

Winchell Elementary

10621666006571

Principal's Name: Sandra Aguayo

Principal's Signature:

A handwritten signature in black ink, appearing to read "Sandra Aguayo". The signature is written in a cursive style with a large initial "S" and "A".

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

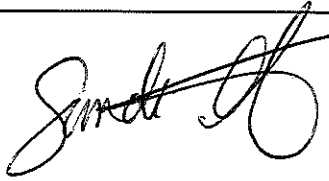

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 and Family Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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 -Bernice Ramos				X	
3. Elisa Douglas-O'Neil		X			
4. Vickie Dervin		X			
5. Sofia Perez		X			
6. Maria Gasca				X	
7. Melissa Gonzalez				X	
8. Sheppora Hood				X	
9. Maria Flores				X	
10. Linda Lopez			X		
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Sandra Aguayo		5/5/20
SSC Chairperson	Bernice Ramos		5/5/20

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Winchell - 0490

ON-SITE ALLOCATION

3010	Title I	\$74,518 *
7090	LCFF Supplemental & Concentration	\$275,170
7091	LCFF for English Learners	\$98,298
TOTAL 2020/21 ON-SITE ALLOCATION		\$447,986

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,109
Remaining Title I funds are at the discretion of the School Site Council	\$72,409
Total Title I Allocation	\$74,518

Winchell Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	43.709 %	39.109 %	2018-2019	46.109 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	49.821 %	44.089 %	2018-2019	51.089 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

- PLCs developed 1-2 ELA CFA/CSAs with one summative assessment aligned to the 1-2 CFAs. 3rd-6th grade PLCs CAASPP IAB as summative assessments in the first three quarters. The IAB results would result in targeted intervention prior to SBAC administration.
- PLCs continued to develop their understanding of Claim 1 Targets to develop and refine common formative assessments and align texts, tasks, and questions to Claim 1 Targets.
- PLCs developed end of quarter writing tasks aligned to Claim 2 Targets. There was a need to engage staff in professional development focusing on calibration of scoring performance tasks aligned to Claim 2.
- Preliminary data suggests that 4th grade target grade level will improve in the percentage of students meeting and exceeding standards in comparison to the previous year's grade level, but preliminary data demonstrates that we will be unable to maintain the percentage of students meeting/exceeding from 3rd grade.
- Based on the preliminary data we will maintain the same percentage as last year.

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

- PLCs administered, developed, and/or refined a minimum of 2-3 CFAs per quarter, end chapter summative assessments, and 3rd-6th grade teams administered IABs after first teaching of key mathematics domains.
- PLCs developed instructional response plans after the administration of common formative

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

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

39% of all students met/exceeded standards on SBAC (ELA) while 13.16% of SWD subgroup (DIS, RSP, SDC) met/exceeded standards. Based on scale score All Students increased 18.4 points while SWD increased 24.8 points. The data demonstrates that SWD are improving and making positive movement across the scale score continuum and moving out of the not meeting standards performance band there is still a large discrepancy in percentage of students in the meeting/exceeding standards performance band and SWD are more than 112 points from the standard compared 20.8 for All Students.

Less instructional minutes focused on CORE instruction contributes to the disproportionality. Students with IEPs, tier 3 intensive intervention support, and placed in a special day class setting receive less time engaging with complex text, talk, and tasks specifically in grades 4th-6th grade.

Students need access to complex text, talk, and tasks through the use of key instructional strategies, scaffolding based on their individual needs, and increase frequency of feedback based on CFA outcomes.

16% of EL students met/exceeded standards compared to 39% of All Students. English Learners increased 5.9 points on the scale score while All Students increased 18.4 students.

EL students need access to key instructional strategies during Integrated ELD instruction. EL students need to increase time engaging in talk grounded in complex text and task. EL students need additional opportunities to respond to complex text in writing. Written response tasks should align to Claim 1 and 2 Targets.

assessments as a tier 1 and 2 response.

- PLCs included mathematics performance tasks within every Go Math chapter or at least one per quarter.
- Based on preliminary data 3rd-6th grade levels will allow score above 40% in mathematics. Based on preliminary data 5th grade will not reach the same percentage of students meeting/exceeding standards from last year.
- CT assigned to support a target grade to implement tier 1 and 2 supports in response to CFA outcomes.

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

44% of students met/exceeded standards on SBAC (mathematics) while only 15% of SWD met/exceeded standards. There was an increase in the percentage of students moving into the nearly meeting band from 8% in 2017-18 to 21% in 2018-19 which accounts for 34.7 increase in scale score points for SWD while All students improved 7 points.

27% of EL met/exceeded standards compared to 44% of All Students. Based on the scale score EL students did not make scale score growth compared to the previous year. The students maintained.

Less instructional minutes focused on CORE instruction contributes to the disproportionality specifically for grades 4th-6th. Students with IEPs, tier 3 intensive intervention support, and placed in a special day class setting receive less time engaging with mathematics grade level content because they are pulled to receive remedial instruction.

Students need access to conceptual understanding of key grade level domains, procedural skills and fluency for the key grade level domains, scaffolding based on their individual needs, and increase frequency of feedback based on CFA outcomes.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Certificated tutor was unable to systematically focus on the Tier 1 and 2 instruction in mathematics to support focus intermediate grade levels.

Teachers did not attend Standards Institute. Funds were utilized to purchase necessary technology so tested grade levels could engage with CAASPP resources as the technology.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Support staff such as Teaching Fellows and Certificated Tutor will be part of a common intervention block for 4th-6th grade students in an effort to minimize loss of core instruction in ELA and mathematics. Current intervention in reading offered to 4th-6th grade focuses on decoding and fluency. Students reading at 2nd grade level need targeted intervention with a focus on reading comprehension with informational and literary text. Additional Teaching Fellows will be needed to support the model and the Certificated Tutor's focus will support Tier 3 intensive intervention services in reading.

Student computers/devices are needing to be refreshed at a faster pace. The 25% district refresh program is not able to mitigate the aging of devices to maintain a 1:1 ratio in K-6th grades. Funds will be utilized to purchase student devices/computers versus sending a team of teachers to Standards Institute.

Purchase of a site license to continue using the Illuminate Platform.

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

1 SSC:

2 ELAC:

3 Staff:

School site council was presented with 18-19 SBAC ELA and mathematics data at the beginning of the school year. iReady outcomes for the 2019-20 school year were shared after 1st and 2nd administration.

California Data Dashboard outcomes were reviewed when they were released in which all indicators were reviewed down specific subgroups. Actions that resulted in positive outcomes were reviewed when All Students academic indicators were reviewed. Subgroups performance in all indicators were reviewed specifically SWD and EL subgroups in ELA and mathematics.

Actions currently in place to address inequities in resources and areas of need were reviewed with SSC members. SSC members were in agreement with areas of focus specifically actions focusing on SWD and EL students.

ELAC was presented with 18-19 SBAC ELA and mathematics data at the beginning of the school year. iReady outcomes for the 2019-20 school year were shared after 1st and 2nd administration.

California Data Dashboard outcomes were reviewed when they were released in which all indicators were reviewed down specific subgroups. Actions that resulted in positive outcomes were reviewed when All Students academic indicators were reviewed. EL subgroup performance was a particular focus as well as reviewing the EL Redesignation rate.

Actions supporting All Students and EL subgroup were outlined in the current Site Plan. The difference in EL subgroup to All Students in both ELA and mathematics were reviewed. ELAC members reviewed the current implementation of Designated ELD and the focus on preparing for ELPAC. ELAC members reviewed the multiple assessments required to be Redesignated. Members made recommendations about how to accelerate student reading levels in the early grades. Members were made aware of Response to Intervention model and small group/guided reading support for 1st-3rd grade students which EL students are serviced.

Target grade levels are offered after school tutoring to develop their English Language Development. Teachers make recommendations for students who should attend which target EL students.

Staff were provided 2018-19 SBAC outcomes, iReady outcomes after administration 1 & 2 and a review of CFA/CSA data during a CCI process at the end of the second quarter. Staff and grade levels were engaged in conducting a root analysis of positive outcomes as well as ineffective actions.

On February 27th, the staff were provided the opportunity to engage in a process provide input on prioritizing actions based on the effectiveness of current actions, areas of need/focus, and multiple data sources.

Staff Recommendations:

- Purchase a site license for Illuminate Platform to continue to utilize archived Common Formative Assessments.
- Standards Institute would not be a focus or a goal and invest in student technology/devices.
- Increase support staff to support reading intervention targeting intermediate students that are reading between a 1st-2nd grade level to ensure student receiving services are not being serviced during CORE instruction ELA/mathematics.
- Continue with reading intervention supports/model in grades 1st-3rd grade.

Action 1

Title: Mathematics

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

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

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

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

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

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

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

Specify enhanced services for EL students:

PLCs will dis-aggregate data to monitor and track EL student progress on Common Formative Assessments in order to target EL student assessed learning needs. Students needing additional support will receive Tier 1 intervention in their classroom through small group instruction. TSA & Resource Teacher will support with Tier 2 intervention. English Language Learners 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.

Specify enhanced services for low-performing student groups:

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

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

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

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

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.

Describe Professional Learning related to this action:

- Teachers will continue to engage to build their understanding of the Mathematical Shifts of Focus, Coherence, and Rigor.
- Teachers will be provided professional learning focused on intentional planning and designing instruction

Improvement in mathematics assessments (SBAC, iReady, and key grade level assessments) will be recognized and celebrated during awards assemblies in which parents will participate.

- 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, Mathematics Common Core Companion, and CAASSP Item Specifications Resources.
- 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 (Intervention Program)

Action Details:

Winchell will provide a three-tiered approach to literacy support for students for 1st-6th grade students. Tier One will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives (Integrated ELA/ELD instruction, guided reading, Interactive Read Aloud, and the implementation of the GVC). 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 intensive intervention support around decoding, fluency, and comprehension, tutoring, digital resources, and push-in and pull out structures.

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

Owner(s):

Timeline:

- 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.
- 1st-6th grade teachers will utilize multiple assessments to identify students for intensive intervention to be screened for services (BAS, iReady, BPST, SBAC, and CFAs/CSAs).
- 1st-6th grade students will be screened and identified utilizing DIBELS, BAS and ELD levels to determine placement in Tier 3 intensive literacy intervention. Student progress will be monitored every two weeks utilizing the appropriate DIBELS progress monitoring tool by certificated tutors.
- K-6th grade students will provide small group, guided reading instruction, leveled text support to support literacy skills at their reading levels while students are needing tier 3 intensive services get support. Teachers will ensure groups are flexible and based on student progress.

- K-2nd Grade PLCs and Administration
- 1st-3rd grade PLCs
- CTs, PLCs and TSA
- K-6th Grade PLCs

- 3 CFAs per quarter
- After each Interim administration (2 times a year)
- End of the year for K students and August & January for 1st-3rd grade students.
- As needed to make students are moving and receiving differentiated instruction at their reading level. Students receiving intensive services should be assessed utilizing BAS at the end of each quarter.

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 will support by working with students working independently as the teacher meets with reading groups.
- 1st-6th identified students in need of intensive support with decoding, fluency, and comprehension instruction will be provided daily small group instruction for 30-45 minutes by certificated tutors, instructional aides, and

Teaching Fellows.

- 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.

Specify enhanced services for EL students:

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

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

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

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.

Specify enhanced services for low-performing student groups:

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

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

Describe Professional Learning related to this action:

- Teachers will be provided PL on how to best leverage Wonders resources to teach, practice, and reinforce Reading Foundations Standards and Skills.
- Teachers will be provided PL on the structures and necessary scheduling of CORE instruction to ensure all students receive ELA CORE instructional minutes.
- 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:

Professional Learning Communities (PLCs) will continue to collaborate to provide students a guaranteed and viable curriculum (standard aligned curriculum) and using an on-going assessment process that includes frequent, team developed, common formative assessments in the content area of English Language Arts. PLCs will engage in recurring cycles of review to determine re-engagement and enrichment instruction for individual and groups of students. PLCs will continue dis-aggregate common formative assessment outcomes by English Learner and Students with Disabilities sub groups. PLCs will focus on developing student digital literacy in the context of ELA by designing online tasks and 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, iReady, and ELPAC results will be utilized to establish school wide and grade level goals.
2. Scope & Sequence and IABs will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis for 1st and 2nd grade.
3. CAASPP IAB outcomes and CAASPP Item Specifications will be utilized to determine Common Formative Assessment alignment/rigor to assessed standards. Common Formative Assessments will be refined based on the alignment analysis for grade 3rd-6th.
4. PLC common formative assessments will be designed and/or refined to monitor student performance on Claim 1 Targets prior to SBAC. PLCs will plan re-engagement and/or enrichment for target groups of students. PLCs will develop online assessments and tasks to build on digital literacy skills that parallel Interim/CFAs and SBAC. PLCs will create calendars which indicate instructional windows for each CFA/CSA; administration of CFA/CSA; and analysis, reflection, and development of an instructional response plan for each CFA to provide Tier 1 and 2 intervention/support.

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

- Students in need of tier 1 and 2 interventions will be provided small group and re-teaching opportunities after PLCs developed CFA/CSAs.
- ILT members will be provided supplemental contracts to engage in school-wide cycles and review.
- 2nd-6th grade students will engage in literature circles using chapter books that compliment Wonders text sets.

Specify enhanced services for EL students:

- EL students will receive Integrated ELD instruction during CORE ELA instruction as teachers implement ELA Literacy standards in conjunction with ELD standards. Strategies will focus on accessing of fictional literary text grade TK-3rd and increasing the access to informational text in the following grade levels.
- EL students will be provided a minimum of 30 minutes of Designated ELD instruction. Students will be provided differentiated support based on their performance on the domains of speaking, listening, reading, and writing.
- EL students will be selected and identified with the support of PLCs and TSAVP to attend after school tutoring programs (Long-Term EL students)
- Long Term EL students will receive support in English Language Development, Reading, and Writing standards, concepts, and/or skills through intervention supported by TSA and Resource Teacher.
- ELPAC substitute Assessors will be provided to administer the speaking portion of the ELPAC assessment.

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

ELA SBAC and Interim outcomes will be shared during School Site Council Meetings, Coffee Chats, and ELAC meetings.

Students who demonstrate improvement on district and state assessments will be recognized at quarterly awards assemblies.

Owner(s):

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

Timeline:

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

Specify enhanced services for low-performing student groups:

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

Describe Professional Learning related to this action:

- Teachers will be provided PL focusing on best practices and/or instructional strategies that promote discussion grounded in complex text and task.
- Teachers will be provided PL focusing on best practices/instructional strategies that promote daily writing grounded in complex text and task.
- Teachers will be provided professional learning focused on intentional planning and designing instruction and tasks targeting Claim 1 reading targets and Claim 2 Writing Targets.
- Teachers will continue to build their understanding of English Language Arts grade level standards/Targets 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 IABs focusing on Claim 1 and Claim 2.
- Time will be provided so PLCs can score a Full Write Performance Task and create an action to target student learning needs based on scoring trends.

2020-2021 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			Books for Students and other references	376.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 2, & 3 Goal 2 Action 2 Goal 4 Action 1 SST Full Days 12 days \$1,800 IEP's 6 Sub day \$900 8 for 1/2 days x 2 Subs for SBAC proctors \$1,200 6 observation days \$900 10 Embedded PL \$ 1500 Site ILT 6 Subs for 2 days each \$1800	10,575.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student Food Max and other supplies	8,494.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology throughout school Projectors Tablets Maintenance Equipment other	27,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Other Equip Maintenance Obj. 5635	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Other. Equipment maintenance.	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Goal 1 and Action 1 Goal 2 Action 2 Materials and supplies and other	3,169.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Equipment and other	1,853.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL	50,428.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Goal 1 Action 1 Supplies and other (No Incentives or Food)	1,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Goal 1 Action 2 (7) Teaching Fellow contracts 9/8/20 - 5/7/21 (142 days) M-Th 3.5 hours per day and Fridays 3 hours per day	68,992.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.4375	CT tutor	45,533.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT reading Tutor	40,919.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental (certificated, Tech Digital/ \$1598.52 Culture and Climate (5ppl x12hrs. x 38.06 =\$2283.60	5,732.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Terry Esparza 1007159 is currently holding this position.	45,014.00
G1A2	Sup & Conc	Instruction	Bks & Ref			DIBELS (\$500) Reflex (subscription) \$3295 Star /Accelerated Reader (Gr.2-6) \$6,476 A-Z (Kinder- 2nd) \$1,365 ESGI (4/Kinder & TSA) \$700	13,596.00

2020-2021 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
G1A2		Instruction	Bks & Ref			Illuminate Platform 1st thru 6th \$1,260	13,596.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics \$ 3342	3,342.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT reading Tutor	34,851.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Translators	1,997.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Extra Time for students with reading Resource Teacher	1,830.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,000.00

\$377,701.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	42.237 %	30.874 %	2018-2019	37.874 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

In addition to the After School Program, Winchell offered the following clubs/extra-curricular activities....Peach Blossom, Student Council Coding, Volleyball, Football, Soccer, Basketball, Softball, Good News Club, and Band/ Strings performances,

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

Goal 2 Participation Rate

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.

There are less after school program activities for students in grades TK-3rd as they cannot participate in sports.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We were unable to secure a Wrestling Coach which is normally a popular sport in which students 3rd-6th grade can participate.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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

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

1 SSC:

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 such as Food Fairs highlighting specific cultures and Folklorico Dancing.

2 ELAC:

ELAC has been presented with a list of all programs and extracurricular activities provided at Winchell. ELAC members made recommendations to add additional clubs for students who do not enjoy participating in sports.

3 Staff:

Staff would like to continue with Fun Works to support our Daughter and Son Dance, School Carnival, Peach Blossom, Student Council, and Sports Programs.

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:

EL students will be actively recruited to participate in after school programs. EL students in need of targeted support will be selected to attend after tutoring programs (Library Tutoring), specifically in the early grades K-2nd. Teachers will be provided a criteria for prioritizing students that will benefit from the tutoring programs.

EL students will be actively recruited to participate in Peach Blossom, Coding, and Student Council through teacher selection and student outreach.

Specify enhanced services for low-performing student groups:

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

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

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

- Parents are invited to chaperone field FUSD and school sponsored field trips.
- Parents share ideas for types of clubs and extra-curricular activities they would like to see at Winchell.

Describe Professional Learning related to this action:

- Culture & Climate Team will continue to provide PLs focusing on developing relationships with students, specifically targeting students with chronic/intensive behaviors.
- In collaboration with CCT, teachers will continue to develop individualized behavior charts/plans that promote positive behavior and engagement.
- Morning Meetings curriculum and structures will be implemented to support student sense of belonging and motivate students to participate in school activities/clubs.
- CCT will continue to develop and refine the 2 x 10 Mentor support for students struggling with motivation and positively connecting with adults.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	93.137 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	88.776 %	2018-2019	95.776 %
Exposure to Careers - 6th Grade	100 %	92.381 %	2018-2019	99.381 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade
All students are encouraged to attend field trips.

Exposure to Careers - 4th Grade
All students are encouraged to attend field trips.

Exposure to Careers - 6th Grade
All students are encouraged to attend field trips. Parents were provided informational meetings to encourage participation with attending camp.

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

Exposure to Careers - 3rd Grade
There is no significant disproportionality for any significant subgroup.

Exposure to Careers - 4th Grade
There is no significant disproportionality for any significant subgroup.

Exposure to Careers - 6th Grade
There is no significant disproportionality for any significant subgroup.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

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

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

<p>1 SSC:</p> <p>SSC has been informed of FUSD and school site sponsored field trips. SSC members were informed about the lottery system to select chaperones when there multiple adults wanting to participate in an event.</p>	<p>2 ELAC:</p> <p>SSC has been informed of FUSD and school site sponsored field trips. SSC members were informed about the lottery system to select chaperones when there multiple adults wanting to participate in an event.</p>	<p>3 Staff:</p> <p>Staff has been informed of the importance of all students being able to attend the study trips.</p> <ul style="list-style-type: none"> • 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. • Regular communication between teacher, student, and parents regarding field trips and behavior expectations was encouraged to ensure a safe learning environment.
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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

Owner(s):

Timeline:

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. Teachers will ensure students attend all goal 2 study trips.

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

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:

see direct services

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.

Specify enhanced services for low-performing student groups:

see direct services

Describe Professional Learning related to this action:

So specific PL

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	13.152 %	15.985 %	2018-2019	13.985 %
Suspensions Per 100	2.071 %	4.094 %	2018-2019	3.094 %
Student Survey - Caring adult	77.892 %	59.565 %	2018-2019	66.565 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

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

Suspensions Per 100

Students with multiple office referrals and suspensions were referred to tier 2 and 3 supports which included and are not limited to CWA chats/home visits, 10 X2 mentor, and/or On-Site Counseling services.

Students struggling with peer conflicts and physical aggression were provided an alternate recess and/or support during recess and lunch.

Student Survey - Caring adult

Teachers were provided professional development to increase their repertoire of strategies and supports the focus on reinforcing and fostering positive student behavior. Teachers refocused on the 3:1 to ratio as a strategy to stay focused on positive behavior and create positive learning environment for all students.

Seven teachers were piloted Morning Meetings curriculum and structure to support the schoolwide launching in 2020-21 school year.

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

Chronic Absenteeism

18% of the SWD student group were chronically absent compared to 15% of all students. There is a correlation between SWD who have multiple suspensions and chronic misbehaviors and the students who are chronically absent. Students are not feeling/having success academically and behaviorally are not wanting to attend school.

Due to the increase in incidents in suspension which disproportionately include 18 SWD, their absences have also increased. In order to reduce absences, there needs to be an effort to engage students with school and ensure engagement with academics and extra-curricular activities.

Suspensions Per 100

26 students have been suspended compared to 23 students from the previous year. 69% of the students suspended are students with disabilities. This is disproportionate number of students compared to the percent of students with disabilities that represent the student population.

14 of the 18 students suspended are in the Special Day Class setting. SDC staff needed support in developing classroom management strategies to support students with intensive behavior needs. There was a need to develop formal behavior plans, tier 2 and 3 behavior supports in all learning environment settings, counseling services, and ongoing administrative support and feedback.

Student Survey - Caring adult

SWD (RSP & SDC) disproportionately represented the number of students suspended in addition to incidents of suspension. There is a need to find adults and/or mentors to engage with the students or provide daily check ins.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The SEL aide was not hired until the middle of the year, so we were unable to leverage her role and services to support students in need of tier 2 and 3 behavior supports. The SEL aide will be able to start at the beginning of the school year and build up the necessary resources and supports i.e. alternate recess space, activities, and games; and the teaching of social skills groups in the classroom setting.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of the analysis from steps, continue to provide 760 hours of On-Site Counseling; leverage the SEL aide to support all students but specifically in the SDC classroom setting by supporting with social skills groups; increase school psychologist time to support within the SDC setting and/or provide support in creating tier 2 and 3 behavior interventions for students with chronic misbehaviors or suspensions; and launch the Morning Meetings curriculum/structure schoolwide.

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

1 SSC:

2018-19 Data Dashboard outcomes were shared at February and March SSC meetings. Preliminary data from 2019-20 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.

2 ELAC:

2018-19 Data Dashboard outcomes were shared at February and March SSC meetings. Preliminary data from 2019-20 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.

3 Staff:

Staff reviewed Culture & Climate Data at the beginning of the year to launch the focus on increasing positive interactions focus as a Tier 1 support and 10 x2 mentors as a tier 2 support.

Staff Recommendations:

- Continue with 760 hours of On-Site Counseling
- Continue with SEL aide role
- Increase time with school psychologist for tier 2 and 3 behavior support

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, behavioral, and academic needs of all students. The school will continue to implement universal social-emotional and behavioral supports through the implementation of Second Step, Classroom Meetings that Matter Curriculum and a variety programs and strategies to promote positive behaviors such PAWS Guidelines to Success incentives/assemblies, Bucket Fillers, 3:1 ratio, CHAMPS, and individual and classroom positive attendance incentives. As part of a tiered level of support, students in need of tier 2 and 3 supports and interventions will be provided individualized behavior charts, participation in attendance groups, social skills groups, behavioral and social-

emotional interventions provided by Paraprofessional/Instructional Assistant, counseling provided by an On-Site Counselor and/or School Psychologist.

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

Explain the Progress Monitoring and data used for this Action

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

1. Culture & Climate team will review suspension and office referrals to discover root causes and develop supports and intervention based on who, what, where, and when the misbehavior is occurring.
2. Administration will meet with CWA to identify students that meet the chronic absenteeism and engage them in available supports and interventions.
3. Student Success Team (Paraprofessional/Instructional Assistant, RSP Teacher, Certificated Tutors, GE teacher, TSA, parents, teacher, and key support staff) and administration will refer students who meet tier 2 and 3 criteria for services and support from Paraprofessional/Instructional 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.

Owner(s):

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

Timeline:

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

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

- Student Success Team will organize and facilitate SST meetings with the support of HSL. SST meetings will be scheduled as needed and once a month a roving substitute will be provided to classroom teachers for a full day of SST meetings.
- 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.
- Paraprofessional/Instructional Assistant will provide social-emotional, behavioral, and/or academic supports, learning options, alternatives and various activities in order to achieve their personal best in the classroom setting, playground, and/or designated classroom.
- On-Site Counselor will provide group and individual counseling services to identified students.
- Materials and supplies such as but not limited to paper, pencils, notebooks, journals, copier, dry erase pens, AR/STAR licenses, etc... will be provided as needed.
- Students with disabilities (SWD) with intensive behavior needs and poor attendance behaviors will be provided priority to On-Site Counseling services, Child Welfare Attendance Specialist supports, and will be a focus of monthly SPED and administration team meetings.

Specify enhanced services for EL students:

English Language Learners with social-emotional needs will have access to the SEL aide 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.

Specify enhanced services for low-performing student groups:

English Learners and SWD with intensive and/or chronic misbehaviors will be paired with a 10 x2 mentor as tier 2 support.

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

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

SWD with one or more suspensions will receive support from school psychologist with positive behavior strategies, behavior support plan implementation, and/or small group support with SEL.

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

Describe Professional Learning related to this action:

- 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, behavioral, and academic success.
 - Child care/Translators
- Teachers will be provided PL focusing on how to establish an invitational learning environment, build relationships with students, and increase student cognitive engagement.
 - 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, self-management, self-efficacy, and self-awareness.
 - Teachers will receive professional learning, supports, strategies, and resources to implement tier 1 and 2 students interventions/supports.
 - NTAs and support staff will receive professional learning based on student support needs and to provide strategies in line with a positive culture and climate.
 - Teachers will receive professional development on launching Morning Meetings Curriculum.

2020-2021 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	Parent Participation	Cls Sup-Sup			Babysitting for parent meeting/ School site events	4,050.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage HSL	100.00
G4A1	Sup & Conc	Instruction	Off Eq Lease			Copier/Fax lease	7,400.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Parent supplies, food Maxx and other \$3000	3,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Psychologist, School	0.1000	0.3 FTE SPSA Drop	16,157.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : On-site Counseling/FUP: On-Site- Counseling (760 hrs. 4 days a week total of 36 weeks totaling 21 hours per week Hourly rate \$46.00 total cost \$34,960	34,960.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Supplemental NTA / Culture & Climate (1)	4,618.00

\$70,285.00

2020-2021 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			Books for Students and other references	376.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Goal 1 Action 2, & 3 Goal 2 Action 2 Goal 4 Action 1 SST Full Days 12 days \$1,800 IEP's 6 Sub day \$900 8 for 1/2 days x 2 Subs for SBAC proctors \$1,200 6 observation days \$900 10 Embedded PL \$ 1500 Site ILT 6 Subs for 2 days each \$1800	10,575.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student Food Max and other supplies	8,494.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology throughout school Projectors Tablets Maintenance Equipment other	27,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Other Equip Maintenance Obj. 5635	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Other. Equipment maintenance.	5,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Goal 1 and Action 1 Goal 2 Action 2 Materials and supplies and other	3,169.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Equipment and other	1,853.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL	50,428.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Goal 1 Action 1 Supplies and other (No Incentives or Food)	1,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: Goal 1 Action 2 (7) Teaching Fellow contracts 9/8/20 - 5/7/21 (142 days) M-Th 3.5 hours per day and Fridays 3 hours per day	68,992.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.4375	CT tutor	45,533.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	CT reading Tutor	40,919.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental (certificated, Tech Digital/ \$1598.52 Culture and Climate (5ppl x12hrs. x 38.06 = \$2283.60	5,732.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500	Terry Esparza 1007159 is currently holding this position.	45,014.00
G1A2	Sup & Conc	Instruction	Bks & Ref			DIBELS (\$500) Reflex (subscription) \$3295 Star /Accelerated Reader (Gr.2-6) \$6,476 A-Z (Kinder- 2nd) \$1,365 ESGI (4/Kinder & TSA) \$700 Illuminate Platform 1st thru 6th \$1,260	13,596.00
G1A2	Sup & Conc	Instruction	Direct-Graph			Graphics \$ 3342	3,342.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	CT reading Tutor	34,851.00
G1A2		Parent Participation	Oth Cls-Supp				1,000.00

G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp		Translators		1 997.00
G1A3	Sup & Conc	Instruction	Teacher-Supp		Extra Time for students with reading Resource Teacher		1,830.00
G1A3	LCFF: EL	Instruction	Direct-Other		ELPAC Assessors		6,000.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup		Babysitting for parent meeting/ School site events		4,050.00
G4A1	Title 1 Basic	Attendance & Social Work Services	Local Mileag		Mileage HSL		100.00
G4A1	Sup & Conc	Instruction	Off Eq Lease		Copier/Fax lease		7,400.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp		Parent supplies, food Maxx and other \$3000		3,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Psychologist, School	0.1000	0.3 FTE SPSA Drop	16,157.00
G4A1	Sup & Conc	Guidance & Counseling Services	Subagreements		On-Site Counseling/FPU : On-site Counseling/FUP: On-Site- Counseling (760 hrs. 4 days a week total of 36 weeks totaling 21 hours per week Hourly rate \$46.00 total cost \$34,960		34,960.00
G4A1	Sup & Conc	Other Pupil Services	Oth Cls-Supp		Classified Supplemental NTA / Culture & Climate (1)		4,618.00
							\$447,986.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$74,518.00
Sup & Conc	7090	\$275,170.00
LCFF: EL	7091	\$98,298.00
Grand Total		\$447,986.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$377,701.00
G4 - All students will stay in school on target to graduate	\$70,285.00
Grand Total	\$447,986.00