.	57,003.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies that support all actions in Goal 1.	53,639.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance - supports all actions in goal 1.	1,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional development that supports all actions in Goal 1.	12,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs to relieve Teachers for DLI Planning.	4,477.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Other programs - supports all actions in Goal 1	2,883.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies - supports all actions in Goal 1	5,600.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technologie for EL Student learning.	500.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF/Interact Fellows support all actions in Goal 1.	14,251.00

**\$364,416.00**

Provide students with incentives for showing good character via Student of the Month according to specific Character Counts pillars. Students will be provided with incentives that promote school spirit such as bumper stickers, pencils, etc.

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

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

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

Teachers and support staff will continue to provide students with planned lessons that address growth mindset, social awareness, and other social skills using district provide curriculum such as Second Step, OLWEUS, etc.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning)

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed quarterly for increases compared to last year.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

### Medium-Term (Change in Behavior or Performance)

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Engagement participation will be analyzed at each semester for increases compared to last year.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

### Long-Term (Change in Condition)

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Responses on the Climate and Culture Surveys will increase by 10% compared to last year.

Outcomes monitored by Principal, VP, and Climate & Culture Team.

# 2025-2026 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	Travel			Travel for PL	7,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation	3,000.00

**\$10,000.00**

**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	✓		33.6 %	2023-2024	25 %
Suspension Rate	✓	0.87 %	5.3 %	2023-2024	1.97 %
Suspension Rate - (Hispanic)	✓		5.7 %	2023-2024	2.37 %
Suspension Rate - (Students w/ Disabilities)	✓		17.8 %	2023-2024	12.47 %

**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 in this Current Goal, Chronic Absenteeism has decreased over the last year. Identified student groups are SWD and EL. Suspensions have increased over the last year. Identified student groups are Hispanic and SWD.

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

- Students have been exposed to trauma.
- Increase in providing students with opportunities to learn social skills that support building healthier relationships
- Provide students with increased opportunities to be engaged in extracurricular activities to build social skills

**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.

Monthly attendance incentives

Conduct more home visits  
Provide more opportunities social skills learning

### 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: Student Engagement

Partially Implemented

Currently students receive recognition for perfect attendance by quarter  
HSL conducted some home visits  
Quarterly incentives for decrease in chronic absenteeism as monitored by school personnel

#### Action 2: Social Emotional Supports

Partially Implemented

Transitioned providers for counseling services for students. School Social Worker hired second semester of the new academic year  
Tier 2 Intervention Specialist assigned and began services Winter 2025 to support students with behavioral and/or attendance needs

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: Student Engagement

Partially Effective

Need to increase engagement activities that involve all students such as art, dance, and sports. Arts integration began Fall 2024  
Need to increase incentives and progress monitoring of students who are chronically absent

#### Action 2: Social Emotional Supports

Partially Effective

Began incorporating TST meetings that include all available staff to support improving attendance, behavioral needs, and other social-emotional needs of students.  
SSW and Tier Intervention Specialist assigned Winter 2025 to support students with social-emotional needs

**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.

SEL staff will be established and prepared to carry over services rendered this year to support students with transitioning to new grade level.

TST structures in place to progress monitor existing caseloads and accept new referrals at the beginning of the school year. Resources to be utilized in a more proactive/preventative manner to support students' needs.

**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:**

SSC supports the continuation of providing extra support to students with the services provided by a School Social Worker.

**ELAC:**

ELAC expressed positive feedback regarding the continued services of a School Social Worker to support our students' social-emotional needs and development

**Staff:**

Staff supports the continuation of having a School Social Worker to assist students with social skills building and social-emotional support.

**Action 1 :**

## 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 students participating in after school and extra-curricular activities such as athletics, clubs, Peach Blossom, Coding, Student Council, field trips, and other school-wide activities (Son/Daughter Dance, Haunted House, Carnival, 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.

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

- 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 cultural and other motivational assemblies and activities.

**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.

*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 students have been identified in area of English Language Progress Indicator

**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 Tutors to support students in both EO and DLI classroom to support EL students with improved 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 criterion 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.

## Student Groups

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

**Hispanic (HI):** Funds utilized to incentivize students to improve in engagement in school extracurricular activities and show progress toward meeting both academic and social-emotional goals with the support of SEL i.e. School Social Worker, Tier II Intervention Specialist, etc.

**Students with Disabilities (SWD):** Funds utilized to incentivize students to improve in engagement in school extracurricular activities and show progress toward meeting both academic and social-emotional goals with the support of SEL i.e. School Social Worker, Tier II Intervention Specialist, etc.

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

**Hispanic (HI):** Funds to be utilized to increase opportunities for students to participate in extracurricular activities,

**Students with Disabilities (SWD):** Funds to be utilized to increase opportunities for students to participate in extracurricular activities,

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

**Hispanic (HI):** Hispanic students will be actively encouraged to participate in extracurricular activities.

**Students with Disabilities (SWD):** Students with Disabilities will be actively recruited to participate in extracurricular activities.

## Progress Monitoring: Outcomes

Reasoning for using this action     Strong Evidence     Moderate Evidence     Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

-Tier 2, School Psych, and School Social Worker will support students identified through TST referrals  
-Opportunities for students to be involved in clubs, sports, site activities and events  
Outcomes measured by ATLAS entries  
School engagement report through ATLAS  
Attendance at events  
Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, School Psych, HSL, OA

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

Fall Climate and Culture Survey results, attendance reports, behavior reports  
Outcomes measured by  
Increased attendance  
Decrease in behavior reports  
Increase attendance at events  
Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, School Psych, HSL, OA

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Fall to Spring Climate and Culture Survey Data  
Climate and Culture Surveys  
Attendance reports  
Behavior Reports  
Outcomes monitored by Principal, VP, and teachers, TST, Tier 2, School Psych, HSL, OA

**Action 2 :**

**Social Emotional Supports**

**Action Details:**

School will implement and encourage developing and building relationships with students to demonstrate there is an adult that 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 PAVS 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 Tier 2 Intervention Specialist, and/or counseling provided by an On-Site School Social Worker and/or School Psychologist.

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

- For Tier 3 review and supports, the 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.
- Tier 2 Intervention Specialist 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 School Social Worker will provide group and/or 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 Tier 2 Intervention Special or School Social Worker services, Home School Liaison supports and will be a

focus of monthly SPED and administration team 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.

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 CADashboard.

**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 Tutors 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 a Tier 2 Intervention Specialist and an onsite School Social Worker (SSW) for Tier 3 support

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

English Language Learners with social-emotional needs will have access to services provided by Tier 2 Intervention Specialist and School Social Worker for Tier 3 support, and HSL who will provide families with support through additional supports available through Care Solace.

## Student Groups

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

**English Learner (EL):** English Learners declined with chronic absenteeism by 1.6%. Funds will be utilized to fund Inter-Act Tutors, ELPAC Assessors, Certificated Tutors, Supplemental resources to support technology literacy.

**Students with Disabilities (SWD):** Students with Disabilities with chronic absenteeism decline by 14.8%. Funds will be utilized to fund Inter-Act Tutors, ELPAC Assessors, Certificated Tutors, Supplemental resources to support technology literacy, and a School Social Worker.

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

**Students with Disabilities (SWD):**

**English Learner (EL):**

?School Social Worker

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

**Students with Disabilities (SWD):** High priority for students with disabilities for Tier 2 and Tier 3 supports provided by Tier 2 Intervention Specialist and site-funded School Social Worker

**English Learner (EL):** ?English Learner students will be referred for Tier 2 and Tier 3 supports as needed.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Outcomes measured by:

- Weekly attendance reports

Outcomes monitored by: Principal, VP, HSL, OA

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Outcomes measured by:

- bi-monthly attendance reports showing 95% or higher
- monthly TST meetings
- positive home visits by HSL, TST

Outcomes monitored by: Principal, VP, HSL, Tier 2 Intervention Specialist

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Outcomes measured by:

- annual attendance reports
- Power BI Reports
- Chronic absenteeism will decrease by 15% for the 2025-2026 school year

Outcomes monitored by: Principal, VP, HSL, Tier2 Intervention Specialist, TST

## 2025-2026 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 Pupil-Reg	Clinical School Social Worker	0.2965	CSSW to be split funded - Winchell 0.50 FTE	52,567.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2035	CSSW to be split funded - Winchell 0.50 FTE	36,079.00

**\$88,646.00**

**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	✓	87.3 %	80.4 %	2024-2025	90.4 %

**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.

There is a need for increase of teacher voice in Professional Learning development.  
 There is a need to increase involvement in Climate and Culture meetings- seek more feedback from staff on student and staff engagement activities.

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

Inequitable professional learning time (lack of differentiation)  
 Limited teacher voice in professional learning development  
 Limited time for Professional learning- 1x per month

**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.

We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.  
 We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, and SSC to identify areas where growth can occur.  
 We will have the CC team survey staff so they have full buy in with the connectivity ideas.  
 We will provide weekly updates sent to the entire staff by the principal to keep staff connected.

**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: Staff Sense of Belonging

Partially Implemented

We launched the new school year with Cultural Proficiency training with district personnel. Limited follow-up throughout the year was accomplished. We will work to improve. Committees to improve Staff Belonging were created for 2024-2025 year.

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: Staff Sense of Belonging

Partially Effective

Some of the activities that were requested by staff were implemented to increase Staff Belonging with the creation of committees such as Sunshine Club, Carnival, monthly staff potlucks.

**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.

To increase Staff Sense of Belonging, we will work to increase staff voice in the development of engagement activities for both staff and students using surveys, staff meetings, and other means of communication to staff and students.

**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:

SSC shared the need to increase engagement of students by celebrating their successes in different formats such as rallies for SOM, increased incentives for progress made on district and state assessments, etc.

ELAC:

ELAC shared the need to have additional opportunities for students and staff to engage in cultural activities such as food festivals, cultural themes throughout the school year to recognize the community's diversity.

Staff:

Staff shared the need to staff voice in the development of engagement activities throughout the school year.

**Action 1 :**

## 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.

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

- 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.

**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.**

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

EL: identified in the area of English Language Development

SWD: identified in the areas of English Language Arts, Mathematics, and Suspensions

**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 purchase incentives and rewards in recognition of students demonstrating character traits according to schoolwide Guidelines for Success-PAWBucks, 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 inclusivity, which will include meeting the needs of English Learners and SWD.

## Student Groups

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

Provide planning days for teachers to focus on lesson planning quarterly and quarterly grade level data chats.  
Professional learning opportunities to support student learning with a focus on ELD strategies, and differentiation to meet the needs of all students.  
Provide extra pay contracts for certificated and classified for after school tutoring.

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

Literacy Coach  
Materials and Supplies

Student Engagement  
Staff Engagement  
Teacher Subs for quarterly planning and data chats  
Supplemental contracts for tutoring for certificated and classified employees  
Books and references  
Printers Leases  
Achieve 3000, Accelerated Reader-Renaissance, NextGen Math  
District Tech  
EL Resources  
Certificated Tutors and Inter-Act Tutors to provide push-in and pull-out support during RtI  
Interpreters for parent meeting, parent teacher conferences and workshops  
Professional Development and Conferences/Consultants to support students in the classroom

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

Small group instruction to students grades 1-6 during RtI with support staff utilizing push in and pull out services (Literacy Coach, Inter-Act tutors, RSP and paras)  
Targeted resources (Guided Reading, Orton-Gillingham, Secret Stories, NexGen Math, etc.) to increase student academic achievement.  
Staff will receive Professional Development to support high quality explicit and systematic instruction  
Professional Learning (PLC+, NextGen Math, etc.)

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Climate and Culture Survey Spring 24/25</li><li>• School Building Committee Agendas</li></ul> <p>Outcomes measured by:</p> <ul style="list-style-type: none"><li>• PLC+ Alignment of instruction, and monitoring of PLCs by Admin.</li><li>• Staff participation of extra-curricular events</li><li>• Staff participation in team building events</li><li>• Encouragement of staff professional growth</li></ul> <p>Outcomes monitored by Principal, VP, and Teachers.</p>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Climate and Culture Survey Fall 25/26</li><li>• School Building Committee Agendas</li></ul> <p>Outcomes measured by:</p> <ul style="list-style-type: none"><li>• Encouragement of staff professional growth</li><li>• Staff participation of extra-curricular events</li><li>• Staff participation in team building events</li></ul> <p>Outcomes monitored by: Principal, VP, and Teachers.</p>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"><li>• Climate and Culture Survey Spring 25/26</li><li>• School Building Committee Agendas</li></ul> <p>Outcomes measured by:</p> <ul style="list-style-type: none"><li>• Encouragement of staff professional growth</li><li>• Staff participation of extra-curricular events</li><li>• Staff participation in team building events</li></ul> <p>Outcomes monitored by: Principal, VP, and Teachers.</p>

# 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell 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	Mat & Supp			: Staff sense of belonging - Spirit Wear	16,000.00

**\$16,000.00**

**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	✓	92 %	84.8 %	2024-2025	95.8 %

**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.

Due to working families, we have had a difficult time attending school-wide events, parent meetings and conferences. Parent square is not user friendly for parents who are not familiar with technology. Parents who have multiple students in various schools and may choose to attend events at the other schools i.e. Middle or High School. Parents have limited knowledge of resources that Fresno Unified offers and how to advocate for their children.

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

Not all parents have access to technology/internet to communicate with the school.  
 Not all parents feel comfortable or safe coming to the school campus due to political uncertainty  
 Lack of knowledge on Educational System  
 Parents feeling uncertain about how to help their children academically

**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.

Incentives for parents to attend school events  
 Increase positive home visits and contacts  
 Provide parent workshops (coffee hours, special events)  
 Provide technology support on site for parents to utilize and access school related information.

**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: Families Welcomed and Respected

Partially Implemented

This action was partially implemented. We continue not have as much participation as we want, so we will be increasing our efforts to reach out to parents using all available modes of communication available i.e. Parent Square, flyers, and community partners and HSL home positive home visits and calls.

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: Families Welcomed and Respected

Partially Effective

The Fall Climate & Culture family survey shows that not all parents feel engaged. We have multiple opportunities for parents to be engaged on campus, however, participation is still low, and the same parents attend most events.

**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.

We expect to see a favorable increase next year. We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. We will also include parent surveys at the beginning of the new year at Back to School Night to gather parent input on suggestions on how to improve family engagement opportunities.

**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:

SSC members shared the need for increased family events such as Pastries with Loved Ones, Literacy Nights, etc. They also shared the need to ensure that assemblies and other events are welcoming with decorations for awards assemblies, student performances, etc.

ELAC:

ELAC members shared they would like to see more family events throughout the year.

Staff:

Staff shared the need for more decorations for awards assemblies, evening events, etc. They also requested more events that committees could organize for families.

**Action 1 :**

## 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.

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

- All parents will be invited to participate in all student assemblies and activities to promote a sense of community and belonging at our site.
- Parents will be invited to participate in events that incorporate cultural diversity such as carnival, winter festival, etc.
- During parent meetings, parents will have the opportunity to receive school realia to promote school spirit and a sense of belonging at our site.
- Babysitting, translation services, HSL local mileage, Materials and supplies including food and beverages as needed to support parent involvement.
- Provide Title I funds to support parents, Parent Engagement and Coffee Hour, etc.

**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.**

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

EL students are identified in the area English Learner Progress.

**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 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 cultural diversity events, student assemblies, and meetings, which will include information on how to meet the needs of English Learners.

## Student Groups

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

**Students with Disabilities (SWD):** Material and supplies, Inter-Act Fellows to support during Rtl, parent materials for SSC, ELAC, and Parent Engagement Hour, babysitting for parents attending meetings etc.

**English Learner (EL):** ?Material and supplies, Inter-Act Fellows to support during Rtl, parent materials for SSC, ELAC, and Parent Engagement Hour, babysitting for parents attending meetings etc. etc.

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

**Students with Disabilities (SWD):**

- Materials and Supplies

- Student Engagement
- Books and references
- District technology
- EL Resources
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support parents

**English Learner (EL):**

- Materials and Supplies
- Student Engagement
- Books and references
- District technology
- EL Resources
- Interpreters for parent meeting, parent teacher conferences and workshops
- Professional Development and Conferences/Consultants to support parents

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

**Students with Disabilities (SWD):**

Parent information  
Community resources (All For Youth, Parent University, other outside community partners i.e. Familias en Accion, etc.)  
Parent communications (Parent Square, SSC, ELAC, Parent Engagement Hour, invitations to school events, etc.)

**English Learner (EL):**

Parent information  
Community resources (All For Youth, Parent University, other outside community partners i.e. Familias en Accion, etc.)  
Parent communications (Parent Square, SSC, ELAC, Parent Engagement Hour, invitations to school events, etc.)

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**  
Expect to see

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*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

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Climate and Culture Family Survey Spring 24/25  
Parent Feedback form after meetings and events  
Outcomes measured by:  
Data collected by survey and feedback  
Outcomes monitored by: Principal, VP, CCT, and HSL

**Medium-Term (Change in Behavior or Performance)**  
Want to see

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*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

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Climate and Culture Family Survey Fall 25/26  
Parent Feedback form after meetings and events  
Outcomes measured by:  
Data collected by survey and feedback  
Outcomes monitored by: Principal, VP, CCT, and HSL

**Long-Term (Change in Condition)**  
Hope to see

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*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

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Climate and Culture Family Survey Spring 25/26  
Parent Feedback form after meetings and events  
Outcomes measured by:  
Data collected by survey and feedback  
Outcomes monitored by: Principal, VP, CCT, and HSL

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell 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	Cls Sup-Sup			Support for families to participate in school function/meetings.	2,008.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Supplemental **No food or incentives**	2,540.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	100.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Communication support for all families.	2,008.00

**\$6,656.00**

# 2025-2026 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
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning which supports all actions in Goal 1.	15,001.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology - supports all actions in Goal 1	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics - supports all actions in Goal 1.	500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Teaching Contracts that will support all the actions in Goal 1. **No IEPs**	6,001.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Achieve3000 Accelerated Reader	18,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Coach, Literacy	0.5000	Split FTE 0.5 SPSA, 0.5 Literacy Funds	84,718.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Technology Support - Also supports all actions in goal 1.	1,471.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier Lease - supports all actions in Goal 1.	24,800.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		46,814.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors - Supplemental Contracts	10,280.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies - Supports all actions in Goal 1 **No food or incentives**	1,978.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF/Interact Fellows support all actions in Goal 1.	57,003.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies that support all actions in Goal 1.	53,639.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Maintenance - supports all actions in goal 1.	1,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional development that supports all actions in Goal 1.	12,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs to relieve Teachers for DLI Planning.	4,477.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Other programs - supports all actions in Goal 1	2,883.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies - supports all actions in Goal 1	5,600.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technologie for EL Student learning.	500.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : ELF/Interact Fellows support all actions in Goal 1.	14,251.00
G2A1	Sup & Conc	Instruction	Travel			Travel for PL	7,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Direct Transportation	3,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2965	CSSW to be split funded - Winchell 0.50 FTE	52,567.00
G3A2	LCFF: EL	Attendance & Social Work Service	Crt Pupil-Reg	Clinical School Social Worker	0.2035	CSSW to be split funded - Winchell 0.50 FTE	36,079.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff sense of belonging - Spirit Wear	16,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Support for families to participate in school function/meetings.	2,008.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Supplemental **No food or incentives**	2,540.00
G5A1		Attendance & Social Work Service	Local Mileage				100.00

G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage	HSL Mileage	10000
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Communication support for all families.	2,008.00
					\$485,718.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$87,630.00
Sup & Conc	7090	\$275,196.00
LCFF: EL	7091	\$122,892.00
<b>Grand Total</b>		<b>\$485,718.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$364,416.00
G2 - Expand student-centered and real-world learning experiences	\$10,000.00
G3 - Increase student engagement in their school and community	\$88,646.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$16,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$6,656.00
<b>Grand Total</b>	<b>\$485,718.00</b>