



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	May 26, 2021	September 28, 2021

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.

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Stakeholder Involvement 3
- Resource Inequities 4
- Goals, Strategies, & Proposed Expenditures..... 5
 - SPSA/Goal 1 5
 - SPSA/Goal 2 8
 - SPSA/Goal 3 14
 - SPSA/Goal 4 20
- Budget Summary 23
 - Budget Summary 23
 - Other Federal, State, and Local Funds 23
- Budgeted Funds and Expenditures in this Plan 24
 - Funds Budgeted to the School by Funding Source..... 24
 - Expenditures by Funding Source 24
 - Expenditures by Budget Reference 24
 - Expenditures by Budget Reference and Funding Source 24
 - Expenditures by Goal..... 25
- School Site Council Membership 26
- Recommendations and Assurances 27
 - Appendix A: Plan Requirements 28
 - Appendix B:..... 31
 - Appendix C: Select State and Federal Programs 33

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: 2020-21

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.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

No major differences

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 changes will be made

**2020-21
Identified Need**

Based on data such as survey results, there is still a need to focus on connected school communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2020-21 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	N/A	Increase or maintain from 2020 - 2021
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	N/A	Increase or maintain from 2020 - 2021

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 through outreach, parent and family events and parent training and information	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, Staff & Parents along with Family and Community Engagement Office	LCFF Supplemental Site Allocation	1000.00	School Year 2021-22

	related to college/career readiness.					
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	1000.00	School Year 2021-22
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 2021-22

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: 2020-21

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.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

No major differences

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 changes will be made

2020-21

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 2020-21	Expected Outcome 2021-22
Suspension Rate	N/A	Decrease from the 2019-2020 school year
District Survey - School Culture Staff. Percent strongly agree/agree overall. District Survey - School Culture Parent. Percent strongly agree/agree overall. District Survey - School Culture Student. Percent strongly agree/agree overall.	N/A	Over 70% of students will feel like they are part of their school (feel connected).
Attendance	N/A	Increase overall attendance percentage
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.	N/A	Increase or maintain

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	<p>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).</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration, Leadership Team, Staff, LST, PBIS and Parent Groups</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	1968.00	School Year 2021-22
-----	---	---	--	--	---------	---------------------

2.2	Develop and maintain a LST (Learning Support Team) which will focus on meeting the needs of our under-served and at-risk students.	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration & Staff	Other None Specified	200.00	School Year 2021-22
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 2021-22

2.4	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.	X All Students English Learners Low-Income Students Foster Youth Other	LST, Administration & Staff	LCFF Supplemental Site Allocation None Specified	500.00	School Year 2021-22
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	3500 1500	School Year 2021-22
2.6	Hire a second campus monitor to	X All Students English Learners Low-Income Students	Administration	LCFF Supplement	42208.00	School Year 2021-22

	<p>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.</p>	<p>Foster Youth Other</p>		<p>tal Site Allocation 2000-2999: Classified Personnel Salaries</p>		
--	---	-------------------------------	--	---	--	--

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: 2020-21

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.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

No major changes

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 major changes

2020-21

Identified Need

Based on data such as iReady results and CAASPP, there is still a need to focus on engaging academic programs

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
ELA CAASPP	ELA 65.5% proficiency rate	ELA 70.5% proficiency rate (5% growth)
Math CAASPP	Math 58.5 proficiency rate	Math 63.5% proficiency rate (5% growth)

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.)	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	4000.00	School Year 2021-22

	through professional development opportunities, workshops, and conferences.					
3.2	Provide time for teacher collaboration and lesson planning. Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team & Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	4000.00	School Year 2021-22
3.3	Provide funding for enrichment activities that support the core curriculum and support student learning. Ex: Plays, productions, field trips, guest speakers	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team, Teachers & Students	LCFF Supplemental Site Allocation	1472.00	School Year 2021-22

	and special events for all content areas.					
3.4	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	50000.00	School Year 2021-22
3.5	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 2021-22

3.6	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.2 ELD Teacher positions	All Students X English Learners Low-Income Students Foster Youth Other	ELD Support teachers and instructional periods	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	150018	School Year 2021-22
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	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 2021-22

	teacher (BIA/IA). .75 BIA					
3.8	Ensure ELAC coordination: Plan and run ELAC meetings, test EL students, tutor and translate documents into EL families' home language.	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 And Other Operating Expenditures	2500.00	School Year 2021-22

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: 2020-21

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.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

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

No major differences

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 changes

**2020-21
Identified Need**

Based on data such as student surveys, there is still a need to focus on clear pathways to bright futures.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Student survey results on A-G requirements	N/A	Baseline

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 males and boys of color.	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: Services And Other Operating	5000.00	School Year 2021-22

				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)	44969	School Year 2021-22

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	\$415,196.00

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 (\$)
------------------	-----------------

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	\$178,166.00
LCFF Supplemental Site Allocation	\$63,648.00
Other	\$55,200.00

Subtotal of state or local funds included for this school: \$415,196.00

Total of federal, state, and/or local funds for this school: \$415,196.00

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	63648	0.00
LCFF Supplemental English Learner Central	178166	0.00
LCFF Supplemental Centralized Services (District Only)	118182	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	118,182.00
LCFF Supplemental English Learner Central	178,166.00
LCFF Supplemental Site Allocation	63,648.00
Other	55,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	238,231.00
2000-2999: Classified Personnel Salaries	70,356.00
4000-4999: Books And Supplies	4,468.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	44,969.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	73,213.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	150,018.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	28,148.00
	LCFF Supplemental Site Allocation	1,472.00
	LCFF Supplemental Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	42,208.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,968.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00
None Specified	LCFF Supplemental Site Allocation	500.00
	Other	50,000.00
1000-1999: Certificated Personnel Salaries	Other	3,500.00
4000-4999: Books And Supplies	Other	1,500.00
None Specified	Other	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00
Goal 2	101,203.00
Goal 3	262,024.00
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
- 1 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Kimberli Heck	Classroom Teacher
Theresa Hollenbeck	Classroom Teacher
Shelley Jerue	Classroom Teacher
Curtis Robinson	Classroom Teacher
Anne Larsson	Parent or Community Member
John Na	Parent or Community Member
Susan Bassett	Parent or Community Member
Nicole Hou	Secondary Student
Katherine Carroll	Secondary Student
Navya Gottumukkala	Secondary Student
Bailey Kauffman	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
	Departmental 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 May 26th, 2021.

Attested:

ON FILE	Principal, Brent Givens on 05/26/2021
ON FILE	SSC Chairperson, Kimberli Heck on 05/26/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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		\$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 \$178,166.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.2 ELD Teacher positions	1000-1999: Certificated Personnel Salaries	\$150,018.00	Engaging Academics	

Winston Churchill Middle School

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
--	--	-------------	--------------------

LCFF Supplemental English Learner Central Total Expenditures:	\$178,166.00
---	--------------

LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
---	--------

Funding Source: LCFF Supplemental Site Allocation **\$63,648.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
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	
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	\$4,000.00	Engaging Academics	
Provide time for teacher collaboration and lesson planning. Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment.	1000-1999: Certificated Personnel Salaries	\$4,000.00	Engaging Academics	

Winston Churchill Middle School

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.		\$1,472.00	Engaging Academics
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.	None Specified	\$500.00	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	\$42,208.00	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.		\$1,000.00	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	\$1,000.00	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	\$1,968.00	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	\$1,500.00	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	\$3,500.00	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)		\$50,000.00	Engaging Academics	

Other Total Expenditures: \$55,200.00

Other Allocation Balance: \$0.00

Winston Churchill Middle School Total Expenditures: \$415,196.00