

Winchell Elementary

106216660065711

Principal's Name: Sandra Aguayo

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Sandra Aguayo', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 9, 2018

Title I SWP

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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

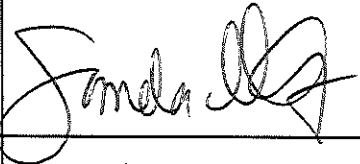

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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. Vice Chairperson- Noemi Guzman				X	
4. Malilia Pallares				X	
5. Berenice Ramos					
6. Secretary- Jennifer Arnold		X			
7. Maria Rubira		X			
8. Yee Moua		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: 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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Aguayo		3-14-18
SSC Chairperson	Magdalena Barrios		3-14-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Winchell - 0490

ON-SITE ALLOCATION

3010	Title I	\$64,770 *
7090	LCFF Supplemental & Concentration	\$252,533
7091	LCFF for English Learners	\$130,683
TOTAL 2018/19 ON-SITE ALLOCATION		\$447,986

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,524
Remaining Title I funds are at the discretion of the School Site Council	\$63,246
Total Title I Allocation	\$64,770

Winchell Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	9.231	16.231
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.297	35.297
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	28.537	35.537

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 2-3 CFAs per quarter in ELA-CFAs in quarters 3 and 4 required constructed responses
- AC teams engaging in the deconstruction of standards during quarterly planning sessions. Reading standards (Claim 1) were the primary focus of planning instruction.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- 2-3 CFAs per quarter in mathematics
- Professional learning focused on mathematics 5 E lesson structures, mathematics instructional coach consultation with 3rd-5th grade levels prompted by AC teams.
- AC teams engaging in the deconstruction of standards during quarterly planning sessions.

EL Reclassification Rate (All grade levels)

Core Report Card:

2016 Metric Result: 40% Re-Designated

2017 Metric Result: 24% Re-Designated

-16% drop

2018 will be an ELPAC Baseline

2018 ELA Interim Data indicates that there will an increase of 3rd-6th grade students meeting/exceeding

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The Students with Disabilities subgroup represented 11% of the students population. 31% of all students met/exceeded standards on SBAC ELA while only 11% of the SWD subgroup met/exceeded standards. Although the SWD subgroup had a 73% growth percentile, students are not moving into the meeting and exceeding band at the same rate compared to the whole school. The SWD often struggle with reading fluency and comprehension. The SWD subgroup needs more opportunities to engage in the three Cs (Complex text, talk and task).

There were no major discrepancies between significant other subgroups:

- 28% (AS) -3%
- 30% (EL) -1%
- 31% (SD) 0%

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

The Students with Disabilities subgroup represented 11% of the students population. 31% of all students met/exceeded standards on SBAC Math while only 8% of the SWD subgroup met/exceeded standards. Although the SWD subgroup had an 86% growth percentile, students are not moving into the meeting and exceeding band at the same rate compared to the whole school.

The SWD subgroup needs additional access to grade level standards and tasks.

standards in ELA

Asian (AS) students represent 6% of the student population and only 17% of those students were able to meet or exceed standards on the SBAC math while 31% of all students met/exceeded standards. There is a 14% discrepancy between our AS subgroup and all students.

As students have not been a focus when reviewing AC and/or Interim data to create significant supports and interventions specifically targeting the needs of AS subgroup.

There were no major discrepancies between significant other subgroups:

- 32% (EL) +1%
- 31% (SD) 0%

EL Reclassification Rate (All grade levels)

Step 2: 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.

1 SSC:

School Site Council was presented with 16-17 SBAC data in ELA & Mathematics at the beginning of the school year and after interim 1 and interim 2. The data was presented at the first meeting following the availability of the data/information. School Site council reviewed actions specific to the 2017-18 data and preliminary data which indicated the impact of the actions.

School Site Council was informed of the effective actions with mathematics focus for the 2017-18 school year based on current preliminary data.

School Site Council was in agreement with 2018-19 actions that would support a focus on Reading By Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th) and Interim (1st-6th).

2 ELAC:

ELAC was presented with 16-17 SBAC data in ELA & Mathematics at the beginning of the school year and after interim 1 and interim 2. The data was presented at the first meeting following the availability of the data/information. ELAC reviewed actions specific to the 2017-18 data and preliminary data which indicated the impact of the actions.

ELAC was informed of the effective actions with mathematics focus for the 2017-18 school year based on current preliminary data.

ELAC was in agreement with 2018-19 actions that would support a focus on Reading By Third Grade and increasing our rate of students moving to the meeting and exceeding band as measured by SBAC ELA (3rd-6th) and Interim (1st-6th).

3 Staff:

- Staff was able to review preliminary data around mathematics to determine the impact of actions focused on mathematics (CFA Interim 1 and Interim 2)
- Staff PL March 1st and follow up based on input and suggestions on March 5th (Please review attached documents)

Staff Recommendations

- 3rd grade wanted to be part of the 4th-6th grade focus in ELA versus the Reading by Third grade focus with Guided Reading PL.
- Guided Reading needs for PL and planning. Needs assessment was given to Scholastic in order to design PL for 2018-19

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Teaching Fellows supported small group reading instruction for students not yet reading at grade level. Students being able to receive small group instruction results in students increasing reading fluency.

Action 1

Title: Mathematics

Action Details:

Accountable 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. Accountable Communities will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. Accountable Communities will continue dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. Accountable Communities will focus on developing student digital literacy in the context of mathematics by designing online tasks and assessments. 11 staff certificated teachers and 2 administrators will be provided the opportunity to attend the 2018 or 2019 Standards Institute, which will include travel and conference fees, with a focus on mathematics to develop a deeper understanding of standards and develop equitable practices and language routines in mathematics instruction.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. SBAC and Interim Assessment results will be utilized to establish school wide and grade level goals.
2. Interim Assessments outcomes will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis and outcomes,
3. AC common formative assessments will designed and/or refined to monitor student mastery of standards prior to Interim 1/2 and SBAC. 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. ACs will create calendars which indicate instructional windows for each CFA/CSA; administration of CFA/CSA; and analysis, reflection, and development of an instructional response plan for each CFA

Owner(s):

1. Instructional Leadership Team/ACs
2. ILT/ACs
3. ILT/ACs

Timeline:

1. Beginning of the school year
2. After Interim 1 and Interim 2
3. AC will develop CFA/CSA one time per quarter and as needed in the throughout the quarter. Teams will engage in minimum of 3 cycles of inquiry per quarter (minimum of 3 CFA/CSAs per quarter).

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

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

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

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

Specify enhanced services for EL students:

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

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

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

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

Mathematics SBAC and Interim outcomes will be shared during School Site Council Meetings, Coffee Chats, and ELAC meetings. Spanish HSL will support in parent outreach and interpreting of meetings and materials.

1st-6th grade students who advance from not meeting to nearly meeting, met or exceed standards will be recognized at an awards assembly in which parents will be invited to attend. Students will receive PAWS pride necklaces for their performance or growth on each Interim assessment.

Describe Professional Learning related to this action:

- 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.
- Select teachers will attend the 2018 Summer or 2019 Winter Standards Institute, which will include travel and conference fees, in which they will take a deep dive into mathematics standards, understand the Shift of "rigor" and how to implement equitable practices in mathematics (language routines, mathematical practices, and how to implement the shifts of Focus, Coherence & Rigor). Substitutes will be provided for teachers attending the Fall Conference.
- Teachers will be provided job-embedded PL through peer observations, cognitive planning, and coaching to support the implementation of mathematical practices and language routines. Substitutes will be provided to support as needed (peer observations, job-embedded PL, etc)

Action 2

Title: Reading by Third Grade

Action Details:

Winchell will provide a three-tiered approach to literacy support for students for 1st-3rd grade students. Tier One will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives (Guided Reading, Interactive Read Aloud, Implementation of Wonders Curriculum). Tier two will be made up of opportunities for strategic grouping, guided reading, supplemental materials (leveled readers), technology resources and programs. Tier 3 will include tutoring services, technology resources, and deployment.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. K-3rd grade teachers design/refine CFAs to monitor student mastery of Reading Foundation Standards. CFA outcomes will provide teachers the information/data needed to provide Tier 1 interventions. Kindergarten Teachers will utilize ESGI tool to create student profiles monitoring Reading Foundation Standards and Skills.
2. Interim 1 and Interim 2 will be analyzed to support the development of Tier 2 interventions for Reading Foundation Standards.
3. 1st-3rd grade students will be screened and identified utilizing DIBELS, BAS and ELD levels to determine placement in Tier 3 intensive literacy intervention. Student progress will be monitored every two weeks utilizing the appropriate DIBELS progress monitoring tool by certificated tutors.
4. K-2nd grade students will be provided Guided Reading instruction to build student reading fluency. Students will be grouped utilizing BAS results into homogeneous groups. Students progress will be monitored through the use of running records and anecdotal notes.

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

- All K-2nd grade students will be provided guided reading instruction with the support of Wonders, Learning A-Z resources, and supplemental leveled readers as Tier 1 and 2 intervention. Teaching fellows/site-funded aide will support by working with students working independently as the teacher meets with reading groups.
- 1st-3rd identified students in need of intensive support with decoding and fluency instruction will be provided daily small group instruction for 30-45 minutes by certificated tutors and bilingual instructional aide.
- English Learner & SWD students needing Tier 1 intervention will be provided additional one on one and small group instruction to practice Reading Standards: Foundational Skills based on teacher formative assessments.
- English Learner & SWD students needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Reading Foundational Skills.
- English Learner & SWD students needing Tier 3 intervention will receive Tier 1 and 2 interventions in addition to attending after school programs and intensive intervention reading support 30 minutes a day five days a week focusing on Reading Standards: Foundational Skills.

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

- Parents will be involved in the decision for students to participate in a Tier 3 literacy intervention program.
- Parents will be invited to Student Success Team meetings at least once a month.
- Parents will be provided progress monitoring for students participating in the Tier 3 intensive intervention support.

Owner(s):

1. K-3rd Grade ACs and Administration
2. 1st-3rd Grade ACs and Administration
3. CTs, ACs and TSA
4. K-2nd Grade ACs and Administration

Timeline:

1. 3 CFAs per quarter
2. After each Interim administration (2 times a year)
3. End of the year for K students and beginning of the year for 2nd and 3rd grade students.
4. BAS students at Q-2, Q-3, and Q-4. Running records as needed to support flexible grouping.

Specify enhanced services for EL students:

BIA will support Tier 3 intensive reading intervention students whose first language is Spanish. K-2nd grade English Learner students will be selected to attend after school tutoring to support students to support language development and reading foundation skills/standards.

Describe Professional Learning related to this action:

- K-2nd grade teachers will continue to receive professional learning and coaching from Scholastic with a focus on Guided Reading
- Teachers will be provided job-embedded PL through peer observations, guided reading lesson planning, processing professional resource The Next Step Forward in Guided Reading and cross-grade level articulation of best practices.

Action 3

Title: English Language Arts

Action Details:

Accountable 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 English Language Arts. Accountable Communities will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. Accountable Communities will continue dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. Accountable Communities will focus on developing student digital literacy in the context of ELA by designing online tasks and assessments.

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

Explain the Progress Monitoring and data used for this Action

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

1. SBAC and Interim Assessment results will be utilized to establish school wide and grade level goals.
2. Interim Assessments outcomes will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis.
3. AC common formative assessments will designed and/or refined to monitor student mastery of standards prior to Interim 1/2 and SBAC. 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. ACs will create calendars which indicate instructional windows for each CFA/CSA; administration of CFA/CSA; and analysis, reflection, and development of an instructional response plan for each CFA
4. 4th-6th AC Teams will work in conjunction with TSA to identify Tier 2 interventions/supports after ELA CSAs.
5. 4th-6th grade AC teams will work in conjunction with TSA and RSP teacher to identify students who are need of tier 3 intensive support with decoding and fluency skills.

Owner(s):

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

Timeline:

1. Beginning of the school year
2. After Interim 1 and Interim 2
3. AC will develop CFA/CSA one time per quarter and as needed in the throughout the quarter. Teams will engage in minimum of 1-3 cycles of inquiry per quarter (minimum of 3 CFA/CSAs per quarter).
4. After each Interim and AC identified CSAs.
5. At the beginning of the school year and progress monitoring as needed.

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

- Students in need of tier 1 and 2 interventions will be provided small group and re-teaching opportunities after AC developed CFA/CSAs.
- 4th-6th grade students in need of tier 3 intensive intervention will receive small group instruction a minimum of 45 minutes 5 times a week provided by RSP teacher.
- ILT members will be provided supplemental contracts to engage in school-wide cycles and review.
- English Learner & SWD students needing Tier 1 intervention will be provided additional one on one and small group instruction to learn and practice Anchor Reading Standards.
- English Learner & SWD students needing Tier 2 intervention will be provided additional instructional time and targeted instruction during small group reading instruction based on grade level common formative assessments targeting Anchor Reading Standards.
- English Learner & SWD students needing Tier 3 intervention will receive Tier 1 and 2 interventions in addition to attending after school programs and intensive intervention reading support 30 minutes a day five days a week targeting Reading Standards: Foundational Skills.

Specify enhanced services for EL students:

- 3rd-6th EL students will be selected and identified with the support of ACs and TSA to attend after school tutoring programs (Long-Term EL students)
- 4th-6th Long Term EL students will receive support in English Language Development, Reading, and Writing standards, concepts, and/or skills through intervention supported by TSA and Resource Teacher.
- ELPAC substitute Assessors will be provided to administer the speaking portion of the ELPAC assessment.

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

ELASBAC and Interim outcomes will be shared during School Site Council Meetings, Coffee Chats, and ELAC

Describe Professional Learning related to this action:

- Teachers will be provided professional learning focused on intentional planning and designing instruction

meetings.

1st-6th grade students who advance from not meeting to nearly meeting, met or exceed standards will be recognized at an awards assembly in which parents will be invited to attend. Students will receive PAWS pride necklaces for their performance or growth on each Interim assessment.

and tasks targeting Claim 1 reading targets.

- Teachers will continue to build their understanding of English Language Arts grade level standards through the close reading of the ELA Common Core Companion.
- Teachers will continue to build their capacity to plan and design Common Formative Assessments in the content area of ELA utilizing SBAC Claims and Targets.
- Teachers will be provided job-embedded PL through peer observations, cognitive planning, and coaching to support the implementation of language routines.
- 3rd-6th grade teachers will be provided opportunities to score and analyze ELA block assessment brief writes.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Goal 1 Action 1: Book, other reference	2,233.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Goal 1 Action 1: Supplies Other (No incentives or food)	1,740.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Goal 1 Action 1: Equipment Other	2,232.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 1: Subs planning Webster (1200), Observations Webster (900), Peer Observations (2700) Total: \$4800 Subs Conference (9 subs, 5 days each) Total: \$6750 TOTAL: \$11, 550	11,550.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Goal 1 Action 1: Student FM: 600, RCA/Other: 4332, repurposed \$6,897 TOTAL: \$11,829	11,829.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Goal 1 Action 1: Equipment Other	2,000.00
G1A1	Sup & Conc	Instruction	Travel			: Goal 1 Action 1: Conference- Standards Institute (winter 4, Fall 10 (1 Teacher/1 Admin)	70,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Goal 1 Action 1: Other Maintenance, not tablets	200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Goal 1 Action 1 (TABLET Maintenance)	1,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Goal 1 Action 1: Equipment Other	500.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Goal 1 Action 2: (4) Teaching Fellow Contracts-9/4/18-5/11/18- M-Th 8:00-11:30/Friday 8:00-11:00	36,703.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,246.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,928.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Goal 1 Action 2: Dibels (500), ESGI-\$920 (K/TSA(5), A-Z \$1300 (13, K-2), Goal 4 Action 1: AR (Gr. 2-6)/STAR (Gr. 3-6)-\$	8,570.00
G1A2	Sup & Conc	Instruction	Subagreements			Scholastic : Goal 1 Action 2: Guided Reading Training (1 Day K-2)/Coaching (12 Days)	31,087.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Goal 1 Action 2: Graphics	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		33,107.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		12,059.00
G1A2	LCFF: EL	Instruction	Ins Aide-Ext			Goal 1 Action 2: Xtra Time BIA (Inter./Transl.)	3,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Goal 1 Action 2: Other Supplies \$441 , repurpose \$6,897. Total \$7,338	7,338.00

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Goal 1 Action 3: Supplemental contracts ILT Site Plan Cycle of Continuous Improvement.	1,200.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.2344		25,846.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.2344		25,846.00
G1A3	LCFF: EL	Instruction	Direct-Other			Goal 1 Action 3: ELPAC Assessors	3,500.00

\$350,714.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	13.333	20.333

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>Based on the number of students that participate in After School program, sports and extra-curricular activities, our metric does not reflect the correct percentage of students engaged in arts, activities, and athletics. We as a site need to improve our system for entering all students into the Goal 2 system.</p> <p>Winchell offers three clubs/extra-curricular activities which are Peach Blossom, Student Council and Coding. We need to make an effort to try and create opportunities for more clubs or extra curricular activities by actively recruiting paraprofessionals once all certificated staff have received an opportunity.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>SDC students who ride the bus and are out of our area will need support and encouragement to participate in extra-curricular activities outside of the instructional day.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>School Site Council has been presented with a list of all programs and extra-curricular activities provided at Winchell. SSC members made recommendations to add additional clubs for students who do not enjoy participating in sports.</p>	<p>2 ELAC:</p> <p>ELAC has been presented with a list of all programs and extra-curricular activities provided at Winchell. ELAC members made recommendations to add additional clubs for students who do not enjoy participating in sports.</p>	<p>3 Staff:</p> <p>Staff would like to continue with Fun Works to support our Daughter and Son Dance.</p>
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Action 1

Title: Student Engagement

[Action Details:](#)

School is committed to aligning efforts to District Goal 2: All students will engage in arts, activities, and athletics. School will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as athletics, clubs, Saturday Sports, Peach Blossom, Coding, Student Council, field trips, and other school-wide activities (Son/Daughter Dance, Haunted House, Carnival, 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 for the upcoming year.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

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

Specify enhanced services for EL students:

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

- Parents are invited to chaperone field FUSD and school sponsored field trips.

Describe Professional Learning related to this action:

- Grade level teams plan studytrips which aligned to academic standards.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	90.826	97.826
Exposure to Careers - 4th Grade	98.131	100
Exposure to Careers - 6th Grade	93.86	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade All students are encouraged to attend field trips.</p> <p>Exposure to Careers - 4th Grade All students are encouraged to attend field trips.</p> <p>Exposure to Careers - 6th Grade All students are encouraged to attend field trips.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade There is no significant disproportionality for any significant subgroup.</p> <p>Exposure to Careers - 4th Grade There is no significant disproportionality for any significant subgroup.</p> <p>Exposure to Careers - 6th Grade There is no significant disproportionality for any significant subgroup.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>SSC has been informed of FUSD and school site sponsored field trips. SSC members wanted to ensure a system in which chaperones were selected equitably.</p>	<p>2 ELAC:</p> <p>ELAC has been informed of FUSD and school site sponsored field trips. ELAC members wanted to ensure a system in which chaperones were selected equitably.</p>	<p>3 Staff:</p> <p>Staff has been informed of the importance of all students having access to attend the study trips. Students with behavior concerns were given supports by providing extra adult supervision to ensure the orderly and safe participation of all students on field trips.</p> <p>Staff seeks the opportunity to raise funds to add additional study trips:</p> <ul style="list-style-type: none"> • CSU, Fresno • Hearste Castle • Discovery Center
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- Fresno Fair
- Me N Eds (tour and students practice making their own pizza)

Action 1

Title: Character and competencies for workplace success

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

- Students and classrooms will receive certificates and a variety of incentives for positive attendance incentive programs and PAWS guidelines to success recognition.
- CWA will conduct weekly attendance chats for students who are struggling with positive attendance behaviors.

Specify enhanced services for EL students:

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

HSL will support in sending home parent invitations to attend Student of the Month recognition ceremonies and awards assemblies.

Describe Professional Learning related to this action:

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.265	14.265
Suspensions Per 100	7.343	6.343
Student Survey - Included	72.792	79.792
Student Survey - Caring adult	74.648	81.648

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

Chronically Absenteeism:
 Metric Result 2016: 14%
 Metric Result 2017: 16%
 Increase of 2% of chronically absent students.

Suspensions Per 100

There were 49 suspension incidents in 16-17. There was a spike in incidents generated by our SWD subgroup. There were two new SDC programs to Winchell and both programs were opened with substitute teachers. The preliminary data indicates that there will be a reduction in incidents overall and a decrease in suspensions generated by our SWD subgroup.

Student Survey - Caring adult

Student Survey - Included

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

25% of the SWD subgroup were chronically absent compared to 16% of all students. There were two new SDC classrooms and both classrooms were opened with substitutes. Students were not connected to the school or their teachers.

Suspensions Per 100

11.8% of the SWD subgroup were suspended and/or expelled compared to 2.3% of all students. There were two new SDC classrooms and both classrooms were opened with substitutes. Students were not connected to the school or their teachers.

Student Survey - Caring adult

Student Survey - Included

Step 2: 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.

1 SSC:

2 ELAC:

3 Staff:

2016-17 Social Emotional & Culture & Climate Domain data was presented at the fall semester and on February 28th to support actions for 2018-19.

Preliminary data from 2017-18 was shared at the February 28th SSC meeting to determine the current actions and impact.

SSC recommended to continue with current supports and actions planned for next year.

2016-17 Social Emotional & Culture & Climate Domain data was presented at the fall semester and on March 7 to support actions for 2018-19.

ELAC members analyzed all metrics specific to EL students.

Preliminary data from 2017-18 was shared at the March 7th ELAC meeting to determine the current actions and impact.

ELAC recommended to continue with current supports and actions planned for next year.

- Staff PL March 1st and follow up based on input and suggestions on March 5th (Please review attached documents)

Staff Recommendations

- Staff wanted data to determine the impact and effectiveness of RCA position. Staff were presented with quantitative and qualitative progress monitoring plan. The position will remain in place at least one year prior to determining next steps with the position.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Spanish HSL provides parents with the necessary language supports to meet with teachers and participate in school meetings such as SSC, ELAC, and Coffee Chats.

Substitutes for SST release days provides parents and teacher to engage in the Student Success Team process to identify and implement academic, behavioral, and/or social-emotional supports for students.

Action 1

Title: Social Emotional Supports

Action Details:

School will implement and encourage developing and building relationships with students to demonstrate there is an adult that really cares about the child. The school will implement tiered level of supports to meet the social-emotional 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 of 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Culture & Climate team will review suspension and office referrals to discover root causes and develop supports and intervention based on who, what, where, and when the misbehavior is occurring.
2. Administration will meet with CWA to identify students that meet the chronic absenteeism and engage them in available supports and interventions.
3. 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.
4. Culture & Climate team will analyze student culture and climate survey responses to determine opportunities to target key social-emotional constructs (growth mind set, self-efficacy, self-awareness, and self-management). Supplemental Contracts for Culture and Climate Team and NTAs to receive professional learning based on student support needs.

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

- Student Success Team will organize and facilitate SST meetings with the support of HSL. SST meetings will be scheduled as needed and once a month a roving substitute will be provided to classroom teachers for a full day of SST meetings.
- 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, AR/STAR licenses, etc. will be provided as needed.
- Students with disabilities (SVD) with intensive behavior needs and poor attendance behaviors will be provided priority to On-Site Counseling services, Child Welfare Attendance Specialist supports, and will be a focus of monthly SPED and administration team meetings.

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

- Suspension, expulsion, attendance rates, key social-emotional survey results will be provided to parents at SSC, ELAC, and Coffee Chats.
- Parents will be provided child care, parent courses, supplies, and snacks to support parent involvement in the decision-making process.
- HSL support will include, but not be limited to, the organization of parent meetings, organizing parent courses, parent outreach, home visits, extra pay for extended parent meetings/support, etc. in order to best support parents in being actively involved in their child's education and thus support their child's social and academic success.

Owner(s):

1. Culture & Climate Team
2. Administration & CWA
3. Student Success Team and RCA
4. RCA & Culture & Climate Team

Timeline:

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

Specify enhanced services for EL students:

English Language Learners with social-emotional needs will have access to the Resource Counseling Assistant who will provide them with social-emotional support giving them access to high quality learning options, alternatives and various activities in order to achieve their personal best.

Describe Professional Learning related to this action:

- 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, supports, strategies, and resources to implement tier 1 and 2 students interventions/supports.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Goal 4 Action 1: Subs for SST (10)	1,500.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Goal 4 Action 1: Babysitting for for parent meetings/school site events.	4,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		15,062.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Goal 4 Action 1: Mileage HSL	100.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Goal 4 Action 1: Teacher supplemental to support Digital Literacy (1500, 42 hrs.) Teacher Supplemental Safe/Civil (5PX12HrX\$35-1750, 100 cushion (1850) Total: \$3350	3,350.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Goal 4 Action 1: Copier Lease	1,600.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp			Goal 4 Act. 1: Classified Supplemental Safe/Civil (NTA's)	1,100.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Goal 4 Action 1: Parent supplies, FM/Costco, etc.	2,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other			Goal 4 Action 1: On-Site Counseling Fee (2%)	294.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Goal 4 Action 1: On-Site Counseling (386 hrs.)	14,668.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250		8,265.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext			Goal 4 Action 1: Extra Time HSL	1,000.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Goal 4 Action 1: Supplemental for HSL	3,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		41,333.00

\$97,272.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0490 Winchell Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			Goal 1 Action 1: Book, other reference	2,233.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Goal 1 Action 1: Supplies Other (No incentives or food)	1,740.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Goal 1 Action 1: Equipment Other	2,232.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 1: Subs planning Webster (1200), Observations Webster (900), Peer Observations (2700) Total: \$4800 Subs Conference (9 subs, 5 days each) Total: \$6750 TOTAL: \$11, 550	11,550.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Goal 1 Action 1: Student FM: 600, RCA/Other: 4332, repurposed \$6,897 TOTAL: \$11,829	11,829.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Goal 1 Action 1: Equipment Other	2,000.00
G1A1	Sup & Conc	Instruction	Travel			: Goal 1 Action 1: Conference- Standards Institute (winter 4, Fall 10 (1 Teacher/1 Admin)	70,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Goal 1 Action 1: Other Maintenance, not tablets	200.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Goal 1 Action 1 (TABLET Maintenance)	1,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Goal 1 Action 1: Equipment Other	500.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Goal 1 Action 2: (4) Teaching Fellow Contracts-9/4/18-5/11/18- M-Th 8:00-11:30/Friday 8:00-11:00	36,703.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,246.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		9,928.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Goal 1 Action 2: Dibels (500), ESGI-\$920 (K/TSA(5), A-Z \$1300 (13, K-2), Goal 4 Action 1: AR (Gr. 2-6)/STAR (Gr. 3-6)-\$	8,570.00
G1A2	Sup & Conc	Instruction	Subagreements			Scholastic : Goal 1 Action 2: Guided Reading Training (1 Day K-2)/Coaching (12 Days)	31,087.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Goal 1 Action 2: Graphics	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		33,107.00
G1A2	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.3750		12,059.00
G1A2	LCFF: EL	Instruction	Ins Aide-Ext			Goal 1 Action 2: Xtra Time BIA (Inter./Transl.)	3,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Goal 1 Action 2: Other Supplies \$441 , repurpose \$6,897. Total \$7,338	7,338.00
G1A3	Title 1 Basic	Instruction	Teacher-Supp			Goal 1 Action 3: Supplemental contracts ILT Site Plan Cycle of Continuous Improvement.	1,200.00
G1A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.2344		25,846.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.2344		25,846.00
G1A3	LCFF: EL	Instruction	Direct-Other			Goal 1 Action 3: ELPAC Assessors	3,500.00
G4A1	Title 1 Basic	Instruction	Teacher-Subs			Coal 4 Action 1: Subs for SST (10)	1,500.00

G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup		Goal 4 Action 1: Babysitting for for parent meetings/school site events.	4,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	15,062.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage		Goal 4 Action 1: Mileage HSL	100.00
G4A1	Sup & Conc	Instruction	Teacher-Supp		Goal 4 Action 1: Teacher supplemental to support Digital Literacy (1500, 42 hrs.) Teacher Supplemental Safe/Civil (5PX12HrX\$35-1750, 100 cushion (1850) Total: \$3350	3,350.00
G4A1	Sup & Conc	Instruction	Off Eq Lease		Goal 4 Action 1: Copier Lease	1,600.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Oth Cls-Supp		Goal 4 Act. 1: Classified Supplemental Safe/Civil (NTA's)	1,100.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp		Goal 4 Action 1: Parent supplies, FM/Costco, etc.	2,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Direct-Other		Goal 4 Action 1: On-Site Counseling Fee (2%)	294.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth		On-Site Counseling/FPU : Goal 4 Action 1: On-Site Counseling (386 hrs.)	14,668.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	8,265.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Ext		Goal 4 Action 1: Extra Time HSL	1,000.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup		Goal 4 Action 1: Supplemental for HSL	3,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250	41,333.00
						\$447,986.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,770.00
Sup & Conc	7090	\$252,533.00
LCFF: EL	7091	\$130,683.00
Grand Total		\$447,986.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$350,714.00
G4 - All students will stay in school on target to graduate	\$97,272.00
Grand Total	\$447,986.00