



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
Winston Churchill Middle School	34-67447-6034425	June 2, 2022	June 28th 2022

Purpose and Plan Summary

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)

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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.

The Winston Churchill Middle School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control Accountability Plan (LCAP). The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

Goal 2: Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Goal 3: Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Goal 4: Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This plan was developed in consultation with teachers, support staff, students, parents and community members throughout the last school year and during the current school year. During the process, the plan was shared out and feedback was gathered from stakeholders to ensure that the plan reflects the current needs of our school based on multiple data points and current climate and survey results. Teachers collaborate on a weekly basis to thoughtfully plan for instruction and discuss teaching and learning best practices as well as meeting to support the social and emotional needs of students. The English Learner Advisory Committee also has a role to ensure that students and families who are learning English as a second language are supported and represented in our school plan. Through clear and effective communication, we will actively increase the engagement of families and community stakeholders as valued partners of our students' education. Parent and community engagement in the education of children and youth is critical to improving the outcomes of all Churchill students. This goal is designed to effectively communicate and engage Churchill's community stakeholders to support student learning through parent capacity building to support at-

home learning and engage in decision-making activities on our campus. We intend to use of community resources to expand learning opportunities beyond the school day for Churchill students.

Resource Inequities

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

A discussion of critical issues arose among the planning team while reviewing the data. In particular, the team remains concerned about the persistent achievement gap between white students, and each of the following subgroups: low socioeconomic status, English Learners, African American students, Latino students and students with disabilities. These areas of concern led the team to reaffirm, with revisions, the goals designed to support improvements in student outcomes, alignment of curriculum and instruction to Common Core State Standards (CCSS), and increase student, family and community engagement and connectedness to Churchill Middle School.

We will ensure students receive rigorous, effective, balanced, and differentiated instruction resulting in increased student achievement and goal attainment - this goal is designed to directly address Churchill's persistent achievement gap. As indicated in the data, targeted subgroups, particularly English learners continue to struggle due to language barriers, lack of prior knowledge, and lack of engagement and connectedness to the school community. Goal 3 is focused on providing a variety of instructional configurations in order to meet the needs of all students. Configurations will be determined through review of relevant data and analysis of student work in order to ensure that we are able to personalize the instructional environment and support goal attainment by each student. This work will be supported by content coaches, special education staff, English learner support staff, and MTSS staff.

With an end goal of creating and fostering a caring and culturally responsive learning environment, we will integrate character education and service-learning throughout our curriculum (a key aspect of International Baccalaureate Middle Years Program and curriculum) to help our students become contributing responsible and caring members of our diverse community. Research on school connectedness demonstrates that children who feel connected to school want to come to school each morning. Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them (Goodenow, 1993). Increased school connectedness naturally leads to improved attendance rates, positive classroom behavior, and academic achievement.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Data reviewed to monitor progress includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during 2019-2020 and 2020-21 school years, resulting in a lack of available data to compare previous year's results.

What worked and didn't work? Why? (monitoring)

Areas of concern were located in our 8th grade ELA and math scores which both dropped by 4% and 1% respectively. Our Hispanic students saw mixed results with a 5% increase in ELA scores, but a 3.1% decrease in math scores. Our African American students showed relatively flat results with a 0.6% drop in ELA and only a small increase of 0.9% in math.

Because we have pockets of strength, our focus this year is around teacher collaboration and efficacy focusing on our International Baccalaureate program (IB) along with our AVID program. In support of our EL students, we will also focus on GLAD strategies.

We had several sections in the parent, student, staff survey that were areas of concern. When looking at this data we need to keep in mind that we had just over half of our student population respond to the survey and we only had 5 staff members complete the survey, which will skew some of our percentages. The first area of concern is that we only had only 46.2% of students who thought the school climate is positive, nurturing and caring. Another area of concern was about student safety and if those concerns were addressed appropriately, with only 49.5% of students agreeing. One of the lowest rankings was how students feel about people being respectful to others, with only 34.4% believing that is true.

What modification(s) did you make based on the data? (evaluation)

Our plan remained very similar to the previous year as we are still recovering from the pandemic and see a need to continue to offer an after school homework help program (Power Hour) in an effort to provide a positive, quiet and productive learning environment for students needing help in one or more core academic areas. Safety continues to be a huge area of concern with recent school violence incidents and we continue to spend a large percentage of our funds on hiring an additional campus monitor.

2021-22

Identified Need

We are continuing to offer an after school homework help program (Power Hour) in an effort to provide a positive, quiet and productive learning environment for students needing help in one or more core academic areas. Safety continues to be a huge area of concern with recent school violence incidents and we continue to spend a large percentage of our funds on hiring an additional campus monitor.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide parental and community involvement	X All Students English Learners Low-Income Students Foster Youth	Administration, Teachers, Staff & Parents along	LCFF Supplemental Site Allocation	500.00	School year 2022-23

	through outreach, parent and family events and parent training and information related to college/career readiness.	Other	with Family and Community Engagement Office	4000-4999: Books And Supplies		
1.2	Develop an attendance improvement plan with student and staff incentives. Reward students for improvements in attendance goals.	X All Students English Learners Low-Income Students Foster Youth Other	Attendance Improvement Team, LST, PBIS, Administration & Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500.00	School year 2022-23
1.3	Work with Winston Churchill IB PTO to increase parent and community participation at school events: Parent meetings, Back to School Night, Open House, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, Staff & Parent Groups			School year 2022-23

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

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Data reviewed to monitor progress includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during 2019-2020 and 2020-21 school years, resulting in a lack of available data to compare previous year's results.

What worked and didn't work? Why? (monitoring)

The data tells us that overall, we held steady for our math performance and had a slight uptick in our ELA scores. Although the overall movement is minimal, we had pockets of strong growth. Our 7th grade ELA and math scores both increased by 5% and 3% respectively.

Our low-income population had growth in both ELA and math with increases of 4.2% and 3.1% respectively. Another growth area was for our EL students in both ELA and math with increases of 3.1% and 3.3% respectively. Special Education was another strong growth area with ELA and math scores both going up 3.5% and 4.5% respectively.

Areas of concern were located in our 8th grade ELA and math scores which both dropped by 4% and 1% respectively. Our Hispanic students saw mixed results with a 5% increase in ELA scores, but a 3.1% decrease in math scores. Our African American students showed relatively flat results with a 0.6% drop in ELA and only a small increase of 0.9% in math.

Because we have pockets of strength, our focus this year is around teacher collaboration and efficacy focusing on our International Baccalaureate program (IB) along with our AVID program. In support of our EL students, we will also focus on GLAD strategies.

We had several sections in the parent, student, staff survey that were areas of concern. When looking at this data we need to keep in mind that we had just over half of our student population respond to the survey and we only had 5 staff members complete the survey, which will skew some of our percentages. The first area of concern is that we only had only 46.2% of students who thought the school climate is positive, nurturing and caring. Another area of concern was about student safety and if those concerns were addressed appropriately, with only 49.5% of students agreeing. One of the lowest rankings was how students feel about people being respectful to others, with only 34.4% believing that is true.

What modification(s) did you make based on the data? (evaluation).

Our plan remained very similar to the previous year as we are still recovering from the pandemic and see a need to continue to offer an after school homework help program (Power Hour) in an effort to provide a positive, quiet and productive learning environment for students needing help in one or more core academic areas. Safety continues to be a huge area of concern with recent school violence incidents and we continue to spend a large percentage of our funds on hiring an additional campus monitor.

2021-22

Identified Need

Students need to feel safe at school in order to achieve and they need to feel connected to the school if we want them to have positive attendance and behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Suspension Rate	N/A - We only had data for the first semester of 2022 (not a complete picture)	Lower the suspension rate of our African American students so that it is not disproportionate to other groups.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percentage strongly agree/agree overall. District Survey - School Culture Parent. Percentage strongly agree/agree overall. District Survey - School Culture Student. Percentage strongly agree/agree overall.	District Survey - School Culture Staff. 60% strongly agree/agree overall. District Survey - School Culture Parent. 79.7% strongly agree/agree overall. District Survey - School Culture Student. 64.2% strongly agree/agree overall.	By 2022-23 we will increase the percentage of staff, parents and students who feel like the school has a positive culture by 5%.
Attendance	N/A - We only had data for the first semester of 2022 (not a complete picture)	During the first semester, we had a 93.9% Attendance Rate and an 86.35% Non-COVID Absence rate. Our COVID Absence Rate was 13.65%.** (This data is unable to be compared due to the previous distance learning period.)
District Survey - Safety Staff. Percent strongly agree/agree overall. District Survey - Safety Parent. Percent strongly agree/agree overall. District Survey - Safety Student. Percent strongly agree/agree overall.	District Survey - Safety Staff. 80% strongly agree/agree overall. District Survey - Safety Parent. 81% strongly agree/agree overall. District Survey - Safety Student. 58.6% strongly agree/agree overall.	By 2022-23 we will increase the percentage of staff, parents and students who feel safe on campus by 10%.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Create a student reward system that supports our school-wide behavioral expectations (BARKS), IB Learner Profile	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Leadership Team, Staff, LST, PBIS and Parent Groups	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500.00	School year 2022-23

	<p>and our Proud to Be Awesome program which recognizes students for academic, citizenship, and attendance achievements. Develop Homeroom curriculum that supports the IB Learner Profile (include extra duty time for staff to plan, purchase supplies and materials to execute these days, and any student rewards given on the days).</p>					
2.2	<p>Develop and maintain a LST (Learning Support Team) which will focus on meeting the needs of our under-served and at-risk students.</p>	<p>All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other</p>	<p>Administration & Staff</p>	<p>Other None Specified</p>	<p>200.00</p>	<p>School year 2022-23</p>

2.3	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	District Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	51327	School year 2022-23
2.4	Provide additional Tier 2 interventions through PBIS strategies to address students of need based on school-wide screening. Check-	X All Students English Learners Low-Income Students Foster Youth Other	LST, Administration & Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	300.00	School year 2022-23

	in/Check-out staff member and class and BSP's.					
2.5	WEB Program (Welcome Every Bulldog) new student orientation program that supports the transition to middle school for new 6th, 7th & 8th graders. Current 8th grade students mentor new students prior to the start of school and throughout the school year.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Staff	Other 1000-1999: Certificated Personnel Salaries Other 4000-4999: Books And Supplies	3000 1000	School year 2022-23
2.6	Hire a second campus monitor to assist with climate and culture. Goal is to improve school climate and students' attendance. Will be a member of our Site Safety Team, LST	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	23,993 20,746	School year 2022-23

Team and Churchill's PBIS Team.

3000-3999:
Employee Benefits

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

Engaging Academics

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies (IB, AVID, EL) to increase student achievement. We will continue to focus on whole school IB instructional practices and philosophies with the end goal of all students reaching proficiency on local, state, national and IB standards.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during 2019-2020 and 2020-21 school years, resulting in a lack of available data to compare previous year's results.

What worked and didn't work? Why? (monitoring)

Based on the above data, the staff School Site Council recognizes that English learners are negatively impacted at a greater percentage than non-English learners. We also see a disproportionate rate of achievement with our Special Education students and our African American students.

What modification(s) did you make based on the data? (evaluation)

2022-23 will be the first year of returning to "normal" after the pandemic and we hope to focus on closing the achievement gaps that were caused as a result of this disruption. We will be focusing a lot of our resources on addressing the social-emotional aspects of learning that inhibit academic success.

Target groups:

Based on the above data, the staff School Site Council recognizes that English learners are negatively impacted at a greater percentage than non-English learners. We also see a disproportionate rate of achievement with our Special Education students and our African American students.

2021/22 Attendance Data (8/12/21 to 12/18/21):

During the first semester, we had a 93.9% Attendance Rate and an 86.35% Non-COVID Absence rate. Our COVID Absence Rate was 13.65%.** (This data is unable to be compared due to the previous distance learning period.)

2022 Suspension Data (8/12/21 to 12/17/21):

During the first semester, we had a 6.29% Suspension Rate. (This data is unable to be compared due to the previous distance learning period.) We did notice that our African American students were suspended in a disproportionate amount at a rate of 26.04%. Our next two largest percentage of suspensions were our Homeless students at 20% and our Special Education students at 15.97%. We have seen a significant jump in student conflict and social-emotional needs after the isolation caused by the pandemic. We will continue to focus on Positive Behavioral Interventions and Supports in an effort to reduce our suspension rate.

2021-22

Identified Need

Based on the above data, the staff School Site Council recognizes that English learners are negatively impacted at a greater percentage than non-English learners. We also see a disproportionate rate of achievement with our Special Education students and our African American students. We recognized that our Special Education ED program had significant challenges this year due to staffing issues. We were without a full time teacher and support IAs for most of the year (long term substitutes and contractor IAs filled in).

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all students (IB, AVID, SPED, EL etc.) through professional development opportunities, workshops, and conferences.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3500.00	School year 2022-23
3.2	Provide time for teacher collaboration and lesson planning. Provide supplemental instructional	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team & Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3637	School year 2022-23

	materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment.			3000-3999: Employee Benefits 4000-4999: Books And Supplies		
3.3	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.2 ELD Teacher positions	All Students English Learners Low-Income Students Foster Youth Other	EL Dept, Administration	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	140,197	School year 2022-23
3.4	Provide funding for enrichment activities that support the core curriculum and support student learning. Ex: Plays, productions, field trips, guest speakers and special	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team, Teachers & Students	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1472.00	School year 2022-23

	events for all content areas.					
3.5	Develop and implement an after school homework program called Power Hour that is supervised by credentialed teachers and provides a positive, quiet and productive learning environment for students needing help in one or more core academic areas. (centrally funded)	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Other 1000-1999: Certificated Personnel Salaries	50000.00	School year 2022-23
3.6	Provide intervention math instruction for 6th & 7th grade students who have scored below standard. .20 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Intervention Math Teacher	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	21886	School year 2022-23

3.7	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 BIA	All Students X English Learners Low-Income Students Foster Youth Other	Bilingual Instructional Assistant/Instructional Assistant	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	28148	School year 2022-23
3.8	Ensure ELAC coordination: Plan and run ELAC meetings, test EL students, tutor and translate documents into EL families'	All Students X English Learners Low-Income Students Foster Youth Other	Administration & EL Support Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries 5000-5999: Services	2500.00	School year 2022-23

	home language.			And Other Operating Expenditures		
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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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during 2019-2020 and 2020-21 school years, resulting in a lack of available data to compare previous year's results.

What worked and didn't work? Why? (monitoring)

During the 2021-22 school year we added a 6th grade elective wheel that included a quarter of a 6th grade AVID style course. The course is designed to introduce students to the principles of AVID's college readiness program where the goal is to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. Improve Your Tomorrow (IYT) was meeting with approximately 50 boys in the 7th & 8th

grade to help improve the academic success of our African American students who are identified as needing additional support. The mission of IYT is to increase the number of young men of color (YMOC) to attend and graduate from colleges and universities.

What modification(s) did you make based on the data? (evaluation)

We saw an increased interest in the 7th grade AVID elective as a result of the exposure to AVID in the 6th grade wheel. The recruiting process was much more successful than in years past and we hope to see an increasing interest moving forward.

2021-22

Identified Need

We will continue to offer the 6th grade AVID elective in the exploration wheel. We will also continue to support the Improve Your Tomorrow Program (IYT) whose mission is to increase the number of young men of color (YMOC) to attend and graduate from colleges and universities.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Continue the Improve Your Tomorrow (IYT) program which focuses on college preparation and the academic and social/emotional supports for African American	All Students English Learners X Low-Income Students Foster Youth X Other African American males	Administration and Family and Student Engagement Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries 5000-5999:	5000.00	School year 2022-23

	males and boys of color.			Services And Other Operating Expenditures		
4.2	Provide AVID to support students success in high school to prepare them for college/career. .4 FTE AVID	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	44969	School year 2022-23

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$404,375.00

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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$118,182.00
LCFF Supplemental English Learner Central	\$168,345.00
LCFF Supplemental Site Allocation	\$63,648.00
Other	\$54,200.00

Subtotal of state or local funds included for this school: \$404,375.00

Total of federal, state, and/or local funds for this school: \$404,375.00

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 Supplemental Site Allocation	63,648	0.00
LCFF Supplemental English Learner Central	168,345	0.00
LCFF Supplemental Centralized Services (District Only)	118,182	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	118,182.00
LCFF Supplemental English Learner Central	168,345.00
LCFF Supplemental Site Allocation	63,648.00
Other	54,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	322,516.00
2000-2999: Classified Personnel Salaries	52,141.00
3000-3999: Employee Benefits	20,746.00
4000-4999: Books And Supplies	3,800.00
5000-5999: Services And Other Operating Expenditures	1,472.00
5800: Professional/Consulting Services And Operating Expenditures	3,500.00
None Specified	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	118,182.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	140,197.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	28,148.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,137.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	23,993.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	20,746.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,800.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,472.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	3,500.00
1000-1999: Certificated Personnel Salaries	Other	53,000.00
4000-4999: Books And Supplies	Other	1,000.00
None Specified	Other	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	102,066.00
Goal 3	251,340.00
Goal 4	49,969.00

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
- 4 Classroom Teachers
- 0 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Matt Howe	Classroom Teacher
Martha Gutierrez	Classroom Teacher
Stephen Moses	Classroom Teacher
David White	Classroom Teacher
Susan Bassett	Parent or Community Member
Luis Pacheco	Parent or Community Member
Julia Thomas	Secondary Student
Jack Bassett	Secondary Student
Charlotte Canter	Secondary Student
Elijah Guenther	Secondary Student
Brent Givens	Principal

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
on file	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 June 2, 2022.

Attested:

ON FILE	Principal, Brent Givens on 6/2/2022
ON FILE	SSC Chairperson, Luis Pacheco on 6/2/2022

Budget By Expenditures

Winston Churchill Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$118,182.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$51,327.00	Healthy Environments for Socio-Emotional Growth	
Provide intervention math instruction for 6th & 7th grade students who have scored below standard. .20 FTE	1000-1999: Certificated Personnel Salaries	\$21,886.00	Engaging Academics	
Provide AVID to support students success in high school to prepare them for college/career. .4 FTE AVID	1000-1999: Certificated Personnel Salaries	\$44,969.00	Clear Pathways to Bright Futures	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$118,182.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$168,345.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 BIA	2000-2999: Classified Personnel Salaries	\$28,148.00	Engaging Academics	

Winston Churchill Middle School

Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.2 ELD Teacher positions	1000-1999: Certificated Personnel Salaries	\$140,197.00	Engaging Academics
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LCFF Supplemental English Learner Central Total Expenditures:	\$168,345.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation **\$63,648.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for enrichment activities that support the core curriculum and support student learning. Ex: Plays, productions, field trips, guest speakers and special events for all content areas.	5000-5999: Services And Other Operating Expenditures	\$1,472.00	Engaging Academics	
	3000-3999: Employee Benefits	\$20,746.00	Healthy Environments for Socio-Emotional Growth	
Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all students (IB, AVID, SPED, EL etc.) through professional development opportunities, workshops, and conferences.	5800: Professional/Consulting Services And Operating Expenditures	\$3,500.00	Engaging Academics	
Provide time for teacher collaboration and lesson planning.	1000-1999: Certificated Personnel Salaries	\$3,637.00	Engaging Academics	
Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment.				
Ensure ELAC coordination: Plan and run ELAC meetings, test EL students, tutor and translate documents into EL families' home language.	1000-1999: Certificated Personnel Salaries	\$2,500.00	Engaging Academics	

Winston Churchill Middle School

Continue the Improve Your Tomorrow (IYT) program which focuses on college preparation and the academic and social/emotional supports for African American males and boys of color.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Clear Pathways to Bright Futures
Provide additional Tier 2 interventions through PBIS strategies to address students of need based on school-wide screening. Check-in/Check-out staff member and class and BSP's.	4000-4999: Books And Supplies	\$300.00	Healthy Environments for Socio-Emotional Growth
Hire a second campus monitor to assist with climate and culture. Goal is to improve school climate and students' attendance. Will be a member of our Site Safety Team, LST Team and Churchill's PBIS Team.	2000-2999: Classified Personnel Salaries	\$23,993.00	Healthy Environments for Socio-Emotional Growth
Provide parental and community involvement through outreach, parent and family events and parent training and information related to college/career readiness.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Develop an attendance improvement plan with student and staff incentives. Reward students for improvements in attendance goals.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Create a student reward system that supports our school-wide behavioral expectations (BARKS), IB Learner Profile and our Proud to Be Awesome program which recognizes students for academic, citizenship, and attendance achievements. Develop Homeroom curriculum that supports the IB Learner Profile (include extra duty time for staff to plan, purchase supplies and materials to execute these days, and any student rewards given on the days).	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Socio-Emotional Growth

Winston Churchill Middle School

LCFF Supplemental Site Allocation Total Expenditures: \$63,648.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Develop and maintain a LST (Learning Support Team) which will focus on meeting the needs of our under-served and at-risk students.	None Specified	\$200.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth	
WEB Program (Welcome Every Bulldog) new student orientation program that supports the transition to middle school for new 6th, 7th & 8th graders. Current 8th grade students mentor new students prior to the start of school and throughout the school year.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Healthy Environments for Socio-Emotional Growth	
Develop and implement an after school homework program called Power Hour that is supervised by credentialed teachers and provides a positive, quiet and productive learning environment for students needing help in one or more core academic areas. (centrally funded)	1000-1999: Certificated Personnel Salaries	\$50,000.00	Engaging Academics	

Other Total Expenditures: \$54,200.00

Other Allocation Balance: \$0.00

Winston Churchill Middle School Total Expenditures: \$404,375.00