

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winton Middle School	01611926056972	April 20, 2023	May 24, 2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI:

There are 22 schools in the district that have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- All indicators at the lowest status level; or
- All indicators at the lowest status level but one indicator at another status level”

Our site is one of the sites that was identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Winton Middle School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

## Involvement Process for the SPSA and Annual Review and Update

The planning for the SPSA was conducted over several meetings in 2022-2023 with the parents as part of ELAC and in the SSC. The contents of the plan and the expenditures of funds were approved by votes of members of the SSC, which includes administrators, teachers, staff, parents, and a student.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Winton Middle School saw a reduction in its Title I allocation as the LEA transitioned to a District-wide allocation based on the entire District being designated for Title I eligibility. The decrease in funds resulted in eliminating new instructional programs leaving the majority of spending dedicated to salaries and benefits.

With most of the Title I funds spent on salaries for employees that service the entire community, the ability to address specialized and targeted learning needs requiring funding was severely limited.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.20%	0.4%		1	2
African American	6.3%	9.18%	8.63%	33	47	43
Asian	4.6%	3.52%	3.41%	24	18	17
Filipino	2.8%	3.91%	4.22%	15	20	21
Hispanic/Latino	80.9%	75.00%	74.7%	427	384	372
Pacific Islander	2.3%	2.54%	2.01%	12	13	10
White	1.3%	1.95%	3.01%	7	10	15
Multiple/No Response	1.9%	3.52%	3.21%	10	18	16
	<b>Total Enrollment</b>			528	512	498

### Conclusions based on this data:

Winton's student body is averaging 512 students for the last three years.  
 This school year, we have decreased by 14 students.  
 Winton's Filipino and White student groups have increased from the previous years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	180	129	110	34.10%	25.2%	22.1%
Fluent English Proficient (FEP)	218	238	219	41.30%	46.5%	44.0%
Reclassified Fluent English Proficient (RFEP)	4			2.2%		

### Conclusions based on this data:

The English Learner population has decreased by 12% over the last 3 years.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	268	242		0	226		0	226		0.0	93.4	
Grade 8	254	252		0	243		0	243		0.0	96.4	
All Grades	522	494		0	469		0	469		0.0	94.9	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2497.			7.96			22.12			26.11			43.81	
Grade 8		2496.			4.12			21.40			29.22			45.27	
All Grades	N/A	N/A	N/A		5.97			21.75			27.72			44.56	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		7.08			56.64			36.28		
Grade 8		7.00			47.74			45.27		
All Grades		7.04			52.03			40.94		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.73			56.19			34.07	
Grade 8		5.76			48.56			45.68	
All Grades		7.68			52.24			40.09	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		6.64			69.03			24.34	
<b>Grade 8</b>		8.23			65.84			25.93	
<b>All Grades</b>		7.46			67.38			25.16	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		14.60			55.75			29.65	
<b>Grade 8</b>		9.88			61.73			28.40	
<b>All Grades</b>		12.15			58.85			29.00	

**Conclusions based on this data:**

Winton is averaging 5.97% for the students who exceeded the standards.  
Winton is averaging 21.75% for the students who met the standards.  
Winton is averaging 27.72% for the students who nearly met the standards.  
Winton is averaging 44.56% for the students who have not met the standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	268	242		0	225		0	225		0.0	93.0	
Grade 8	254	252		0	243		0	243		0.0	96.4	
All Grades	522	494		0	468		0	468		0.0	94.7	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2437.			0.89			8.44			24.00			66.67	
Grade 8		2445.			2.88			4.94			18.52			73.66	
All Grades	N/A	N/A	N/A		1.92			6.62			21.15			70.30	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		0.89			35.11			64.00	
Grade 8		3.70			33.74			62.55	
All Grades		2.35			34.40			63.25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.22			45.78			52.00	
Grade 8		3.29			44.03			52.67	
All Grades		2.78			44.87			52.35	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.22			56.44			41.33	
Grade 8		1.65			54.73			43.62	
All Grades		1.92			55.56			42.52	

**Conclusions based on this data:**

Winton is averaging 1.92% for the students who exceeded the standards.  
Winton is averaging 6.62% for the students who met the standards.  
Winton is averaging 21.15% for the students who nearly met the standards.  
Winton is averaging 70.30% for the students who have not met the standards.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>512</b>	<b>69.7</b>	<b>25.2</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Winton Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	129	25.2
<b>Foster Youth</b>		
<b>Homeless</b>	3	0.6
<b>Socioeconomically Disadvantaged</b>	357	69.7
<b>Students with Disabilities</b>	80	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	47	9.2
<b>American Indian</b>	1	0.2
<b>Asian</b>	18	3.5
<b>Filipino</b>	20	3.9
<b>Hispanic</b>	384	75.0
<b>Two or More Races</b>	18	3.5
<b>Pacific Islander</b>	13	2.5
<b>White</b>	10	2.0

**Conclusions based on this data:**

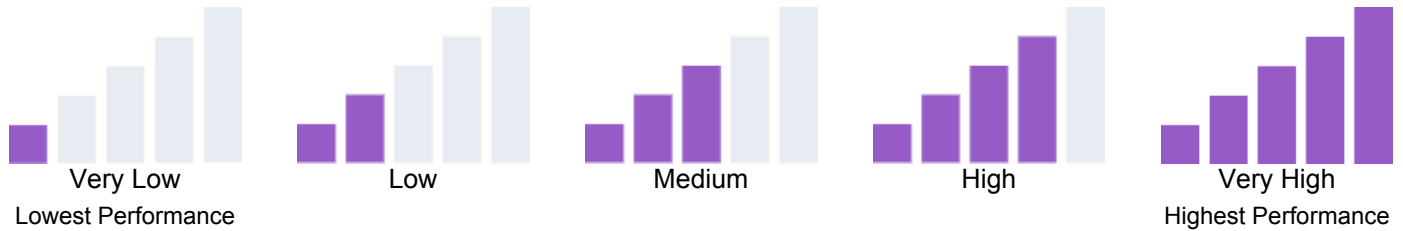
Winton's largest ethnic group is Latinx at 75.0%.  
Winton's second largest group is Socioeconomically Disadvantaged at 69.7%.

# School and Student Performance Data

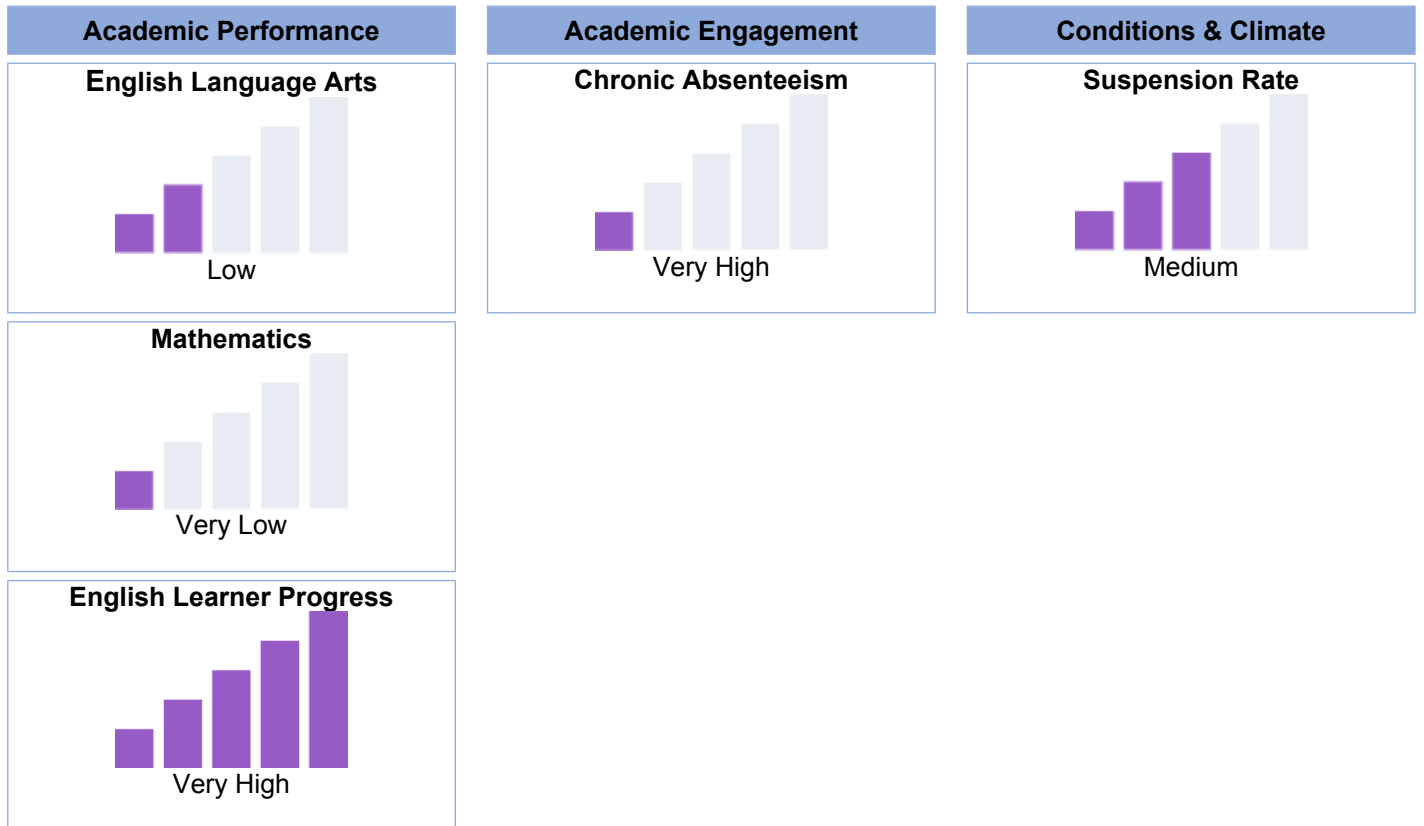
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

Winton's overall Academic Performance in ELA is low.  
 Winton's overall Academic Performance in Math is low.  
 Winton's overall Academic Performance in EL Progress is very high.  
 Winton's overall Academic Engagement in chronic absenteeism is very high.  
 Winton's overall suspension rate is medium.



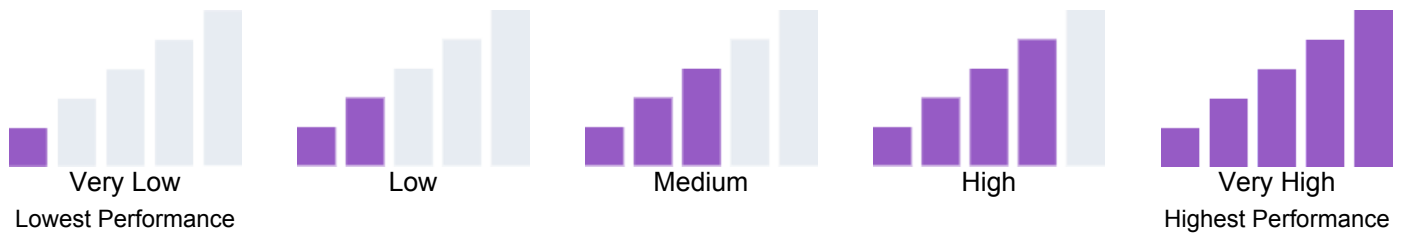


# School and Student Performance Data

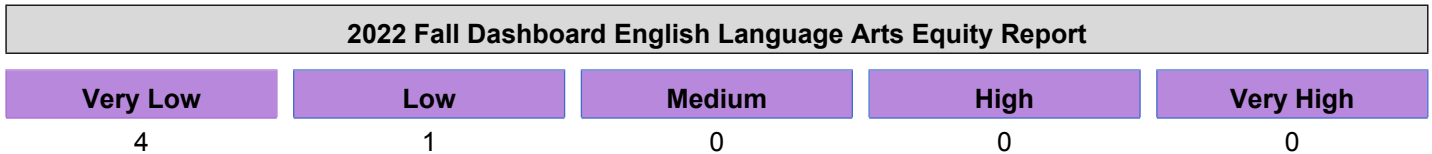
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

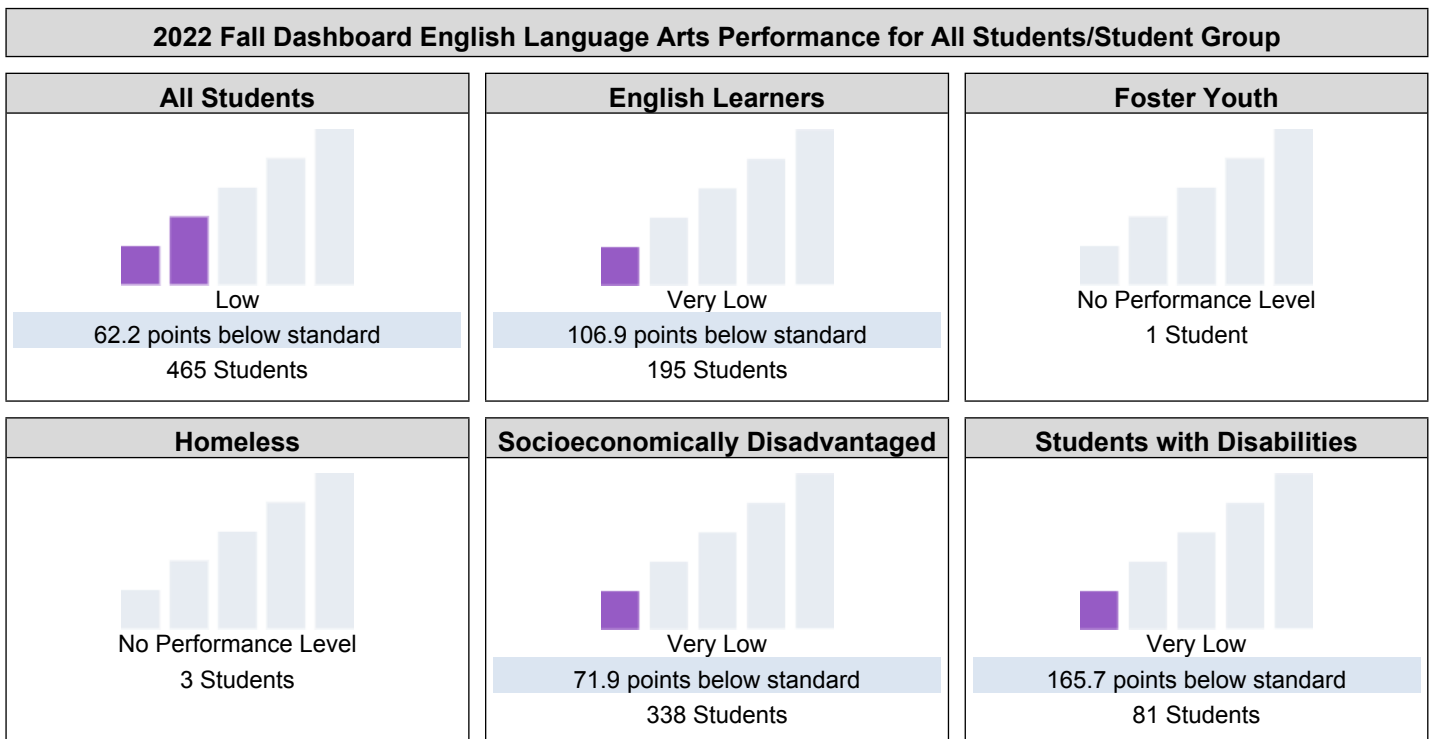
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



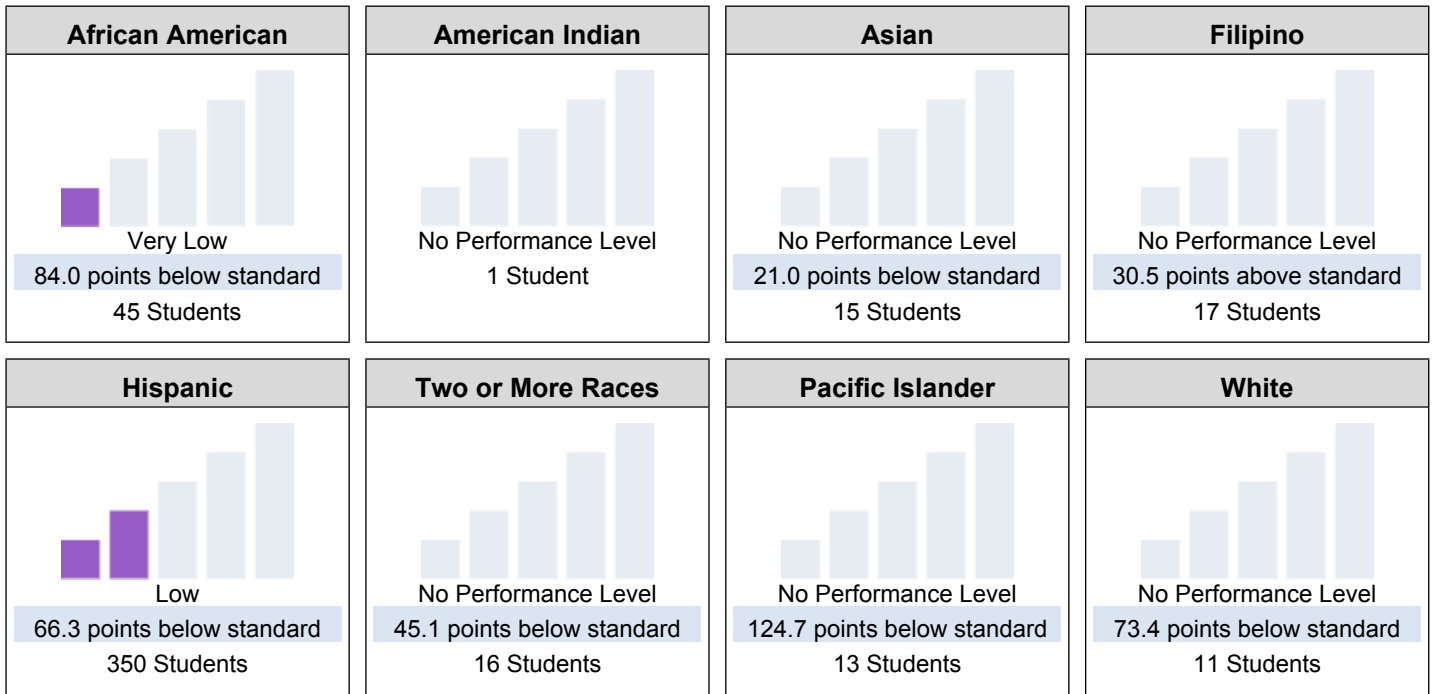
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.1 points below standard 112 Students	68.6 points below standard 84 Students	74.2 points below standard 132 Students

**Conclusions based on this data:**

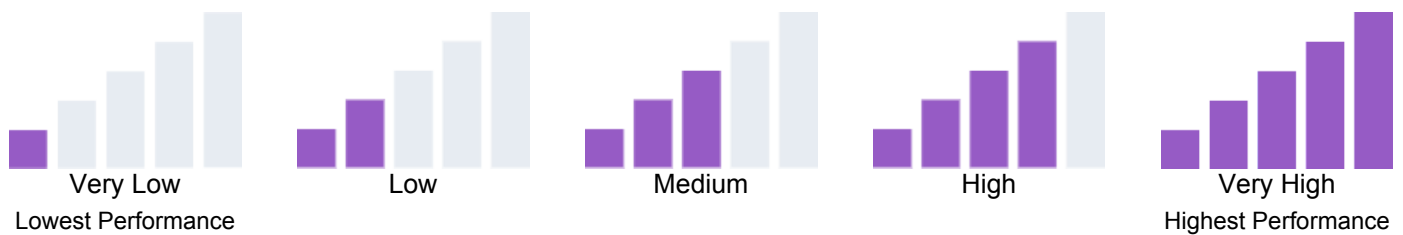
Overall, Winton scored 62.2 points below standards out of 465 students.  
 EL students scored 106.9 points below standards.  
 Socioeconomically Disadvantaged scored 71.9 points below standards.  
 Students with disabilities scored 165.7 points below standards.  
 African American students scored 84.0 points below standards.  
 Latinx students scored 66.3 points below standards.

# School and Student Performance Data

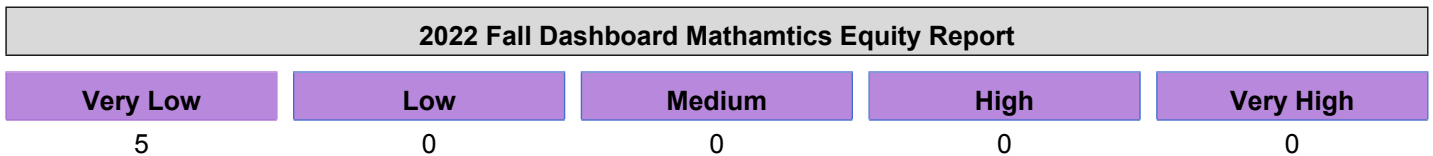
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

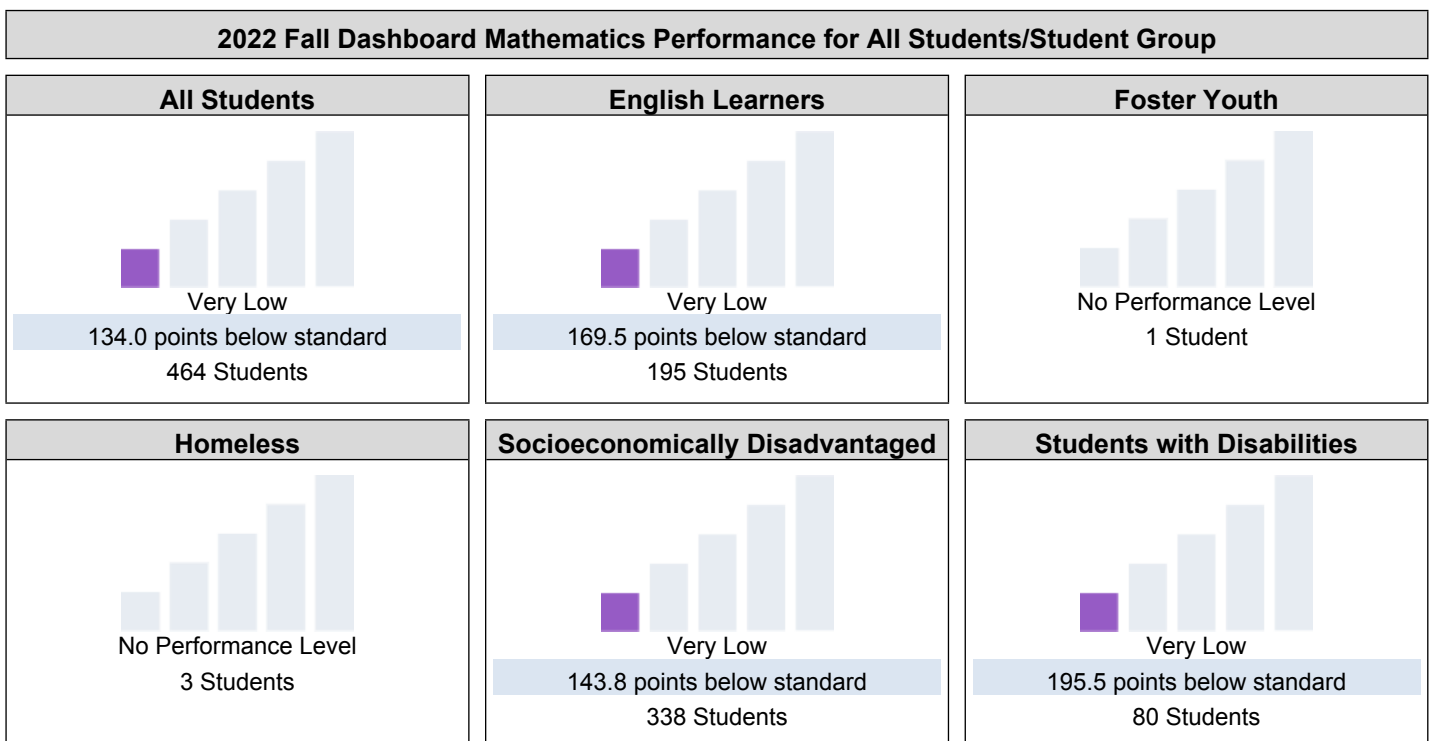
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



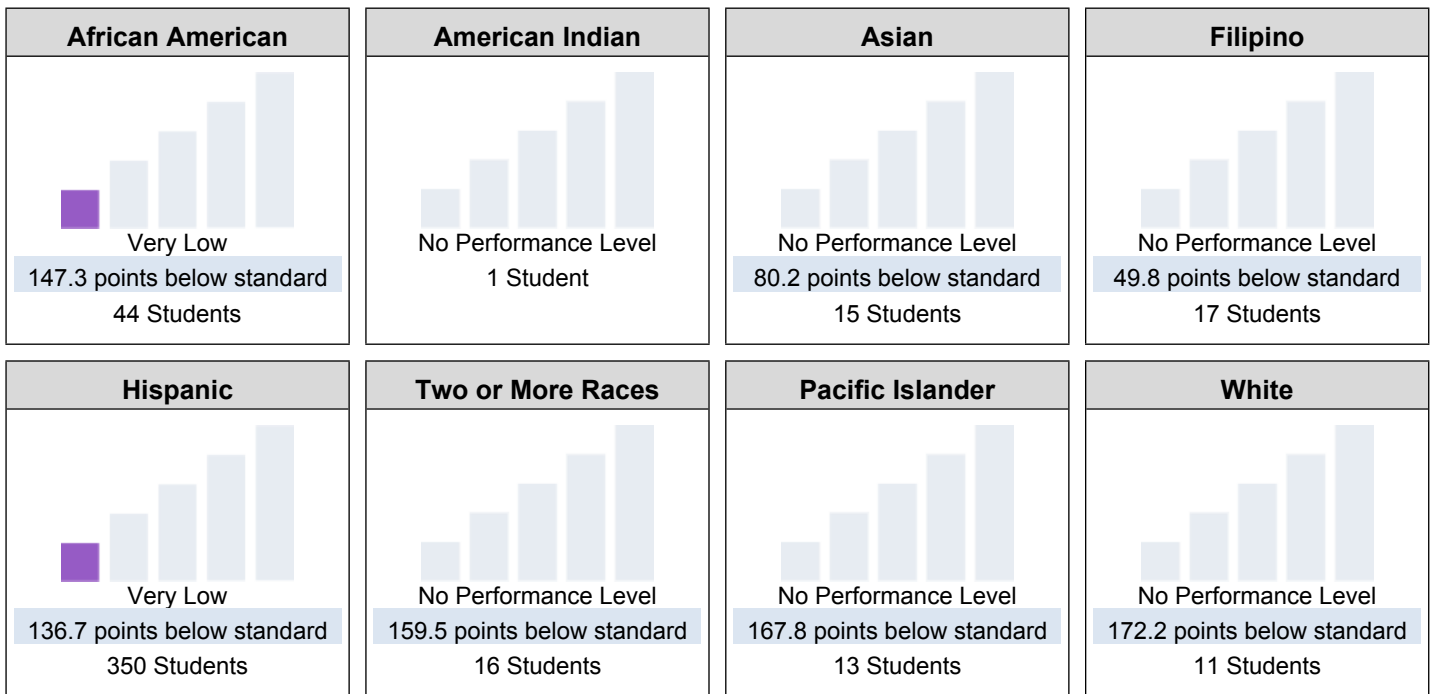
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">190.4 points below standard</p> <p>112 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">142.6 points below standard</p> <p>84 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">135.9 points below standard</p> <p>131 Students</p>

**Conclusions based on this data:**

Overall, Winton scored 134 points below standards out of 465 students.  
 EL students scored 169.5 points below standards.  
 Socioeconomically Disadvantaged scored 143.8 points below standards.  
 Students with disabilities scored 195.5 points below standards.  
 African American students scored 147.3 points below standards.  
 Latinx students scored 136.7 points below standards.

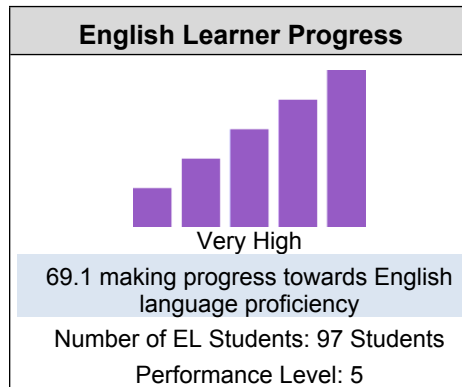
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2.1%	28.9%	0.0%	69.1%

#### Conclusions based on this data:

69.1% of the EL increased at least one ELPI Level.  
 2.1% of the EL decreased by one ELPI level.  
 28.9% of the EL maintained their ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

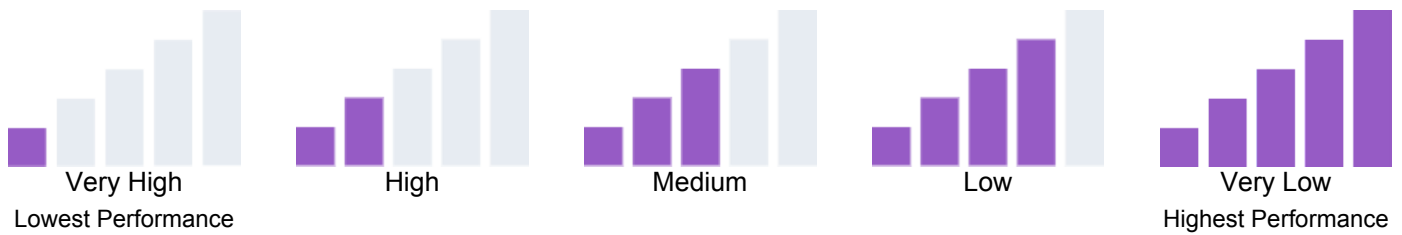
N/A

# School and Student Performance Data

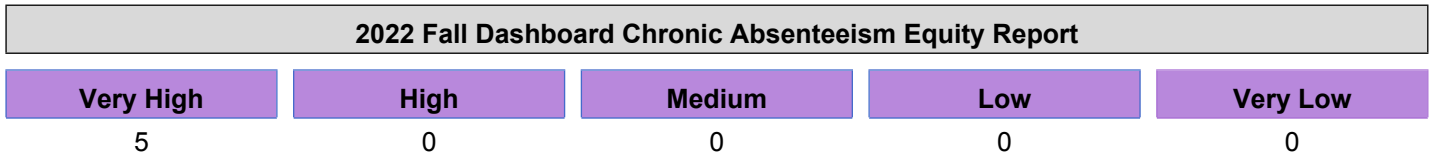
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

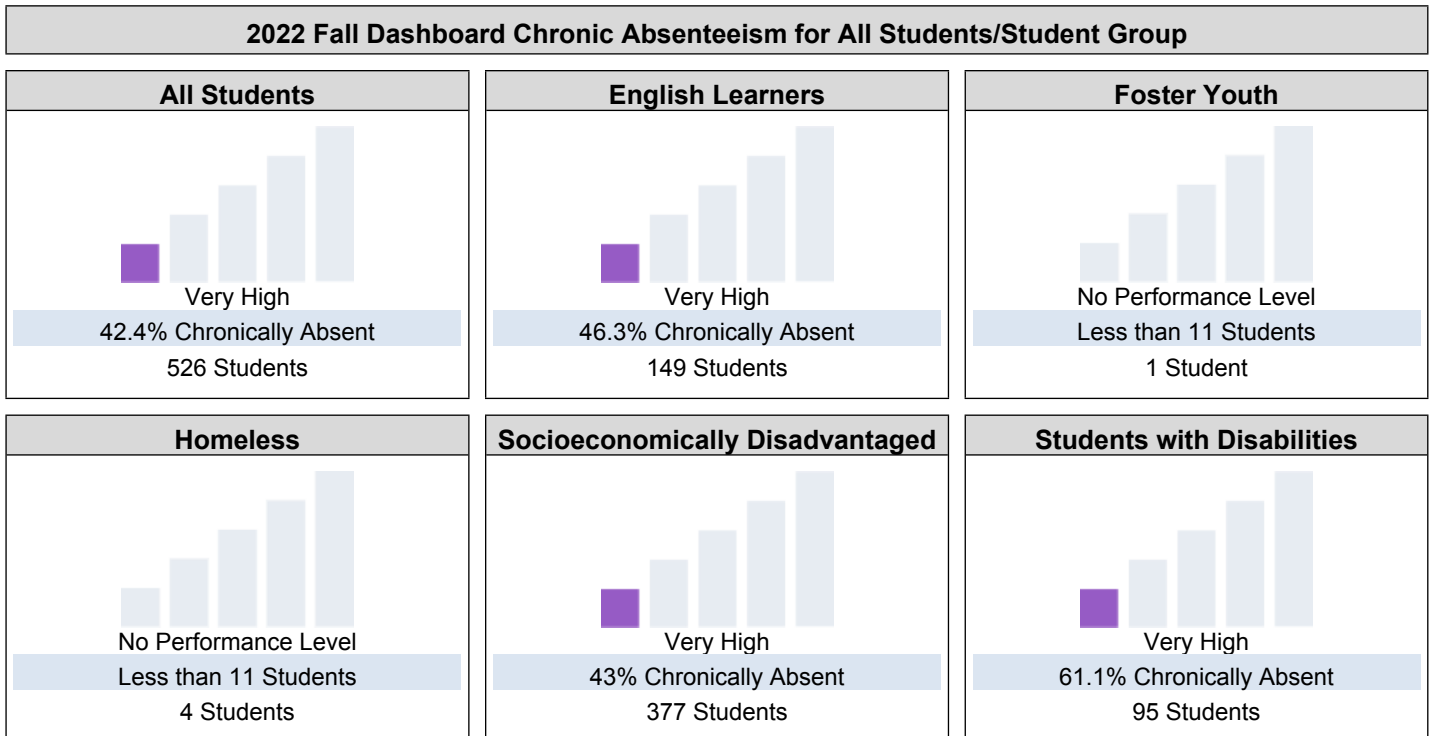
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



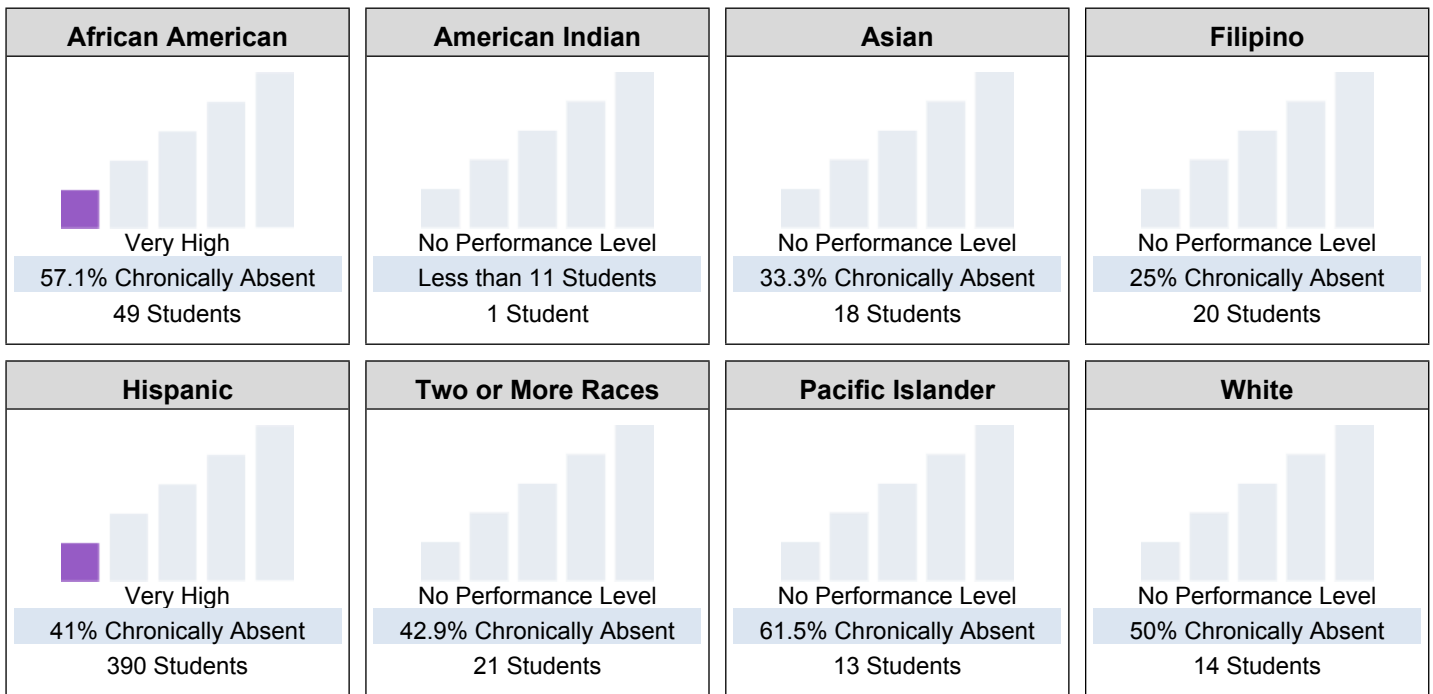
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

Overall, Winton had a 42.4% chronic absenteeism rate.  
 EL students had a 46.3% chronic absenteeism rate.  
 Socioeconomically Disadvantaged had a 43% chronic absenteeism rate.  
 Students with disabilities had a 61.1% chronic absenteeism rate.  
 African American students had a 57.1% chronic absenteeism rate.  
 Latinx students had a 41% chronic absenteeism rate.



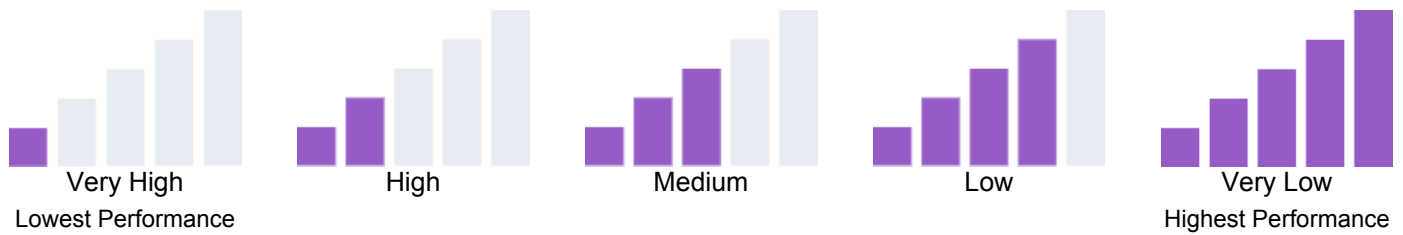


# School and Student Performance Data

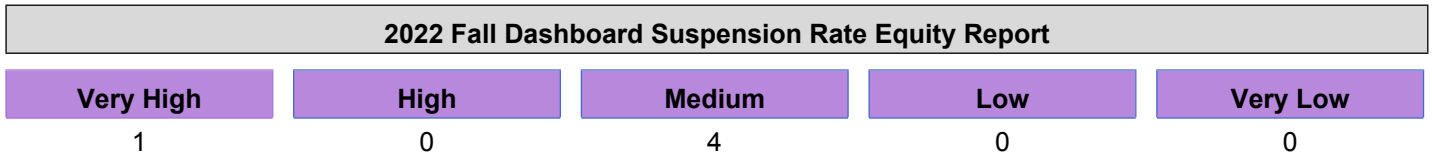
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

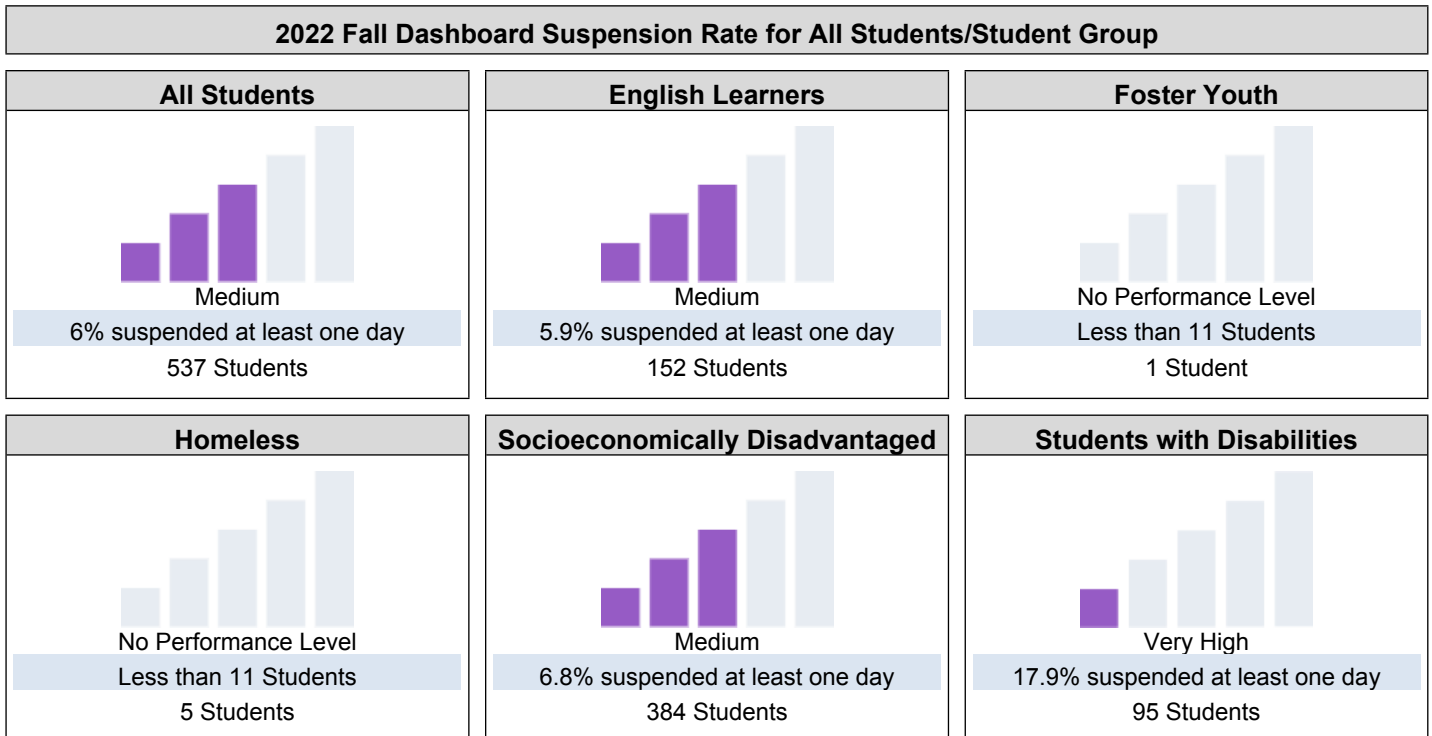
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



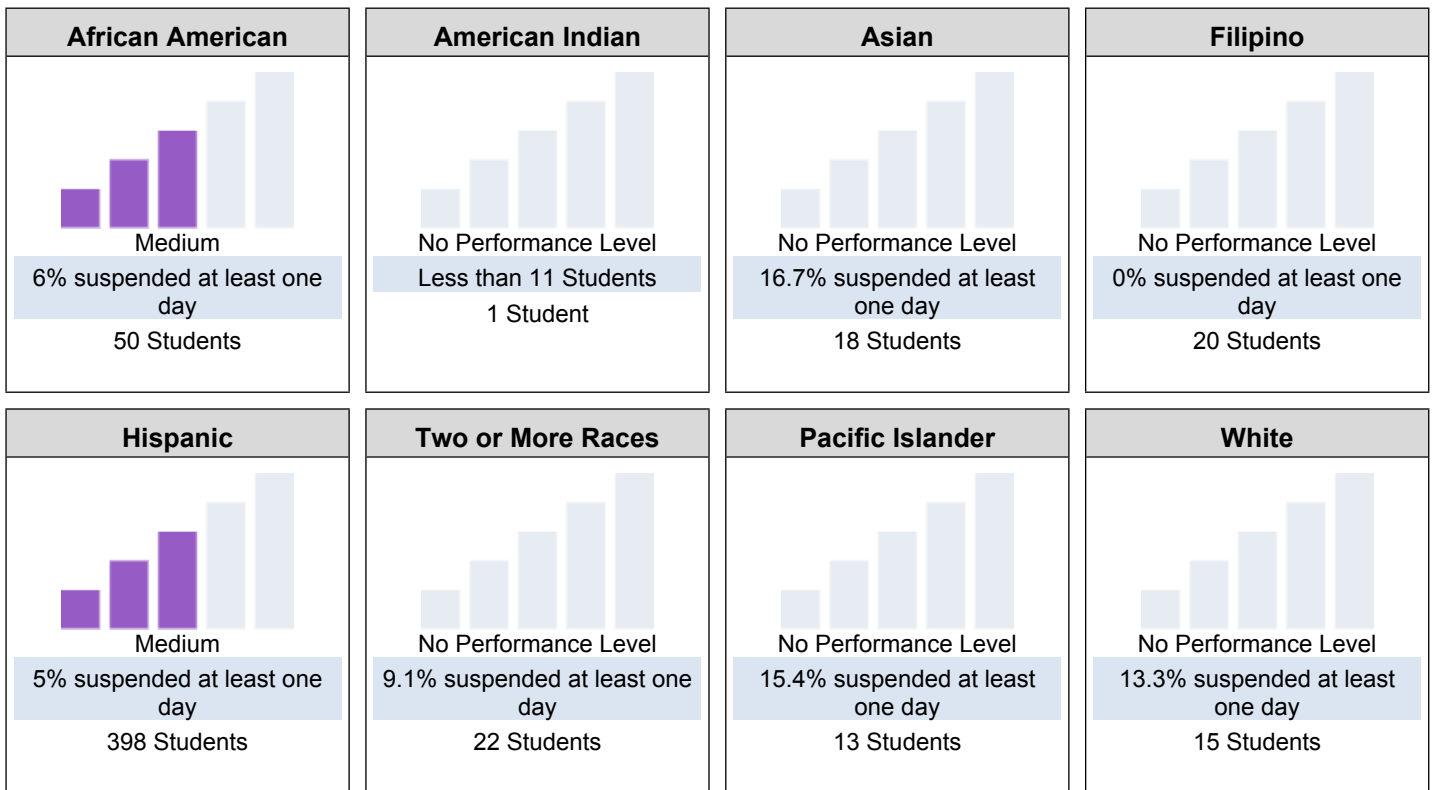
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

Overall, Winton had a 6% suspension rate.  
 EL students had a 5.9% suspension rate.  
 Socioeconomically Disadvantaged had a 6.8% suspension rate.  
 Students with disabilities had a 17.9% suspension rate. This group included our SENECA program.  
 African American students had a 6% suspension rate.  
 Latinx students had a 5% suspension rate.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction tailored to their needs through an equity lens, as measured on State (CAASPP ELA) and local assessments. English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American and Latinx students will increase their performance on CAASPP ELA by 5 points.

## Identified Need

We analyzed the 2022 CAASPP baseline data. We found that 72.28% of students tested were below standard in ELA. This was a 4.87% increase from the 2018-2019 CAASPP results. The following subgroups struggled for success: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Latinx students.

English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and African American students were at the lowest Performance Level.

Latinx students were at the low-Performance Level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 4	5.97%	7%
Level 3	21.75%	27%
Level 2	27.72%	26%
Level 1	44.56%	40%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students along with our subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African Americans, and Latinx.

### Strategy/Activity

Winton Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Tasks may include, but are not limited to:

PD to understand Common Core Standards, instructional strategies, assessment systems, and online technology tools to assess student mastery and data interpretation

Hiring highly qualified teachers and support staff as these stakeholders is a valuable resource within our educational institution. The time spent hiring instructors is essential, yielding results and benefits beyond measure. An effective instructor expresses knowledge of the curriculum, presents instruction in multiple methods to diverse students, and enhances student achievement.  
(paraeducators/coaches)

Added hours for paraeducators to assist in classrooms

Backward planning from district/site assessments.

Learning Networks and PLCs

Ensuring up-to-date common core materials are available to all classrooms.

Support staff will assist with implementing Common Core for students within ELA.

Increase the use of 21st-century technology within the curriculum.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

41,048.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of this goal has not changed. We will continue focusing on our subgroups to prepare them for the CAASPP. We will continue to use the results published by the CDE in the California Dashboard to measure success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds from other sources will be used to implement project-based learning, writing across the curriculum with an emphasis on social and emotional learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No change at this time.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs through an equity lens, as measured on State (CAASPP Math) and local assessments. English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African Americans and Latinx students will increase performance on CAASPP ELA by 7 points.

## Identified Need

We analyzed the 2022 CAASPP baseline data. Overall, we found that 91.46% of students tested were below standard in Math. This was a 10.5% increase from the 2018-2019 CAASPP results. The following subgroups struggled for success: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Latinx students.

English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African Americans, and Latinx were at the very low Performance Level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 4	1.92%	4%
Level 3	6.62%	10%
Level 2	21.15%	20%
Level 1	70.3%	66%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students along with our subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American and Latinx students.

Strategy/Activity

Winton Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

Tasks may include, but are not limited to:

PD to understand Common Core Standards, instructional strategies, assessment systems, and online technology tools to assess student mastery and data interpretation

Hiring highly qualified teachers and support staff as these stakeholders is a valuable resource within our educational institution. The time spent hiring instructors is essential, yielding results and benefits beyond measure. An effective instructor expresses knowledge of the curriculum, presents instruction in multiple methods to diverse students, and enhances student achievement.  
(paraeducators/coaches)

Added hours for paraeducators to assist in classrooms

Backward planning from district/site assessments.

Learning Networks and PLCs.

Ensuring up-to-date Common Core materials are available to all classrooms.

Support staff will assist with the implementation of Common Core for students in mathematics.

Increase the use of 21st-century technology within the curriculum.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

41,050.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.



The implementation of this goal has not changed. We will continue focusing on our subgroups to prepare them for the CAASPP. We will continue to use the results published by the CDE in the California Dashboard to measure success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds from other sources will be used to implement Saturday Math Lab and other math interventions and accelerated programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No change at this time.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard by 5 points.

## Identified Need

We provide a class called Strategic ELA for our lowest EL students. The focus is on improving listening, speaking, writing, and reading comprehension skills. Direct instruction utilizes ELPAC and CAASPP-released test questions. HUSD encourages Level 1 newcomer EL students to attend World House at Chavez Middle School. We have 20 Level 1 students at Winton Middle School and 6 of them are newcomers whose parents have elected them to attend their home school.

Approximately 19 of our 512 students are enrolled in our Strategic ELA class.  
We have approximately 112 EL students out of the 512 total student population.  
46% of our EL students are at levels 1 and 2. Our goal is to move all level 1 and 2 students to level 3.

We need to focus on short reading, comprehension activities, and sentence writing practice to increase their English proficiency levels. We are looking into additional resources to support these practices.

In 2018-19, we reclassified 7 students.  
In 2019-20, we reclassified 18 students.  
In 2020-21, we reclassified 31 students.  
In 2021-22 we reclassified 28 students.  
This year, we reclassified 35 students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 1	7th Grade 13 and 8th Grade 7 = 20	Move 7 students to Level 2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 2	7th Grade 20 and 8th Grade 12 = 32	Move 10 students to Level 3
Level 3	7th Grade 29 and 8th Grade 30 = 59	Reclassify 15 students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

### Strategy/Activity

Winton Middle School will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

Tasks may include, but are not limited to:

PD to understand Common Core Standards, instructional strategies, assessment systems, and online technology tools to assess student mastery and data interpretation.

Hiring of highly qualified teachers and support staff as these stakeholders are a valuable resource within our educational institution. The time spent in the hiring of instructors is essential, and yields results and benefits beyond measure. An effective instructor expresses knowledge of the curriculum, presents instruction in multiple methods to diverse students, and enhances student achievement. (para-educators/coaches).

Added hours for EL para-educators to assist in classrooms.

Backward planning from district/site assessments.

Learning Networks and PLCs.

Ensuring up-to-date common core materials are available to all classrooms.

Support staff will assist with the implementation of Common Core for students.

Increase the use of 21st-century technology within the curriculum.

Pullout program for the newcomers to teach reading fundamentals skills.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

41,048.00

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities we have implemented for our ELs have contributed to the increase in the reclassification of our ELs.

We provide support for beginners/struggling/long-term ELL students.

EL Para-educator assists with supporting beginner ELs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is no major difference between the intended implementation and the budget expenditures for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is no change of this goal at this time.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Deeper Learning -- Visual and Performing Arts: Winton Middle School will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a daily basis, either through standalone VAPA course offerings (e.g., Art, Theatre, Music) or through school-wide activities.

## Identified Need

We need to increase the enrollment of the music classes and the theatre class.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in music classes	130 students	160 students
Increase performances	3 per year	4 per year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

### Strategy/Activity

Winton Middle School will promote arts integration by [hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after-school enrichment, etc.]

Data supporting evaluation of current programs, advocacy, and outreach.

An extended menu of professional development offerings aimed at building teachers' capacity for facilitating sustainable, equitable, quality VAPA and integrated learning in the classroom.

Schedule, agenda, and minutes of regular meetings with arts partners.

Dialogue with SCCOE and regional arts partners and examine structural models that provide consistency, continuity, and sustainability.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,286.00

Source(s)

LCFF Supplemental and Concentration Funds

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. The 7th graders will report a 10-point increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

All students will have access to a safe and welcoming school environment. The 7th graders will report a 10-point increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS).

## Identified Need

All students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Negative Behavior/Bullying complaints	8 per year	4 per year
Suspensions	35 per year	20 per year
Monthly SEL Assembly	9 per year	18 per year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Winton Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.

We will calculate pre- and post-assessment results.

We will ensure 100% of students can identify bullying behaviors as measured in a post-assessment. This can be a writing assignment, a digital poll, a role-playing exercise, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,286.00

Source(s)

LCFF Supplemental and Concentration Funds

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Relationship-Centered Schools -- Parent Engagement: Winton Middle School will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal by 5%.

## Identified Need

The CDE Dashboard showed that our population consists of 69.7% socioeconomically disadvantaged and 25.2% EL out of our 512 student population.

Winton's chronic absenteeism for the 2021-22 school year was 42.4%. The five following subgroups are at the very high-Performance Level: African American, English Learners, Latinx, Socioeconomically Disadvantaged, and Students with Disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement for onsite meetings	20	40
Parent accessing Infinite Campus	40%	60%
Chronic Absenteeism	2%	1

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and their families.

Strategy/Activity

Winton Middle School will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested discussion topics.

The strategies to implement to improve Parent Engagement and Parent Portal (may include, but are not limited to):

Parent workshops

Safe and Inclusive Schools - Not In Our School

Translation services

Translated documents

Student Handbook

Newsletter

School-parent compacts

California Healthy Kids Survey

Leadership class-sponsored events

YEP

Extracurricular activities

Fingerprinting and TB testing for parent volunteers

School Climate Survey

Comprehensive music program

Over twenty school clubs

Community events include: Annual Car Show, Latina Conference, Color Dash, Fun Run, Bike Mobile, Cycles for Change, Hayward Parade, Ballet Folklorico, Mariachi Festival, Cinco de Mayo, and

School Plays.

Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

Staff ensures every interaction and engagement with parents is positive and valuable.

Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand.

The school environment is clean and attractive, and signage is available to help parents navigate the school campus.

Parents know and understand the process for them to communicate with school personnel.

Teachers invite parents to visit their classrooms to share valuable information about their children's learning.

School staff and parents ensure mutual support for each other's roles as partners.

Provide parents with opportunities to acquire the necessary information, knowledge, and skills to support their children's education at home and school.

A school Family Engagement Specialist (FES) guides all efforts to implement an effective plan for family engagement, including the school-parent compact.

FES receives training and support to carry out her role.

Parents participate in parent education classes to strengthen their capacity to support learning at home.

Parent center facilities and equipment/technology are adequate to support parent and community engagement activities.

Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families.

Respond to parent concerns and/or complaints to meet the child's educational needs.  
 Parents and staff are knowledgeable about the Parents' Bill of Rights and Responsibilities, which are posted in key areas of the campus.  
 Rights of parents and children are respected and communicated to promote trust.  
 Staff is respectful and informative in interactions with parents.  
 Resolution of parent concerns is timely and supportive of student learning.  
 The school has a defined process for parents to express their concerns or complaints.  
 Schools follow these protocols in a fair and consistent manner.

Comply with all HUSD, State, and Federal requirements regarding parent involvement.  
 School staff and parents know the requirements and mandates of Title I Policy and School-Parent Compact, CDE requirements for the operation of SSCs, and school-level advisory committees.  
 Parents /staff know their rights under the Uniform Complaint Procedure (UCP).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,286.00	LCFF Supplemental and Concentration Funds

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent Outreach Coordinator and Attendance Administrator are communicating with our parents and guardians to connect them to the Infinite Campus and other school-related applications. All meetings with parents begin with confirming that they have access and are accessing the Infinite Campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no changes at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes at this time.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Winton Middle School will decrease chronic absenteeism by 10% in the 23-24 school year.

## Identified Need

California Dashboard data:

- Overall, chronic absenteeism was 42.4%.
- Students with Disabilities: Very High Performance Level
- Latinx: Very High Performance Level
- Socioeconomically Disadvantaged: Very High Performance Level
- African-American: Very High Performance Level
- EL: Very High Performance Level

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance	95%	97%
Chronic Absenteeism	2%	1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

### Strategy/Activity

Winton Middle School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

The strategies to improve attendance may include, but are not limited to:

Safe and Inclusive Schools - Not In Our School

Restorative Justice practices  
 Peer conflict meditations  
 Support after-school clubs  
 Support after-school athletic program  
 After school detentions  
 Saturday School  
 Parent contact through Family Engagement Specialist (FES)  
 Culturally responsive activities will be used to engage students  
 Develop partnerships with outside agencies and colleges  
 SARB process, which includes multiple parent communications and parent meetings  
 Youth Enrichment Program (YEP)  
 Monthly review of attendance data  
 Work with CWA to review data and strategies

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13,286.00

Source(s)

LCFF Supplemental and Concentration Funds

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The attendance has improved with the assistance of the Attendance Coordinator, Parent Outreach Coordinator, Administration, teachers, and other support staff. The staff contacts parents with absent students on a daily basis and completes all attendance issues by the end of each day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None at this time.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$186,290.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$123,146.00
LCFF Supplemental and Concentration Funds	\$63,144.00

Subtotal of state or local funds included for this school: \$186,290.00

Total of federal, state, and/or local funds for this school: \$186,290.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	59,951.00	59,951.00
Title I	97,138.00	97,138.00

## Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	123,146.00
LCFF Supplemental and Concentration Funds	63,144.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	123,146.00
	LCFF Supplemental and Concentration Funds	63,144.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,048.00
Goal 2	41,050.00
Goal 3	41,048.00
Goal 4	18,286.00
Goal 5	18,286.00



Goal 6

13,286.00

Goal 7

13,286.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Lisa Tess	Principal
Paul Thomas	Classroom Teacher
Erik Waite	Classroom Teacher
Rebecca Bell	Classroom Teacher
Karina Gutierrez	Other School Staff
Yesenia Lopez	Parent or Community Member
Susan Morgan	Parent or Community Member
Guadalupe Munoz	Parent or Community Member
Maria Rodriguez	Parent or Community Member
Dianora Sagastume	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/20/2023.

Attested:



Principal, Lisa Tess on 4/20/2023



SSC Chairperson, Paul Thomas on 4/20/2023

**Winton Middle School**  
**School Compact and Involvement Policy 2022/23**

**Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.**

- Staff ensures every interaction and engagement with parents is positive and valuable
- Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand
- The school environment is clean and attractive and signage is available to help parents navigate the school campus
- Parents know and understand the process for them to communicate with school personnel
- Teachers invite parents to visit their classrooms to share valuable information about their children's learning
- School staff and parents ensure mutual support for each other's roles as partners

**Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.**

- A school Family Engagement Specialist (FES) guides all efforts to implement an effective plan for family engagement, including the school-parent compact
- FES receives training and support to carry out her role
- Parents participate in parent education classes to strengthen their capacity to support learning at home
- Parent center facilities and equipment/technology are adequate to support parent and community engagement activities
- Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families

**Respond to parent concerns and/or complaints to ensure the child's educational needs are met.**

- Parents and staff are knowledgeable about the Parents' Bill of Rights and Responsibilities, and these are posted in key areas of the campus
- Rights of parents and children are respected and communicated to promote trust
- Staff is respectful and informative in interactions with parents
- Resolution of parent concerns is timely and supportive of student learning
- The school has a defined process for parents to express their concerns or complaints
- Schools follow these protocols in a fair and consistent manner

**Comply with all HUSD, State, and Federal requirements regarding parent involvement.**

- School staff and parents know the requirements and mandates of the following: Title I Policy and School-Parent Compact, CDE requirements for operation of SSCs and school level advisory committees
- Parents /staff know their rights under the Uniform Complaint Procedure (UCP)