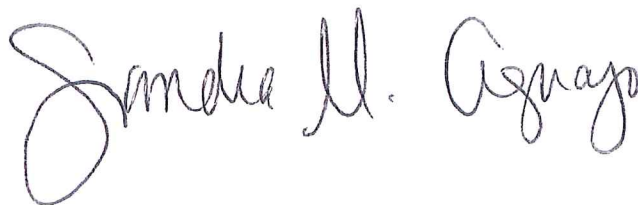


Winchell Elementary

10621666006571

Principal's Name: Sandra Aguayo

Principal's Signature:

A handwritten signature in black ink that reads "Sandra M. Aguayo". The signature is written in a cursive style with a large initial 'S'.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents

Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals

<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

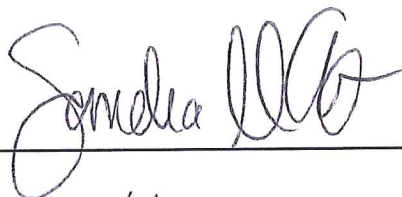

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Sandra Aguayo	X				
2. Chairperson - Magdalena Barrios				X	
3. Malilia Pallares				X	
4. Irene Balderrama				X	
5. Rosa Rodriguez				X	
6. Brandy Sprattling		X			
7. Jennifer Arnold		X			
8. Debra Shay		X			
9. Fernanda Hernandez			X		
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Aguayo		3/15/17
SSC Chairperson	Magdalena Barrios		3/15/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Winchell - 0490

ON-SITE ALLOCATION

3010	Title I	\$56,960 *
7090	LCFF Supplemental & Concentration	\$195,951
7091	LCFF for English Learners	\$113,919
TOTAL 2017/18 ON-SITE ALLOCATION		\$366,830

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,070
Remaining Title I funds are at the discretion of the School Site Council	\$55,890
Total Title I Allocation	\$56,960

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	34/68	N/A ³	21.43%	25.07%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	36/68	N/A ³	11.42%	19.18%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	24/66	N/A ³	27.66%	29.79%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	35/68	0.00% ⁴	50.81%	52.94%	42.75%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	63/63	N/A ⁶	14.42%	7.14%	2.63%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	63/63	N/A ⁶	24.04%	18.37%	5.26%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	47/67	N/A ⁷	N/A ⁷	17.86%	26.55%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	65/67	N/A ⁸	N/A ⁸	10.73%	26.63%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	33/68	11.73%	17.21%	16.51%	7.74%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	49/68*	24.45%	19.37%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	12/68	36.21%	43.01%	35.07%	44.15%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	20/68	95.34%	95.47%	95.46%	95.29%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	38/69	15.95%	13.31%	16.32%	14.64%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	40/68	N/A ¹⁰	N/A ¹⁰	40.37%	39.14%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	54/69	4.33%	0.25%	0.26%	0.36%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	30/68	4.33%	3.93%	5.87%	4.26%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	61/67	24.97%	26.62%	18.88%	2.92%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	43/68	N/A ¹³	N/A ¹³	70.12%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	46/69	N/A ¹³	N/A ¹³	61.94%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	65/68	N/A ¹³	N/A ¹³	49.79%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	46/68	N/A ¹³	N/A ¹³	69.64%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: Sandra.Aguayo - 03/06/2017

Save

Winchell Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	26	31	A-Z Reading
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	26	35	Other - Please specify within action
3751 - Students scoring maximum on the Math and ELA	15.2	25	DIBELS, University of Oregon

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

As a result of ACs engaging in recurring cycles of review with Common Formative Assessments, the school will provide a multi-tiered and systematic intervention and enrichment with flexible grouping in real time. ACs, TSA, and RSP Teacher will utilize multiple measures to determine students in need of Tier 3/Intensive intervention. Students in grades 1st-4th in need of Tier 3 and Intensive intervention as determined by multiple indicators/measures (DIBELS, BAS, KAIG, ELA/CFA Interim and teacher recommendations) will receive small group instruction supported by CTs, Resource Teacher, RSP Teacher, TSA, and instructional aides. Tier 3 intervention will focus on developing students fluency, phonemic awareness, and reading comprehension skills. TK-K students will be progressed monitored utilizing the ESGI tool. 1st-3rd grade Tier 3 student progress will be monitored every two weeks utilizing DIBELS. Reading Mastery materials will be utilized to support students receiving Tier 3 reading instruction. For Tier 1 and Tier 2 supports and interventions, please see Action 4.

SMART Goals

- As measured by 2018 SBAC, 31% of 3rd-6th grade students will meet or exceed standards in English Language Arts.
- As measured by 2018 Interim/CFA, 35% of 1st-6th grade students will meet or exceed standards in English Language Arts.
- As measured by BAS, 59% of 1st grade students will meet or exceed the level I by the end of the 4th quarter.
- As measured by 2018 KAIG, 25% of Kindergarten students will master all 4 ELA areas by quarter 4 KAIG.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *TK-Kindergarten AC will utilize AC Common Formative Assessments to guide and inform instruction. ESGI will be utilized and track individual student needs to target ELA KAIG and support small group instruction. Small group instruction will be supported by Kindergarten Instructional Aides.*
- *1st grade ACs will utilize BAS, Interim results, and Common Formative assessments to engage in cycles of review.*
- *1st-3rd grade AC teams will collaborate with TSA to diagnose and provide intensive intervention for Tier 3 students not yet reading or in need of decoding skills and phonemic awareness. Students will be progressed monitored with targeted skills once every two weeks (DIBELS).*
- *4th-6th grade AC Teams will collaborate and develop CFAs aligned to grade level standards to support students with reading comprehension.*
- *In collaboration with 4th-6th grade teachers, the RSP teacher will screen and assess students that qualify for Tier 3 reading intervention. Students will be progress monitored utilizing Corrective Reading assessment tools on a weekly basis.*
- *1st-6th grade ACs will analyze and utilize Interim assessment results for formative and summative purposes.*
- *Continue to provide systematic feedback on elements of the Instructional Practice Guide as a focus of ILT and staff professional learning commitments.*

Explain the Targeted Actions for Parent Involvement (required by Title I):

To increase parent involvement, Student Success Team Meetings will be provided throughout the instructional day and after school hours. Teachers will be provided coverage in their classrooms when meetings are scheduled during the instructional day. Parents will be provided child care to attend parent meetings such as Coffee Chats, Schools Site Council Meetings, ELAC, and SSTs.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students performing under the Tier 3 and intensive criteria will receive small group instruction focusing on decoding and phonemic awareness. TK-K students will be progressed monitored utilizing the ESGI tool. 1st-3rd grade Tier 3 student progress will be monitored every two weeks utilizing DIBELS. Reading Mastery materials will be utilized to support students receiving Tier 3 reading instruction. TK-6th grade students will be provided supplemental reading materials which include, but not limited to, A to Z, leveled readers, Scholastic Science Weekly readers, STAR/AR program licenses, and grade level literature text sets. Materials and supplies such as but not limited to paper, pencils, notebooks, journals, copier, dry erase pens etc...will be provided as needed.

Owner(s):

- TK and K ACs
- 1st Grade ACs & TSA
- 1st, 2nd, 3rd ACs & TSA
- 4th, 5th, and 6th grade ACs
- 4th, 5th, 6th grade ACs and RSP Teacher
- 1st-6th Grade ACs
- Administration & ILT Members

Timeline:

- A minimum of 3 Cycles of Inquiry with ELA CFAs for K-6th grades
- Tier 3 interventions will be assessed in 6 week instructional cycles.
- Corrective Reading and Reading Mastery progress monitoring will be completed on a weekly basis.

Describe Related Professional Learning:

Certificated Tutors and Resource Teacher will receive professional learning on implementing the Reading Mastery and Corrective Reading programs with fidelity. Support staff will receive professional learning on effective instructional strategies to maximize small group instruction. CT, Resource Teacher, & support staff will be trained on administering DIBELS progress monitoring tools.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Certificated tutor and BIA will target EL students meeting ELA Tier 3 criteria by embedding language support to the focus of phonemic awareness and decoding focus.

Winchell Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.3750			\$ 11,366.00
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional	0.3750			\$ 9,255.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Resource	0.2187			\$ 22,358.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Resource	0.2188			\$ 22,369.00
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$ 44,783.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$ 30,246.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Domain 1 Action 2 Teacher supplemental to support Digital Literacy (1,000)	\$ 1,001.00
1	1	LCFF: EL	Instruction	Instr Aide-Extra Time Salaries				Domain 1 Action 1 Extra Time BIA	\$ 3,000.00
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Domain 1 Action 1 Supplemental Contracts ILT Site Plan cycle of Continuous Improvement	\$ 1,200.00
1	1	LCFF: EL	Instruction	Books & Other Reference				Domain 1 Action 1 Partial A-Z (13, K-2) 830	\$ 830.00
1	1	Sup & Conc	Instruction	Books & Other Reference				Domain 1 Action 1 Dibels 500, AR/STAR (2,3,5,6) 5001, Partial A-Z (13, K-2) 600, ESCI (K/TSA(6)) 1104, Books/Other 1000	\$ 7,205.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Domain 1-2 Action 1-6 Student Incentives (FM 575), Other- 9,204	\$ 9,779.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Domain 1 Action 1-6 Supplies-Other	\$ 6,882.00
1	1	Sup & Conc	Instruction	Other Equip Maintenance				Domain 1 Action 1 Maintenance Other equip (Laminator, etc.)	\$ 200.00
Total									\$ 170,474.00

Action # 2

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	19	24	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	26	31	
3752 - Students scoring maximum on the KAIG in Math	18.2	25	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

ACs 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. ACs will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. ACs will focus on developing student digital literacy in the context of mathematics by designing online tasks and assessments.

SMART Goals

- As measured by 2017 SBAC, 24% of 3rd-6th grade students will meet or exceed standards in mathematics.
- As measured by KAIG, 25% of students will master all math sections of the KAIG by the end of the 4th Quarter.
- As measured by Interim Results, 45% of 1st grade students will meet or exceed standards in mathematics Interim/CFA 2.
- As measured by Interim Results, 22% of 2nd grade students will meet or exceed standards in mathematics Interim/CFA 2.
- As measured by Interim/CFA Results 31% of 1st-6th grade students will meet or exceed standards in mathematics Interim/CFA 2.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- *SBAC and Interim Assessment results will be utilized to provide summative assessment data to establish school wide and grade level goals.*
- *As part of the Roosevelt Region, ACs will implement the structures and processes presented by Solution Tree presenter Nicole D and with the guidance of the professional learning book Design. ACs will determine essential learning road map for the year and establish quarterly CFA cycles based on the essential learnings standards/learning targets napped out in each quarter.*
- *AC common formative assessments will be utilized to plan and inform instruction. ACs will plan re-engagement and/or enrichment for target groups of students. ACs will develop online assessments and tasks to build on digital literacy skills that parallel Interim/CFAs and SBAC.*
- *Administration will continue to provide systematic feedback on elements of the Instructional Practice Guide as a focus of ILT and staff professional learning commitments.*

Explain the Targeted Actions for Parent Involvement (required by Title I):

Tablets will be purchased to improve the ratio of tablets to students.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1st-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, paper, pencils, notebooks, journals, copier, dry erase pens etc... will be provided as needed.

Owner(s):

- ILT/Staff
- ACs
- ACs
- Administration & ILT

Timeline:

- Beginning of the school year
- Beginning of the year and quarterly
- A minimum of 3 cycles of inquiry per quarter.
- Monthly at ILT meetings and present quarterly trends to staff.

Describe Related Professional Learning:

- *PL will focus on the deconstruction of standards to develop essential learning for the year and then divided into a quarterly focus.*
- *A supplemental contract will be provided to a teacher to support staff with digital literacy and application of programs.*
- *IPL teachers will be provided the opportunity to present PL content on how to integrate technology and developing student mastery of mathematics standards/content.*
- *Teachers will be provided professional learning focused on intentional planning and designing instruction and tasks targeting key mathematical practices.*
- *Teachers will continue to build their understanding of mathematics grade level standards through the close reading of the Mathematics Common Core Companion.*
- *Teachers will continue to build their capacity to plan and design Common Formative Assessments in the content area of mathematics utilizing the Quarterly Planner and the Mathematics Common Core Companion.*

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

ACs will disaggregate data to monitor and track EL student progress on Interim and Common Formative Assessments in order to target EL student assessed learning needs.

Winchell Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Domain 1 Action 2 (22-30 of 40 Tablets Gr.1/SDC) 12,717	\$ 12,717.00
2	1	Sup & Conc	Instruction	Office Equipment Lease				Domain 1 Action 2 Copier Lease	\$ 1,600.00
2	1	LCFF: EL	Instruction	Non Capitalized Equipment				Domain 1 Action 2 Tablets (10 of 32-40 Gr. 1/SPED)- 4,300 Domain 1 Action 2 Tablet Cart (1)-600 Domain 1 Action 2 Tech Other- 1,414	\$ 6,314.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Domain 1 Action 2 Tech other	\$ 1,000.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Domain 1 Action 1-6 Maintenance Tablets	\$ 400.00
								Total	\$ 22,031.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
843 - Out of school suspension rate	1.8	1	
7132 - Elementary students self-management survey results for questions 1-9	70	75	
48 - Attendance rate	95	96	
5942 - Chronic absenteeism rate	14	12	
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	69.6	75	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement tiered level of supports to meet the social-emotional and behavioral 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 tier 3 supports and interventions will be provided individualized behavior charts, participation in attendance groups, social skills groups, behavioral and social-emotional interventions provided by a Resource Counseling Assistant and/or group/individual counseling provided by an On-Site Counselor.

SMART Goals

- As measured by the SEL/SCC survey self management questions 1-9 favorable responses will increase from 70% to 75% or higher .
- As measured by Student Culture & Climate Social Awareness construct will increase from 70% to 80%.
- As measured by the Staff Culture & Climate overall favorable responses will increase from 73% to 80% or higher.
- As measured by ATLAS, Chronic Absenteeism will reduce from 14% to 12%.
- As measured by ATLAS the percentage of students suspended will decrease from 1.8% to 1%.
- As measured by the SEL/SCC survey Social-Awareness questions 19-26 favorable responses will increase from 69.6% to 75% or higher.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Explain the Progress Monitoring using the Cycle of Continuous Improvement Model.

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

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

Owner(s):

- Culture & Climate Team
- Administration & CWA
- Student Success Team, RCA & Administration
- Culture & Climate Team

Timeline:

- Monthly meetings
- Monthly meetings & as needed
- Monthly meetings & as needed
- Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

Culture & Climate Team will facilitate professional learning topics based on student needs and site-based data (office referrals), suspensions, student survey results, and SEL ratings. Teachers will receive professional learning on the the growth mind set and self-management modules. Teachers will receive professional learning, strategies, and resources to support students at Tier 2 and Tier 3 behavioral needs.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

TSA 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. Child Welfare Attendance 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. Resource Counseling Assistant will provide social-emotional support for students providing them access to high quality learning options, alternatives and various activities in order to achieve their personal best. On-Site Counselor will provide group and individual counseling services to identified students. Materials and supplies such as but not limited to paper, pencils, notebooks, journals copier, dry erase pens etc...will be provided as needed.

Foster students and students identified by Project Access will receive priority to Tier 2 and 3 support and intervention services provided by the RCA, CWA and/or On-Site Counselor.

Winchell Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3750			\$ 20,672.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.3750			\$ 20,672.00
3	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Domain 2 Action 3 Teacher supplemental Safe/Civil (4X12...1500)	\$ 1,499.00
3	2	Sup & Conc	In-House Instructional Staff Development	Other Classified-Supplemental				Domain 2 Action 3 Classified Supplemental Safe/Civil (1X12...121.20)	\$ 1,500.00
3	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Domain 2 Action 3 NTA Supplemental Safe and Civil)12X1...1212)	\$ 1,300.00
3	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	Domain 2 Action 3 On Site Counseling FPU (386 Hours)	\$ 14,668.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				Domain 2 Action 3 On Site-Counseling Fee (2%)	\$ 294.00
3	1	Sup & Conc	Instruction	Materials & Supplies				supplies RCA	\$ 2,000.00
								Total	\$ 62,605.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	30	37	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	26	35	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

As a result of ACs engaging in recurring cycles of review, the school will provide a multi-tiered and systematic intervention and enrichment with flexible grouping in real time. K-3rd grade teachers will provide small group guided reading instruction. Students will be grouped by similar needs and abilities. Student progress will be monitored and recorded so student move from group to group based on their progress. Students will be provided texts at their development level. Instruction will focus on recognition and comprehension strategies. Students working independently will be supported and guided by a Teaching Fellow.

SMART Goals

- As measured by 2018 SBAC, 37% of 3rd grade students will meet or exceed standards in English Language Arts.
- As measured by 2018 KAIG, 35% of Kindergarten students will master all 4 ELA areas by quarter 4 KAIG.
- As measured by 2018 Interim 2/CFA, 33% of 1st grade students will meet or exceed standards in English Language Arts
- As measured by 2018 Interim 2/CFA, 26% of 2nd grade students will meet or exceed standards in English Language Arts.
- As measured by 2018 Interim 2/CFA, 40% of 3rd grade students will meet or exceed standards in English Language Arts

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- AC Teams will engage in recurring cycles of inquiry with Common Formative Assessments focusing on reading comprehension standards and Foundation Reading standards in grades K-2.
- AC Teams will progress monitor students movement guided reading levels

Owner(s):

- K-3 AC Teams
- K-3 AC Teams

Timeline:

- A minimum of 3 cycles of inquiry per quarter
- Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

4 Teaching Fellows will support 1st-3rd grade classrooms during the Guided Reading blocks of instruction by guiding and supporting students working on independent tasks.

Describe Related Professional Learning:

Kinder-3rd Grade Teachers will be provided a full day Professional Learning on the implementation of Guided Reading Best Practices ensuring best first teaching of early reading behaviors. In addition K-3 teachers will be provided with 3 days of job embedded professional development to support the implementation of Guided Reading Best Practices.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Students will be provided small group guided reading instruction. Students working independently will be provided guidance and support from a Teaching Fellow. Students will be provided supplemental guided reading books, materials and resources.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Guided Reading is an essential tool in ensuring best first teaching of early reading behaviors and creates a foundation of support for English Learners and struggling readers as well.

Winchell Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	1	Title 1 Basic	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Domain 1 Action 4- 4 Teaching Fellows Contract September 5- May 11, M-Th 3.0 hours, Fri. 2.5 hours	\$	35,643.00	
4	1	Title 1 Basic	Instruction	Books & Other Reference				Domain 1 Action 4 Books for Guided Reading, etc.	\$	2,000.00	
4	1	Sup & Conc	Instruction	Sub-agreements for Services			Scholastic	Domain 1 Action 4 Guided Reading Professional Development- 1 Training day, 3 side by side coaching Days (K-3, Admin, TSA)	\$	37,081.00	
Total									\$	74,724.00	

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
917 - EL's Re-designated	16.5	19	
5942 - Chronic absenteeism rate	15	12	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will continue to provide multiple opportunities for parent engagement and involvement. The school will continue to provide child care during School Site Council Meetings, ELAC, Principal Coffee Chats, SST meetings, and Parent Courses. HSL and Parent University will continue to develop and deliver parent courses based on school and student needs. Spanish HSL will ensure all school activities, meetings, and communication are interpreted/translated. A Health Aide will provide health services to students and support parents in meeting their children's health needs. HSL in conjunction with Parent University will provide informational meetings and support on how to utilize the Parent Portal and Edutext as means to monitor and engage with their child's academic progress.

SMART Goals

- As measured by LCAP EL Redesignation rate will increase from 16.51% to 25%.
- As measured by ATLAS, the chronic absenteeism rate will decrease from 14% to 12 %.
- As measured by the Culture & Climate Parent Survey, the overall positive responses will be 92%.
- As measured by ATLAS, ACs will set goals to increase Parent Portal visits a total of 10%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- Principal, HSL, and VP will monitor parent participation through parent sign-in sheets.
- HSL and Principal will continue to collect feedback, suggestions, and concerns at formal and informal meetings to continue to improve communication and services.
- HSL, Principal and ACs will set goals to increase Parent Portal visits based on their baseline.

- HSL and Administration
- HSL and Administration
- HSL, Administration & ACs

- Monthly
- Monthly
- Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

HSL will monitor and assess parent needs to design engagement opportunities. Child care will be provided to

HSL will participate in all Parent University HSL training. Parent University and community resources will be

support parent engagement in school meetings such as SSC, ELAC, Coffee Chats, and Parent Courses etc...

leveraged to support parents with a variety of topics such and not limited to Nutrition Courses, English Classes, Parent University modules, and other parent generated topics.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Materials and supplies such as but not limited to paper, pencils, notebooks, journals copier, dry erase pens etc... will be provided as needed.

Winchell Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3750			\$ 10,912.00	
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2188			\$ 6,744.00	
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2187			\$ 6,740.00	
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				Domain 2 Action 5 Extra Time HSL (1000)	\$ 1,000.00	
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Extra Time				Domain 2 Action 5 Supplemental for HSL	\$ 1,000.00	
5	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Domain 2 Action 5 Babysitting for parent meetings/school site events	\$ 4,000.00	
5	2	Sup & Conc	Parent Participation	Materials & Supplies				Domain 2 Action 5 Parent Supplies (FM,SAMS, materials, etc.)	\$ 2,000.00	
5	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Domain 1 Action 5 Graphics	\$ 1,000.00	
5	2	Title 1 Basic	Attendance & Social Work Services	Local Mileage				Domain 2 Action 5 Mileage for HSL	\$ 100.00	
Total									\$ 33,496.00	

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	16.51	25	
2358 - EL's not advancing at least one proficiency level in Re-designation	35	30	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

English Learners will receive designated and integrated English language development. AC will continue to develop and implement instructional strategies that allow EL students to access complex text and engage in Speaking and Listening, Reading, and Writing grounded in complex text.

SMART Goals

As measured by LCAP and BAS/DRP or Interim, 25% of EL students will be redesignated by the end of 2018.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Accountable Communities will dis-aggregate for all assessments including, but not limited to, Common Formative Assessments, Common Assignments, Summative Assessments, and Interim results to support and target EL assessed needs.

Owner(s):

VP
ACs
TSA
Principal

Timeline:

A minimum of three cycles of inquiry per quarter to analyze CFAs

Explain the Targeted Actions for Parent Involvement (required by Title I):

Accountable Communities will dis-aggregate for all assessments including, but not limited to, Common Formative Assessments, Common Assignments, Summative Assessments, and Interim results to support and target EL assessed needs.

Describe Related Professional Learning:

In collaboration with EL services teachers will be receiving PL on the following topics: Culturally and Linguistically responsive teaching; Formative assessment and Scaffolding; Abundant Conversations and Writing & Text Oriented Talk About Language

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

LTEL students will receive small group and targeted instruction based on their most recent CELDT. CELDT

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

assessors will support with the CELDT administration.

Winchell Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	LCFF: EL	Instruction	Direct-Other (Dr)				Domain 2 Action 6 CELDT Assessors	\$	3,500.00
Total									\$	3,500.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0490 Winchell Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Domain 1 Action 1 Supplemental Contracts ILT Site Plan cycle of Continuous Improvement	1,200.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource	0.219		22,358.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		44,783.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Domain 1 Action 2 Teacher supplemental to support Digital Literacy (1,000)	1,001.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375		9,255.00
1	1	Sup & Conc	Instruction	Bks & Ref			Domain 1 Action 1 Dibels 500, AR/STAR (2,3,5,6) 5001, Partial A-Z (13, K-2) 600, ESCI (K/TSA(6)) 1104, Books/Other 1000	7,205.00
1	1	Sup & Conc	Instruction	Mat & Supp			Domain 1-2 Action 1-6 Student Incentives (FM 575), Other- 9,204	9,779.00
1	1	Sup & Conc	Instruction	Oth Equ Mnt			Domain 1 Action 1 Maintenance Other equip (Laminator, etc.)	200.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource	0.219		22,369.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.438		30,246.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.375		11,366.00
1	1	LCFF: EL	Instruction	Ins Aide-Ext			Domain 1 Action 1 Extra Time BIA	3,000.00
1	1	LCFF: EL	Instruction	Bks & Ref			Domain 1 Action 1 Partial A-Z (13, K-2) 830	830.00
1	1	LCFF: EL	Instruction	Mat & Supp			Domain 1 Action 1-6 Supplies-Other	6,882.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Domain 1 Action 2 (22-30 of 40 Tablets Gr.1/SDC) 12,717	12,717.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Domain 1 Action 2 Tech other	1,000.00
2	1	Sup & Conc	Instruction	Off Eq Lease			Domain 1 Action 2 Copier Lease	1,600.00
2	1	Sup & Conc	Instruction	Direct-Maint			Domain 1 Action 1-6 Maintenance Tablets	400.00
2	1	LCFF: EL	Instruction	Nc-Equipment			Domain 1 Action 2 Tablets (10 of 32-40 Gr. 1/SPED)-4,300 Domain 1 Action 2 Tablet Cart (1)-600 Domain 1 Action 2 Tech Other- 1,414	6,314.00
3	2	Title 1 Basic	Instruction	Teacher-Subs			Domain 2 Action 3 Subs for SST (10)	1,300.00
3	2	Sup & Conc	Instruction	Teacher-Supp			Domain 2 Action 3 Teacher supplemental Safe/Civil (4X12...1500)	1,499.00
3	1	Sup & Conc	Instruction	Mat & Supp			: supplies RCA	2,000.00
3	2	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			Domain 2 Action 3 Classified Supplemental Safe/Civil (1X12..121.20) Domain 2 Action 3 NTA Supplemental Safe and Civil)12X1...1212)	1,500.00
3	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Domain 2 Action 3 On Site-Counseling Fee (2%)	294.00
3	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Domain 2 Action 3 On Site Counseling FPU (386 Hours)	14,668.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375		20,672.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.375		20,672.00
			Instruction	Bks & Ref				

4	1	Title 1 Basic	Instruction	Bks & Ref		Domain 1 Action 4 Books for Guided Reading, etc.	7,000.00
4	1	Title 1 Basic	Instruction	Subagreements		California Teaching Fellows Foundation : Domain 1 Action 4- 4 Teaching Fellows Contract September 5- May 11, M-Th 3.0 hours, Fri. 2.5 hours	35,643.00
4	1	Sup & Conc	Instruction	Subagreements		Scholastic : Domain 1 Action 4 Guided Reading Professional Development- 1 Training day, 3 side by side coaching Days (K-3, Admin, TSA)	37,081.00
5	2	Title 1 Basic	Parent Participation	Cls Sup-Sup		Domain 2 Action 5 Babysitting for parent meetings/school site events	4,000.00
5	2	Title 1 Basic	Attendance & Social Work Service	Local Mileag		Domain 2 Action 5 Mileage for HSL	100.00
5	1	Sup & Conc	Instruction	Direct-Graph		Domain 1 Action 5 Graphics	1,000.00
5	2	Sup & Conc	Parent Participation	Mat & Supp		Domain 2 Action 5 Parent Supplies (FM,SAMS, materials, etc.)	2,000.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.219	6,744.00
5	2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.375	10,912.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.219	6,740.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext		Domain 2 Action 5 Extra Time HSL (1000)	1,000.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext		Domain 2 Action 5 Supplemental for HSL	1,000.00
6	2	LCFF: EL	Instruction	Direct-Other		Domain 2 Action 6 CELDT Assessors	3,500.00

\$366,830.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,960.00
Sup & Conc	7090	\$195,951.00
LCFF: EL	7091	\$113,919.00
Grand Total		\$366,830.00

Domain Totals	Budget Totals
Academic	\$270,229.00
SEL / Culture & Climate	\$96,601.00
Grand Total	\$366,830.00