

Winchell Elementary

10621666006571

Principal's Name: Karina Stenfort

Principal's Signature:

A handwritten signature in black ink that reads "K Stenfort". The signature is written in a cursive style with a large initial "K" and a long horizontal stroke at the end.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances


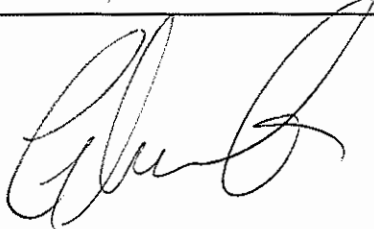
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Karina Stenfort	X				
2. Chairperson -Gloria Gonzalez				X	
3. Maria Flores				X	
4. Maria Gasca				X	
5. Beatriz Delgado				X	
6. Lidia Villegas				X	
7. Linda Lopez			X		
8. Vickie Dervin		X			
9. Sofia Perez		X			
10. Adrienne (Cindy) Lucero		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: Winchell Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Karina Stenfort		3/26/21
SSC Chairperson	Gloria Gonzalez		3/26/21

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 2021/22

Winchell - 0490

ON-SITE ALLOCATION

3010	Title I	\$75,210 *
7090	LCFF Supplemental & Concentration	\$242,847
7091	LCFF for English Learners	\$109,350
7099	School Opening Support <i>(New! One-time funds)</i>	\$27,429
TOTAL 2021/22 ON-SITE ALLOCATION		\$454,836

* 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		\$1,962
Remaining Title I funds are at the discretion of the School Site Council		\$73,248
Total Title I Allocation		\$75,210

Winchell Elementary 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		7.27 %	2019-2020	14.27 %
I-Ready ELAD2 On Level		25.79 %	2020-2021	32.79 %
I-Ready Math D2 On Level		17.99 %	2020-2021	24.99 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

PLCs developed 1-2 ELA CFA/CSAs with one summative assessment aligned to the 1-2 CFAs. PLCs planned and delivered targeted intervention based on the students' assessed learning needs. PLCs continued to develop their understanding of Claim 1 Targets 9 & 11 to develop and refine common formative assessments and align texts, tasks, and questions. There was a need to engage staff in professional development focusing on calibration of scoring assessments to ensure alignment and understanding of student mastery and proficiency. Preliminary data from the iReady district assessment demonstrates that all grade levels made small gains from the first administration.

I-Ready Math D2 On Level

PLCs administered, developed, and/or refined a minimum of 2-3 CFAs per quarter, end chapter summative assessments, and 3rd-6th grade teams administered assessments aligned to the IABs after first teaching of key mathematics domains. PLCs developed instructional response plans after the administration of common formative assessments as a tier 1 and 2 response. PLCs included mathematics performance tasks within every Go Math chapter or at least one per quarter. Preliminary data from the iReady district assessment demonstrates that all grade levels made small gains from the first administration.

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

I-Ready ELA D2 On Level

According to iReady ELAD2, 26% of all students currently meet/exceed standards, 35% are one year behind and 40% are two or more years behind. The data demonstrates that 7% of students with disabilities (SWD) are currently meeting or exceeding grade level standards and 18% of them are one year behind. Even though the data shows that our SWD students are making improvements, there is still a disproportionate discrepancy between them and the overall student population. 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 English Learners (EL) students are meeting/exceeding grade level standards, 32% are one grade level behind. EL students increased in their overall proficiency and are expected to continue to improve and meet the target learning goals. 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.

I-Ready Math D2 On Level

EL Reclassification Rate

PLCs focused on providing language development to our EL students through both designated and integrated ELD instruction and planned and delivered targeted intervention based on the students assessed learning needs from CFA results.

According to iReady Math D2, 18% of all students currently meet/exceed standards, 44% are one year behind and 38% are two or more years behind. The data demonstrates that 7% of students with disabilities (SWD) are currently meeting or exceeding grade level standards and 18% of them are one year behind. Even though the data shows that our SWD students are making improvements, there is still a disproportionate discrepancy between them and the overall student population. 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. 12% of English Learners (EL) students are meeting/exceeding grade level standards, 44% are one grade level behind. EL students increased in their overall proficiency and are expected to continue to improve and meet the target learning goals. EL students also 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, as well as language support.

EL Reclassification Rate

Due to the disruption of state and district assessments because of school closure, we currently do not have accurate redesignation rate results. However, in looking at the identified expected redesignation year of our English Learners, we have 45 long term English learners who should already have been redesignated and 29 English Learners with the redesignation date of this year. This totals 74 of the 263 English Learner students that should be redesignated this year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Teachers were unable to attend outside professional development, such as the standards institute. Funds were utilized to purchase necessary technology to accommodate the need to virtual learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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 Certificated Tutor 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 replenish the ones that were given to students for virtual learning. Funds will be utilized to purchase student devices/computers and other technology used in the classroom for instruction such as projectors, elmos, etc.

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:

Our school site council members gave input and were in agreement with areas of focus and the modifications to the school site plan and budget allocations.

2 ELAC:

Our English Learner Advisory Committee gave input and were in agreement with areas of focus and the modifications to the school site plan and budget allocations specifically actions focusing on EL students.

3 Staff:

Our staff members gave input and were in agreement with areas of focus and the modifications to the school site plan and budget allocations.

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 to 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 & 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 online programs, paper, pencils, notebooks, journals, copier, dry erase 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).

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

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. 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).
3. 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.
4. 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.

Owner(s):

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

Timeline:

1. 3 CFAs per quarter
2. After each Interim administration (2 times a year)
3. End of the year for K students and August & January for 1st-3rd grade students.
4. 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 as well as professional development opportunities such as Orton Gillingham. 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.

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.

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 to 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.

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).

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.
- 2n-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.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.4375		45,572.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,283.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Retiree Contract (Estella Reyes) New CT	39,183.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		35,412.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Technology Purchases	8,221.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 6 Inter-Act Fellows, 150 Days	64,875.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for SST, IEPs, SBAC proctors, observation days, embedded PL, ILT	8,199.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tech Digital/Support	1,437.00
G1A3	Sup & Conc	Instruction	Bks & Ref			DIBELS-\$500 ESGI-\$800 Time4Kids-\$1980 A-Z Reading-\$1400 Reflex Math-\$3300 Accelerated Reader-\$4060 Illuminate-\$2400	14,440.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	21,507.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	7,300.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,400.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology Purchases	7,598.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Technology Purchases	7,429.00

\$323,356.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

All students were encouraged to attend the virtual field trips that provide exposure to careers that were offered to their individual grade levels. Since the field trips were virtual this year, due to online learning, the attendance rate was not as high as previous years.

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

Student-centered real world learning experience - Site Defined

There is no significant disproportionality for any significant subgroup.

Step 2: For the current year, 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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.

1 SSC:

2 ELAC:

3 Staff:

Our school site council members were informed of the exposure to career opportunities and were in agreement with areas of focus of the school site plan in this area.

Our English Learner Advisory Committee was informed of the exposure to career opportunities and were in agreement with areas of focus of the school site plan in this area.

Our staff members were informed of the exposure to career opportunities and were in agreement with areas of focus of the school site plan in this area.

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. Teachers will ensure students attend all 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:

see direct services

Specify enhanced services for low-performing student groups:

see direct services

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		27.84 %	2020-2021	25.84 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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, 10x2 mentor, and/or On-Site Counseling services. There needs to be more of a focus on students who are not attending school that fall under the chronic absenteeism criteria. Students in this criteria are primarily in the primary grades which becomes a parent level intervention.

Suspensions students with 1 or more

During the implementation of virtual learning, there were no incidents of suspensions. Previously, students with multiple office referrals and suspensions were referred to tier 2 and 3 supports which included and were not limited to CWA chats/home visits, 10x2 mentor, and/or On-Site Counseling services. Students struggling with peer conflicts and physical aggression were provided an alternate recess and/or support during during recess and lunch.

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

Chronic Absenteeism

During distance learning, 48% of the SWD student group were considered chronically absent, compare to 30% of all students. There is a disproportionate difference with our SWD student group. There were many connectivity issues and issues in navigating technology during virtual learning that greatly contributed to the disproportionality. However, this disproportionality has existed in the past with this student group due to the discrepancy in suspensions. Therefore, in order to reduce absences when we return to in-person instruction, there needs to be an effort to engage students with school and ensure engagement with academics and extra-curricular activities.

Suspensions students with 1 or more

During distance learning, there were no incidents of suspensions, therefore there was no disproportionality between student groups. However, in previous years during in-person learning, there has been a trend of disproportionate number of students with disabilities being suspended compared to the overall student population. SDC staff will need support in develop in classroom management strategies to support students with intensive behavior needs. There is a need to develop formal behavior plans, tier 2 and tier 3 behavior supports in all learning environment settings, counseling services, and ongoing administrative support and feedback.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to the transition to distance learning, we were unable to leverage the role and services of the SEL aide to support students in need of tier 2 and 3 behavior supports. The SEL aide was able to support some students virtually, however the student participation rate was low.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of the analysis from steps, we will continue to provide On-Site counseling, increased school psychologist time to support with tier 2 and 3 behavior intervention for students with chronic misbehaviors or suspension, the implementation of Morning Meetings curriculum and additional opportunities to build social skills through activities during unstructured time such as morning and lunch recess. The SEL aide position will be eliminated to fund an additional CT position to support literacy in the upper grades.

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>Our school site council members were in agreement with areas of focus and the modifications to the school site plan and budget allocations in this goal.</p>	<p>2 ELAC:</p> <p>Our English Learner Advisory Committee members were in agreement with areas of focus and the modifications to the school site plan and budget allocations in this goal.</p>	<p>3 Staff:</p> <p>Our staff members were in agreement with areas of focus and the modifications to the school site plan and budget allocations in this goal.</p>
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Action 1

Title: Student Engagement

Action Details:

School is committed to aligning efforts to enhance student engagement: All students will engage in arts, activities, and athletics. School will work to implement a comprehensive program to increase the number of 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, Folklorico, Cultural Assemblies, etc....) Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students in Student Council, Peach Blossom, Coding and the creation of new clubs and activities for the upcoming year.

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. 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 and activities after school.
4. The school will sponsor additional field trips and activities through fundraising efforts.

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

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.
- Materials and supplies for Folklorico and cultural assemblies and activities.

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.

Action 2

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:	<input checked="" type="checkbox"/> Strong Evidence	<input checked="" 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. 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 On-Site Counselor or psychologist.
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)

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.
- Psychologist will provide social-emotional, behavioral, and/or academic supports, learning options, alternatives and various activities in order to achieve their personal best in the classroom setting, playground, and/or designated classroom.
- On-Site 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, dryerase 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : 36 wks, 21hrs per wk	40,070.00
G3A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1060393	15,356.00

\$55,426.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Survey– Overall Positive in Belonging Domain		54.84 %	2019-2020	70.84 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

This is a new goal for our district and our site. We will be using the staff survey to measure this goal.

Staff Survey – Overall Positive in Belonging Domain

This is a new goal for our district and our site.

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

Staff Goal - Site Defined

This is a new goal for our district and our site. The metric measures staff overall positive in the belonging domain of their staff survey. There are no disproportionate results in the survey.

Staff Survey – Overall Positive in Belonging Domain

This is a new goal for our district and our site. The metric measures staff overall positive in the belonging domain of their staff survey. There are no disproportionate results in the survey.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal for our district and our site, therefore there are no major differences between the intended and the 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal for our district and our site, the actions that our site will implement to achieve this goal will be to provide ongoing professional development on cultural proficiency and enable a positive learning and working environment through recognitions, celebrations and by promoting school spirit and collaboration.

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:

Our school site council members were in agreement with areas of focus and the modifications to the school site plan and budget allocations in this goal.

2 ELAC:

Our English Learner Advisory Committee members were in agreement with areas of focus and the modifications to the school site plan and budget allocations in this goal.

3 Staff:

Our staff members were in agreement with areas of focus and the modifications to the school site plan and budget allocations in this goal.

Action 1

Title: Staff Sense of Belonging

Action Details:

Our school is committed to promote cultural diversity and community among all stakeholders. Our school will work to train all staff on cultural proficiency training to enable a positive learning and working environment through professional development opportunities and through recognitions, celebrations and by promoting school spirit and collaboration. Funds for professional development opportunities and materials and supplies for recognitions, celebrations and promoting school spirit will be utilized. Including but not limited to books, pins, shirts, lanyards, etc.

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

We will be using the staff survey in the sense of belonging to monitor the effectiveness of this action, which will be administered twice a year.

Owner(s):

- 1. Principal
- 2. VP
- 3. Culture & Climate Team
- 4. Teachers

Timeline:

- 1. Beginning of the school year with a school launch.
- 2. Monthly through PLs.
- 3. Mid Year with the anti-bullying launch/kindness campaign.
- 4. Twice a year through the staff survey.

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- All staff will participate in the beginning of the school year launch and will be given school spirit attire and materials to promote school spirit and collaboration.
- All staff will participate in monthly PLs that will address cultural proficiency.
- All staff will participate in the annual anti-bullying launch/Kindness campaign.

Specify Professional Development or Staff Services to support EL students:

All staff will participate in professional development focusing on cultural proficiency and diversity, which will include meeting the needs of English Learners.

Specify Professional Development or Staff Services to support low-performing student groups:

All staff will participate in professional development focusing on cultural proficiency and diversity, which will include meeting the needs of all students, including our low-performing students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	One-Time School	Instruction	Cons Svc/Oth			Cullinan : Professional Development, other vendors TBD Conferences Trainings	20,000.00

\$20,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		94.13 %	2019-2020	97 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

This is a new goal for our district and our site. We will be using the parent survey to measure this goal.

Parent Survey - Respected and welcomed

This is a new goal for our district and our site.

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

Family Goal - Site Defined

This is a new goal for our district and our site. The metric measures parents feeling respected and welcomed in the parent survey. There are no disproportionate results in the survey.

Parent Survey - Respected and welcomed

This is a new goal for our district and our site. The metric measures parent overall positive responses in feeling respected and welcomed at our site. There are no disproportionate results in the survey.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal for our district and our site, therefore there are no major differences between the intended and the 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 (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal for our district and our site, the actions that our site will implement to achieve this goal will be to provide opportunities and activities to engage with the school and feel welcomed through assemblies, performances, awards celebrations, parent meetings and also by promoting school spirit with our community as well as quarterly cultural celebrations to promote and celebrate diversity.

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:

Our school site council members were in agreement with areas of focus in this goal.

2 ELAC:

Our English Learner Advisory Committee members were in agreement with areas of focus in this goal. They were especially excited about having quarterly cultural proficiency celebrations and student performances.

3 Staff:

Our staff members were in agreement with areas of focus and in this goal.

Action 1

Title: Families Welcomed and Respected

[Action Details:](#)

Our school is committed to promote cultural diversity and community among all stakeholders. Our school will work to provide cultural diversity celebrations and activities to make families feel welcomed, engage them in our school and enable a positive environment at our site. Activities and parent meetings will include ELAC, SSC, Coffee Hour, awards assemblies, Cultural celebrations, student performances, Carnival, Open House, Back to School night, etc. Funds for materials and supplies for recognitions, celebrations and promoting school spirit will be utilized.

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](#)

We will be using the parent survey regarding feeling welcomed and respected to monitor the effectiveness of this action, which is administered in the spring.

[Owner\(s\):](#)

1. Principal
2. VP
3. Culture & Climate Team
4. Parents

[Timeline:](#)

1. Beginning of the school year with Back to school night.
2. Quarterly with cultural celebrations and awards assemblies.
3. Throughout the year with parent meetings such as coffee hour, SSC, ELAC and parent teacher conferences.
4. In the spring with the parent survey.

[Describe Direct Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

- All parents will be invited to participate in all student assemblies and activities to promote a sense of community and belonging at our site.
- All parents will be invited to attend quarterly cultural diversity celebrations to promote unity and enable a welcoming environment.
- During parent meetings, parents will have the opportunity to receive school attire to promote school spirit and a sense of belonging at our site.

[Specify Direct Service and Opportunities for parents and families to support EL students:](#)

Parents will be given the opportunity to participate and attend quarterly cultural diversity events, student

[Specify Direct Service and Opportunities for parents and families to support low-performing student groups:](#)

assemblies, and meetings, which will include information on how to meet the needs of English Learners.

Parents will be given the opportunity to participate and attend quarterly cultural diversity events, student assemblies, and meetings, which will include information on how to meet the needs of all students including low-performing students.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0490 Winchell Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	1,014.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Supplies ** NO FOOD OR INCENTIVES **	1,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	100.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation	952.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		52,988.00

\$56,054.00

2021-2022 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
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Resource, Reading	0.4375		45,572.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375		48,283.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Retiree Contract (Estella Reyes) New CT	39,183.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375		35,412.00
G1A3	Title 1 Basic	Instruction	Nc-Equipment			: Technology Purchases	8,221.00
G1A3	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 6 Inter-Act Fellows, 150 Days	64,875.00
G1A3	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for SST, IEPs, SBAC proctors, observation days, embedded PL, ILT	8,199.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Tech Digital/Support	1,437.00
G1A3	Sup & Conc	Instruction	Bks & Ref			DIBELS-\$500 ESGI-\$800 Time4Kids-\$1980 A-Z Reading-\$1400 Reflex Math-\$3300 Accelerated Reader-\$4060 Illuminate-\$2400	14,440.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	21,507.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	7,300.00
G1A3	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	1,000.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	500.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,400.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology Purchases	7,598.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Technology Purchases	7,429.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			On-Site Counseling/FPU : 36 wks, 21hrs per wk	40,070.00
G3A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	1060393	15,356.00
G4A1	One-Time School	Instruction	Cons Svc/Oth			Cullinan : Professional Development, other vendors TBD Conferences Trainings	20,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	1,014.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Supplies ** NO FOOD OR INCENTIVES **	1,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL Mileage	100.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation	952.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		52,988.00

\$454,836.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$75,210.00
Sup & Conc	7090	\$242,847.00
LCFF: EL	7091	\$109,350.00
One-Time School	7099	\$27,429.00
Grand Total		\$454,836.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$323,356.00
G3 - Increase student engagement in their school and community	\$55,426.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$56,054.00
Grand Total	\$454,836.00