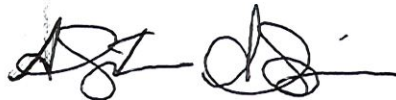


Winchell Elementary

10621666006571

Principal's Name: Angelica Espinosa

Principal's Signature:

A handwritten signature in black ink, appearing to be 'AE', followed by a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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

District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Angelica Espinosa	X				
2. Chairperson - Lesa Nino				X	
3. Alejandra Arias		X			
4. Santiago Ceja		X			
5. Juanita Gaitan			X		
6. Jazmin Garcia de Ramirez				X	
7. Linda Aguilar				X	
8. Byanca Andrade		X			
9. Mana Paz				X	
10. Margarita Cirilo				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Winchell Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angelica Espinosa		3-4-24
SSC Chairperson	Lesia Nino		3-4-24

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

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

FY 2026/27

Winchell - 0490

ON-SITE ALLOCATION

3010	Title I	\$86,112 *
7090	LCFF Supplemental & Concentration	\$243,072
7091	LCFF for English Learners	\$113,620

TOTAL 2026/27 ON-SITE ALLOCATION

\$442,804

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,496
Program Budget	\$83,616
Total Title I Allocation	\$86,112

ESSA Assistance Status: Targeted Support and Improvement (TSI)

January 30, 2026

Winchell Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		11.2 %	2024-2025	12.3 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		49.7 %	2024-2025	52.8 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		37.3 %	2025-2026	40.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		35.4 %	2025-2026	39.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		31.1 %	2025-2026	36.2 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		53.9 %	2025-2026	55 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		19.7 %	2025-2026	22.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		46.1 %	2025-2026	47.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		43.4 %	2025-2026	44.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		46.7 %	2025-2026	47.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.7 %	2025-2026	58.8 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		13.8 %	2025-2026	20.9 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-45.2 pts	-60.2 pts	2024-2025	-45.2 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)	-139.3 pts	-158.4 pts	2024-2025	-143.4 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		29.9 %	2024-2025	34.9 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-49.1 pts	-68.7 pts	2024-2025	-53.7 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-136.5 pts	-164.7 pts	2024-2025	-149.7 pts	↑

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		26.2 %	2024-2025	31.2 %	↑
Goal 2	Chronic Absenteeism - (Hispanic)		34.7 %	2024-2025	32.1 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		34.8 %	2024-2025	31.2 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		42.6 %	2024-2025	40 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	25 %	26 %	2025-2026	24.4 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.8 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90.4 %	83 %	2025-2026	90.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		84 %	2025-2026	84 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	1.97 %	1.9 %	2025-2026	1.57 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

POP: Early Literacy Intervention

-lack of alignment

-lack of training/professional learning

-lack of resources

-different level of students

-proper scheduling of support staff

POP: ELA

-mastery of foundational skills in primary grades

-lack of resources for testing, translating (DLI)

-school wide practices that build upon each grade level

POP-Math

-Geometry

-Fluency

- School alignment with strategies and resources: rigor, conceptual understanding, strategies that address mathematical practices
- Vocabulary
- Multiple Step Problems
- Unrelatable content
- POP-Absenteeism
- lack of parent support
- accountability
- lack of motivation
- lack of school events
- no rewards for good attendance
- Students with Disabilities
- lack of accessibility to state assessments
- large academic gaps within students
- varied needs and IEP goals to address

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

Teachers continue to develop teacher clarity around the effective use of learning intentions and success criteria. In addition, teachers are continuing to learn strategies to improve alignment to grade level standards. Out of 37 teachers, 12 of these teachers are in their first 1-2 years of their profession which equals 33% of our total teachers

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.

- Additional training in the PLC+ process to improve practices related to Teacher Clarity
- Continue PL for Early Literacy-Foundational Skills
- Extend PL to grades 3-6 to address literacy intervention

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Mathematics

Partially Implemented

- TK-2: Math Literacy Night
- Whiteboards
- Videos
- Number Talks
- PODs
- Math Resources in district website
- Progress Monitoring
- Achieve the Core
- 3-6
- Quadrant to deconstruct the problem
- Visuals and manipulatives
- Pacing Guide
- IAB/FIABs
- Exit Tickets
- Rigorous problems
- Reaching Consensus

English Language Arts

Partially Implemented

- Heggerty
- Prog Mon
- Six Step Lesson
- Literacy Night

Instructional Aide-Intervention

Success Criteria

Graphic Org

3-6

Text annotations

TDQ

Academic Voc

Partner/group work

Consistency with daily work

Student movement

Jigsaw

English Language Learner Instructional Plan for TK-6

Partially Implemented

focus lessons from EL Services

Designated EL lessons

ELPAC practice

Listening comprehension

Comp Text analysis

Detailed Sentences

Transition words

Think/pair/share

turn and talk

academic discourse

Character and competencies for workplace success

Partially Implemented

CTE field trips

Real -World problems

Second Step

Class Meetings

Student Engagement

Partially Implemented

- Sports
- Good News Club
- PAWS
- SOM
- Band/choir
- Student Leadership
- SBAC Rally
- Career Day
- Attendance Rewards
- Announcements
- CC Surveys

Social Emotional Supports

Partially Implemented

- School Social Worker
- School Psychologist support
- Tier II Specialist
- Class Meetings
- Second Step
- Kindness Week
- Read Across America

Staff Sense of Belonging

Partially Implemented

- monthly potluck
- staff luncheons
- teacher appreciation
- Sunshine Committee
- CC Surveys

Families Welcomed and Respected

Partially Implemented

- Literacy and Math Night
- Family Heritage Night
- SBAC Recognition
- Parent University
- Parent square
- Daily Contact at dismissal
- Class Dojo
- Carnival
- Christmas Program
- Music Program
- Parent Book Club
- Back to School/Open House
- Parent Volunteers
- Toys for Tots
- CC Surveys
- SSC
- ELAC

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Mathematics

Partially Effective

Teachers continue to develop teacher clarity around the effective use of learning intentions and success criteria. In addition, teachers are continuing to learn strategies to improve alignment to grade level standards. Out of 37 teachers, 12 of these teachers are in their first 1-2 years of their profession which equals 33% of our total teachers.

English Language Arts

Partially Effective

Teachers continue to develop teacher clarity around the effective use of learning intentions and success criteria. In addition, teachers are continuing to learn strategies to improve alignment to grade level standards. Out of 37 teachers, 12 of these teachers are in their first 1-2 years of their profession which equals 33% of our total teachers.

English Language Learner Instructional Plan for TK-6

Partially Effective

.Teachers continue to develop instructional practices to address the needs of English Learners. DLI program is showing effectiveness -ELPI at 49%

Character and competencies for workplace success

Partially Effective

Continue to encourage participation of all students in events, field trips and other activities to promote character and career readiness. Additional literacy events in the evenings encouraged participation

Student Engagement

Partially Effective

Not all students are participating in extra-curricular activities such as 6th grade camp, due to students and/or parents not wanting their students to attend an overnight field trip. Not all students participate in athletics due to their grade level. For example, most sports require students to be in at least the 5th grade or higher, with the exception of cross country and track.

Social Emotional Supports

Partially Effective

School Social Worker at 2.5 days has supported student needs at Tier 2 and 3 levels

A TST personnel was not assigned through the 3rd quarter of the year.

Staff Sense of Belonging

Partially Effective

Continued work to include activities to ensure a climate and culture of belonging is ongoing. Survey results did not meet the goal of 90%

Families Welcomed and Respected

Partially Effective

Improvements have been made throughout the year in partnership with Parent University and other community organizations.

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.

Added events to encourage student and family participation in literacy goals
Continued professional development for all staff to meet the literacy goals and social emotional needs of our students will continue

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 has shared common interest with Staff in making changes to supports to students. Investment in Teachers being provided additional to develop and improve instructional practices through the PLC+ process
Continued investment in ELF tutors to support students is desired

ELAC:

ELAC continues to request support for English Learners in the form of extra support to meet the requirements of reclassification. They are in agreement to continued investment in ELF tutors and Literacy Coach

Staff:

Staff continues to support the need for investment in Literacy Coach and teacher time to develop and improve instructional practices to improve student learning.



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Mathematics

Action Details

Literacy Intervention

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.

Direct Instructional Services

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 90 minutes of grade level Math instruction focused on conceptual, procedural and application using the 8 standards for mathematical practices as appropriate.
All teachers will receive PL to support math fluency development, addressing problem-solving strategies using word programs using the mathematical practices and multi-modality strategies including manipulatives, visuals, and graphic organizers that address the needs SWD and EL students.

Students in the Dual Language Immersion program in grades TK-6 receive grade level math instruction in the target language-Spanish. In grades, 3-6, some instructional time is provided through the review of previously taught concepts and skills in English to support students with the expectations of SBAC testing in English.

Teachers will conduct data chats with students using i-Ready, 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 i-Ready for 40 minutes weekly.
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.

Tier 2

Teachers will meet with students in small groups for differentiated instruction to address students' instructional needs at a Tier 1 and 2 level of intervention.

Maintenance to Technology will be provided as needed based on site's 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.

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.

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 improving mathematics.

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

Supplemental materials from graphics and vendors will be provided to support math 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 PL 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.

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.

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 General Education, 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Continue to partner with Parent University is hosting Literacy Nights for reading and math. These opportunities are to provide families opportunities to actively participate in literacy activities to promote and support literacy initiatives students are experiencing throughout the day. Additionally, continue to work with Parent University in providing related workshops to parents monthly.

Professional Learning

Describe Professional Learning related to this action.

Continued Professional development is needed in the area of math fluency and conceptual understanding (problem-solving) to address math framework in support of our students meeting grade level standards.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning)
Expect to see

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

Long-Term (Change in Condition)
Hope to see

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, Academic Coach, and teachers

Shape these behaviors...

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

District benchmark, i-Ready Diagnostic reading assessments, SBAC Interim assessments: Outcomes measured by growth from assessment to assessment and through i-Ready 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, Academic Coach and Admin.

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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Arts

Action Details

Early Literacy

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

Direct Instructional Services

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.
- 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 PL to support Foundational Skills, reading comprehension, and vocabulary development using reading complex text specifically targeting SWD and EL students.
- K-2 teachers will provide reading strategies during classroom instruction such as the Six Step Phonics Lesson, Guided Reading in differentiated and small group instruction.
- Teachers will conduct data chats with students using i-Ready (grades K-6), IAB's and FIAB's, and SBAC (grades 3-6) results a minimum of 3 times per year.
- Admin will conduct data chats with teachers and/or PLCs a minimum of 3 times per year.
- All students will utilize i-Ready for 40 minutes weekly.
- Students in K-2 will have a minimum of 20 minutes a day of differentiated guided reading instruction.
- TK-6th grade students will have daily access to tablets in order to learn, practice and apply language arts 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.
- Maintenance to site Technology will be provided as needed based on site's 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 up to 40 minutes of reading intervention based on results on DIBELS, KFSA, and i-Ready. Instruction will be provided by classroom teacher, Literacy Coach, Certificated Tutor, Inter-Act Fellows and other staff.

K-2 Teachers will utilize Secret Stories and Heggerty strategies and the Six Step Phonics Lesson routine to support phonological awareness instruction. TK and Kinder teachers have support of Inter-Act Fellows and paraprofessionals to address student needs in small groups

Differentiated instruction in reading and writing will be provided in all classrooms based on CFA data and SBAC and i-Ready 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 minimally each quarter to address educational gaps identified from DIBELS, i-Ready, KFSA (utilizing ESGI) and 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 literacy instruction based on multiple measures i.e. DIBELS, i-Ready, KFSA (utilizing ESGI) and Common Formative Assessments. 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.

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

RSP Intervention (non-identified 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.

- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Ongoing communication with families regarding literacy needs of their children via literacy nights, SSC, ELAC, and Parent Engagement meetings

Professional Learning

Describe Professional Learning related to this action.

Ongoing PL and support from site support staff i.e. academic and literacy coaches in implementing best practices for reading including but not limited to foundational skills.

Progress Monitoring: Outcomes

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 by15% 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

English Language Learner Instructional Plan for TK-6

Action Details

Equitable Access

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.

Direct Instructional Services

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

- English Language Development instruction will occur at designated times for a minimum of 30 minutes daily according to students' ELD level per ELPAC
- English Learners participating in the Dual Language Immersion Program will follow the 90/10 DLI Program Instructional Matrix that incorporates English Language Development
- 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 Tutor
- Literacy Coach (funded at 0.5) 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.

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 will have access to a paraprofessional to support literacy skills.

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

With 7090 or 7091 funds we plan to support English learner students by providing students with extra support at a Tier 2 and Tier 3 level using Certificated Tutors who target students' learning needs in English and Spanish for students who participate in DLI. Inter-Act 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Monthly Parent Workshops in partnership with District Department i.e. Parent University to provide educational information and resources to support English Learners.

Monthly ELAC meetings to share data and instructional programs and practices that impact English Learners

Family Events i.e. Literacy Nights provided with interpreters to ensure access to content as necessary

Professional Learning

Describe Professional Learning related to this action.

Professional Learning that includes strategies that address the needs of English language development to support the progress of English Learners towards English proficiency.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Classroom 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.	<i>Shape these behaviors...</i> 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 by15% comparing last year's data to this year's data. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> 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 47% to 57%. Outcomes monitored by Principal, VP, and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy Intervention

Action Details

Literacy Intervention

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 individuals and groups of students. PLCs will continue dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. PLCs will focus on developing student digital literacy in the context of ELA by designing online tasks and using online assessments.

Direct Instructional Services

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.
- 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 PL to support Foundational Skills, reading comprehension, and vocabulary development by reading complex text specifically targeting SWD and EL students.
- Teachers will conduct data chats with students using i-Ready (grades 3-6), IAB's and FIAB's, and SBAC (grades 3-6) results a minimum of 3 times per year.
- Admin will conduct data chats with teachers and/or PLCs a minimum of 3 times per year.
- All students will utilize i-Ready for 40 minutes weekly.
- 3rd-6th grade students will have daily access to tablets in order to learn, practice and apply language arts 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.
- Maintenance to site Technology will be provided as needed based on site's 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

3rd - 6th grade students will receive up to 40 minutes of reading intervention based on results on DIBELS, KFSA, and i-Ready. Instruction will be provided by classroom teacher, Literacy Coach, Certificated Tutor, Inter-Act Fellows and other staff.

Differentiated instruction in reading and writing will be provided in all classrooms based on CFA data and SBAC and i-Ready 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 consistently each quarter to address educational gaps identified from DIBELS, i-Ready and 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 literacy instruction based on multiple measures i.e. DIBELS, i-Ready, and Common Formative Assessments. 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.

Literacy Coach, Certificated Tutor and Inter-Act Fellows will provide intensive reading instruction to students in grades 3rd-6th, five days a week.

RSP Intervention (non-identified 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 Literacy Coach (funded a 0.5) and 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.

• 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 3rd grade 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?

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 3rd grade 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 3rd grade 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 in 3rd grade 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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Ongoing parent communication with families regarding literacy needs of our students and the supports in place to support all students in meeting district and site level goals via parent engagement meetings, SSC, ELAC.

Professional Learning

Describe Professional Learning related to this action.

Continued PL in the area of Foundational Skills and reading comprehension using site resources such as but not limited to Academic and Literacy Coaches.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 3-6th 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 by15% 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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Teaching Contracts to support all actions in Goal 1 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Teacher planning supporting all actions in Goal 1 and SSTs supporting Goal 2 Action 2. **Budget lines for personnel include salaries and related benefits	29,007.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : On Site Professional Development that supports all actions in goal 1	12,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Direct Graphics supporting all actions in Goal 1. Graphics Dept closing, moved from object 5725 to 5899.	500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies - supports all actions in Goal 1	8,368.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies supporting all actions in Goal 1 **No Food or Incentives**	4,216.00
G1A2	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : ELF Tutors supporting all actions in Goal 1	71,255.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental contracts for student Technology Support supporting all actions in Goal 1 **Budget lines for personnel include salaries and related benefits	1,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies that support all actions in Goal 1 and G3A1.	37,669.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copier lease supporting all actions in Goal 1	25,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			Maintenance supporting all actions in Goal 1	1,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors - Supplemental Contracts **Budget lines for personnel include salaries and related benefits	10,000.00
G1A4	Sup & Conc	Instruction	Teacher-Regu	Coach, Literacy	0.5000	Split funded with Lit Coaches and Reading Specialist Grant/6211 **Budget lines for personnel include salaries and related benefits	84,502.00
G1A4	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		56,136.00

\$346,654.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Character and competencies for workplace success

Action Details

Life Skills

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.

Direct Instructional Services

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 CA Dashboard.

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

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?

Students with Disabilities (SWD):

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?

Students with Disabilities (SWD):

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families and community members to be included in the organization of schoolwide activities and events that promote career awareness for all students. Events may include: Career Day, Literacy Nights, and cultural events.

Professional Learning

Describe Professional Learning related to this action.

A continued partnership with Parent University to support professional development needs for staff and parents to expand their knowledge of career and real-life experiences educational opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement

Action Details

Equitable Access

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.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be informed of activities via Parent Square, SSC, ELAC, and other parent events.

Professional Learning

Describe Professional Learning related to this action.

Ongoing site professional learning on engaging students via Climate Culture Committee

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Social Emotional Supports

Action Details

Health & Wellness

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 PAWS Guidelines to Success incentives/assemblies, Bucket Fillers, 3:1 ratio, CHAMPS, and individual and classroom positive attendance incentives. As part of a tiered level of support, students in need of Tier 2 and 3 supports and interventions will be provided individualized behavior charts, participation in attendance groups, social skills groups, behavioral and social-emotional interventions provided by Tier 2 Intervention Specialist, and/or counseling provided by an On-Site School Social Worker and/or School Psychologist.

Direct Instructional Services

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 CA Dashboard.

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

With Title I funds we plan to support English learner students by providing students with access to extra support according to their educational needs using Inter-Act 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 Tutor, 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): School Social Worker

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parents to be informed of supports provided to students to develop and response to students' social and emotional needs through Title I and ELAC meetings. SSC will also be provided with updates and/or data that supports school efforts to be meet the social and emotional needs of our students.

In partnership with Parent University workshops may an option for additional resources that support students and their families.

Professional Learning

Describe Professional Learning related to this action.

Licensed personnel such as School Social Worker and School Psychologist to provide mandatory and other professional learning to staff and parents related to the social well-being of children and families.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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

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

- positive home visits by HSL, TST

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

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

College & Career Readiness

Winchell Elementary School will continue to augment music and Arts Integration Education with the band and choir classes, as well as the Art classes currently implemented on our site. Our performing arts and Art classes are critical for whole-child development, reinforcing academics through creativity, movement and performances. Integrating music, performing arts and art helps students learn better, think deeper, and connect more meaningfully with what they study.

Direct Instructional Services

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

- classroom materials and supplies will be purchased to support band, choir and art.
- materials and classroom supplies needed for production
- basic materials/props for creativity
- curriculum materials that align with standards
- basic materials for performances that can be reused.
- guest presenters and professional learning for teachers to improve 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.

N/A

Student Groups

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

N/A

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

N/A

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

N/A

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Family engagement events quarterly/bi-quarterly
- concerts
- Open House

Professional Learning

Describe Professional Learning related to this action.

N/A

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Increased Student Engagement

- students show enthusiasm, participation, and joy in choir, band and arts integration.
- Measured by: teacher observations, attendance and student surveys
- Monitored by choir, band and arts teachers and site administrators.

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.

Improved Student Focus and Self-Regulation:

- students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- measured by: teacher observations, reduction in redirections or behavior incidents
- monitored by choir, band and Arts Integration teachers and site administrators.

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.

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- measured by: school climate surveys, student attendance, and family engagement data
- Monitored by: site administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2800	SSW split funded: 50% Columbia (0.30 7090/0.20 7091) G2A1 and 50% Winchell (0.28 7090/0.22 7091) G2A3 **Budget lines for personnel include salaries and related benefits	49,784.00
G2A1	LCFF: EL	Attendance & Social Work Service	Crt Pupl-Reg	Social Worker, School	0.2200	SSW split funded: 50% Columbia (0.30 7090/0.20 7091) G2A1 and 50% Winchell (0.28 7090/0.22 7091) G2A3 **Budget lines for personnel include salaries and related benefits	39,116.00
G2A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Support for Families to participate in school functions **Budget lines for personnel include salaries and related benefits	2,000.00

\$90,900.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff Sense of Belonging

Action Details

Effective Staff

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.

Direct Instructional Services

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-PAW Bucks, Student of the Month, etc.

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

All staff will participate in professional development focusing on cultural proficiency and 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.)

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We will continue to have Literacy Nights to reinforce early literacy and instructional practices that are impactful to students' learning. Data and resources will also be shared at monthly SSC and ELAC meetings. This information will also be presented by Parent University during scheduled meetings and workshops.

Professional Learning

Describe Professional Learning related to this action.

Ongoing site professional learning will include input and feedback from staff to build a positive school climate and culture.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

- Climate and Culture Survey Spring 24/25
- School Building Committee Agendas

Outcomes measured by:

- PLC+ Alignment of instruction, and monitoring of PLCs by Admin.
- Staff participation of extra-curricular events
- Staff participation in team building events
- Encouragement of staff professional growth

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.

- Climate and Culture Survey Fall 25/26
- School Building Committee Agendas

Outcomes measured by:

- Encouragement of staff professional growth
- Staff participation of extra-curricular events
- Staff participation in team building events

Outcomes monitored by: Principal, VP, and Teachers.

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.

- Climate and Culture Survey Spring 25/26
- School Building Committee Agendas

Outcomes measured by:

- Encouragement of staff professional growth
- Staff participation of extra-curricular events
- Staff participation in team building events

Outcomes monitored by: Principal, VP, and Teachers.

Outcomes monitored by Principal, VP, and Teachers.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Families Welcomed and Respected

Action Details

Community Engagement

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.

Direct Instructional Services

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.)

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

We will continue to develop and hold special events for families and community members to encourage participation in the school community to enhance the learning experiences of all students. Input from families via surveys and informational meetings (SSC, ELAC, Title I) to gather input to improve family engagement via activities and workshops

Professional Learning

Describe Professional Learning related to this action.

Ongoing site professional learning to address parent engagement will continue in partnership with Parent University.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

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

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

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for School/Family Events **No Food or Incentives**	2,540.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileage			HSL Mileage	100.00
G3A2	Sup & Conc	Parent Participation	Oth Cls-Supp			Communication support for all families. **Budget lines for personnel include salaries and related benefits	2,610.00

\$5,250.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0490 Winchell Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0490	1110	1000	1160	Teacher-Supp					G1A1	Supplemental Teaching Contracts to support all actions in Goal 1 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,001.00
060	3010	0490	1110	1000	4300	Mat & Supp					G1A2	Materials and supplies supporting all actions in Goal 1 **No Food or Incentives**	4,216.00
060	3010	0490	1110	1000	5110	Subagreements					G1A2	Education and Leadership Foundation : ELF Tutors supporting all actions in Goal 1	71,255.00
060	3010	0490	1110	2495	2260	Cls Sup-Supp					G2A2	Babysitting/Support for Families to participate in school functions **Budget lines for personnel include salaries and related benefits	2,000.00
060	3010	0490	1110	2495	4300	Mat & Supp					G3A2	Materials and Supplies for School/Family Events **No Food or Incentives**	2,540.00
060	3010	0490	1110	3130	5211	Local Mileag					G3A2	HSL Mileage	100.00
030	7090	0490	1110	1000	1110	Teacher-Regu	Coach, Literacy	T003	Vang, Jerry	0.5000	G1A4	Split funded with Lit Coaches and Reading Specialist Grant/6211 **Budget lines for personnel include salaries and related benefits	84,502.00
030	7090	0490	1110	1000	1120	Teacher-Subs					G1A1	Subs for Teacher planning supporting all actions in Goal 1 and SSTs supporting Goal 2 Action 2. **Budget lines for personnel include salaries and related benefits	29,007.00
030	7090	0490	1110	1000	1160	Teacher-Supp					G1A2	Teacher Supplemental contracts for student Technology Support supporting all actions in Goal 1 **Budget lines for personnel include salaries and related benefits	1,000.00
030	7090	0490	1110	1000	4300	Mat & Supp					G1A2	Materials and Supplies that support all actions in Goal 1 and G3A1.	37,669.00
030	7090	0490	1110	1000	5631	Off Eq Lease					G1A2	Copier lease supporting all actions in Goal 1	25,000.00
030	7090	0490	1110	1000	5723	Direct-Maint					G1A2	Maintenance supporting all actions in Goal 1	1,000.00
030	7090	0490	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : On Site Professional Development that supports all actions in goal 1	12,000.00
030	7090	0490	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Direct Graphics supporting all actions in Goal 1. Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7090	0490	1110	2495	2960	Oth Cls-Supp					G3A2	Communication support for all families. **Budget lines for personnel include salaries and related benefits	2,610.00
030	7090	0490	1110	3130	1210	Crt Pupil-Reg	Social Worker, School	E152	(New/Open Position)	0.2800	G2A1	SSW split funded: 50% Columbia (0.30 7090/0.20 7091) G2A1 and 50% Winchell (0.28 7090/0.22 7091) G2A3 **Budget lines for personnel include salaries and related benefits	49,784.00
030	7091	0490	4760	1000	1110	Teacher-Regu	Tutor	T004	Drake, Robin	0.4375	G1A4		56,136.00
030	7091	0490	4760	1000	1160	Teacher-Supp					G1A3	ELPAC Assessors - Supplemental Contracts **Budget lines for personnel include salaries and related benefits	10,000.00
030	7091	0490	4760	1000	4300	Mat & Supp					G1A1	Materials and Supplies - supports all actions in Goal 1	8,368.00
030	7091	0490	4760	3130	1210	Crt Pupil-Reg	Social Worker, School	E152	(New/Open Position)	0.2200	G2A1	SSW split funded: 50% Columbia (0.30 7090/0.20 7091) G2A1 and 50% Winchell (0.28 7090/0.22 7091) G2A3 **Budget lines for personnel include salaries and related benefits	39,116.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$86,112.00
Sup & Conc	7090	\$243,072.00
LCFF: EL	7091	\$113,620.00
Grand Total		\$442,804.00

\$442,804.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$346,654.00
G2 - The Whole Child (SEL and Engagement)	\$90,900.00
G3 - Operational Excellence	\$5,250.00
Grand Total	\$442,804.00