



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 30th, 2023 | August 8, 2023 |

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Winston Churchill Middle School met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Homeless
4. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

| Guidance | |
|----------------------|---|
| Data Analysis | <p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p> |

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.

iReady Data Analysis (this is baseline data as we have only tested twice this year, once in the fall and once in the winter):

2022-23 FALL DATA

In looking at our ELA iReady Data, 45.2% of our students were at At Grade Level in the FALL of 2022-23
 Our overall ELA proficiency rates for 6th-grade students in the At Grade Level was 53.5%
 Our overall ELA proficiency rates for 7th-grade students in the At Grade Level was 52.9%
 Our overall ELA proficiency rates for 8th-grade students in the At Grade Level was 48.6%

ATSI Data At Grade Level in the FALL of 2022-23

Our overall ELA proficiency rates for EL students was 0%
 Our overall ELA proficiency rates for low-income students was 21.1%
 Our overall ELA proficiency rates for Hispanic students was 24.4%
 Our overall ELA proficiency rates for African American students was 25.3%
 Our overall ELA proficiency rates for Special Education students was 18.4%

In looking at our Math iReady Data, 45.2% of our students were At Grade Level in the FALL of 2022-23

Our overall math proficiency rates for 6th-grade students in the At Grade Level was 52%
 Our overall math proficiency rates for 7th-grade students in the At Grade Level was 42.5%
 Our overall math proficiency rates for 8th-grade students in the At Grade Level was 42.4%

ATSI Data At Grade Level in the FALL of 2022-23

Our overall math proficiency rates for EL students was .8%
 Our overall math proficiency rates for low-income students was 16.2%
 Our overall math proficiency rates for Hispanic students was 24.2%
 Our overall math proficiency rates for African American students was 16.7%
 Our overall math proficiency rates for Special Education students was 15.9%

2022-23 WINTER DATA

In looking at our ELA iReady Data, 56.2% of our students were at At Grade Level in the WINTER of 2022-23
 Our overall ELA proficiency rates for 6th-grade students in the At Grade Level was 56.5%
 Our overall ELA proficiency rates for 7th-grade students in the At Grade Level was 54.3%
 Our overall ELA proficiency rates for 8th-grade students in the At Grade Level was 58%

ATSI Data At Grade Level in the WINTER of 2022-23

Our overall ELA proficiency rates for EL students was .8%

Our overall ELA proficiency rates for low-income students was 27.4%
 Our overall ELA proficiency rates for Hispanic students was 39.3%
 Our overall ELA proficiency rates for African American students was 27.9%
 Our overall ELA proficiency rates for Special Education students was 21.1%

In looking at our Math iReady Data, 49.2% of our students were At Grade Level in the WINTER of 2022-23
 Our overall math proficiency rates for 6th-grade students in the At Grade Level was 53.1%
 Our overall math proficiency rates for 7th-grade students in the At Grade Level was 47.9%
 Our overall math proficiency rates for 8th-grade students in the At Grade Level was 47.3%

ATSI Data At Grade Level in the WINTER of 2022-23
 Our overall math proficiency rates for EL students was 3.3%
 Our overall math proficiency rates for low-income students was 19%
 Our overall math proficiency rates for Hispanic students was 27.3%
 Our overall math proficiency rates for African American students was 18.6%
 Our overall math proficiency rates for Special Education students was 16.7%

Target groups:

Based on the above school data, as well as our students impacted in SCOE ATSI data, the staff School Site Council recognizes a disproportionate rate of achievement with our EL, AA, SES, and SWD subgroups.

2021/22 Attendance Data (8/11/22 to 1/9/23):

During the first semester, we had a 93.9% Attendance Rate. ATSI subgroup data is as follows:
 African American 91.1%.
 Homeless students at 87.3%
 Special Education students at 90%
 EL students at 91.2%

2022-23 Suspension Data (8/11/22 to 4/27/23):

During the year, we had a 6.63% Suspension Rate. ATSI subgroup data is as follows:
 African American students were suspended in a disproportionate amount at a rate of 28.04%.
 Homeless students at 13.6%
 Special Education students at 18.66%
 EL students at 9.77%

*We will continue to focus on Positive Behavioral Interventions and Supports in an effort to reduce our suspension rate.

Root Cause Analysis

What did your root causes analysis reveal?

| | Guidance |
|----------------------------|---|
| Root Cause Analysis | <p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p> |

The data tells us that overall, we are making minimal growth in overall student Math and ELA performance. Our rates of achievement for our ATSI subgroups, AA, EL, SWD, and Homeless are achieving at rates disproportionately lower to other comparable subgroups. This data is in line with historical data for Churchill, however this year we have noticed small growth in our ATSI subgroups from FALL to WINTER in both ELA and MATH.

These results are driving us to consider schoolwide PD in August for all teachers in Interdisciplinary Literacy. Because we have pockets of strength, our focus this year will continue to drive our IB Unit Development as we are an IB school. Additionally, our collaboration and efficacy in developing UDL strategies needs to be further incorporated into all classrooms.

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 19 staff members complete the survey, which will skew some of our percentages. The first area of concern is that we see only a moderate number of students who believe the school climate is positive, nurturing and caring. Another area of concern was about student safety and respect for others. This data tells us that we need to intentionally create opportunities for students to develop character awareness. To meet this need we are designing 3 years of character education in our homeroom model that will be grade level specific.

Resource Inequities

What resource inequities did you discover?

| Guidance | |
|----------------------------|---|
| Resource Inequities | Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs. |

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 ATSI subgroups: SES, Homeless, English Learners, African American, and SWD. 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 1 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, a newly hired SCIS to help support our families where English is not a primary language, 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.

Input from Educational Partners

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. As of February 2023, Churchill has also been identified as an ATSI program by the CDE, specifically for disproportionate metrics for students within AA, SWD, EL, and HOM subgroups. Currently, 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 continue to 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| American Indian | 0.3% | 0.33% | 0.11% | 3 | 3 | 1 |
| African American | 6.5% | 7.00% | 7.38% | 63 | 63 | 69 |
| Asian | 22.3% | 21.89% | 21.82% | 215 | 197 | 204 |
| Filipino | 1.7% | 0.44% | 0.53% | 16 | 4 | 5 |
| Hispanic/Latino | 19.7% | 19.11% | 18.61% | 190 | 172 | 174 |
| Pacific Islander | 0.6% | 0.89% | 0.53% | 6 | 8 | 5 |
| White | 38.5% | 40.44% | 40.64% | 371 | 364 | 380 |
| Multiple/No Response | 10.0% | 9.89% | 10.37% | 96 | 89 | 97 |
| Total Enrollment | | | | 965 | 900 | 935 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Grade 6 | 258 | 244 | 267 |
| Grade 7 | 369 | 309 | 359 |
| Grade 8 | 338 | 347 | 309 |
| Total Enrollment | 965 | 900 | 935 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| English Learners | 88 | 82 | 105 | 9.10% | 9.1% | 11.2% |
| Fluent English Proficient (FEP) | 214 | 193 | 202 | 22.20% | 21.4% | 21.6% |
| Reclassified Fluent English Proficient (RFEP) | 5 | | | 5.7% | | |

Conclusions based on this data:

1. iReady Data Analysis (this is baseline data as we have only tested twice this year, once in the fall and once in the winter):

In looking at our ELA iReady Data, 59.8% of our students were at At Grade Level in the winter of 2022

Our overall ELA proficiency rates for 6th-grade students in the At Grade Level was 59.7%

Our overall ELA proficiency rates for 7th-grade students in the At Grade Level was 55.6%

Our overall ELA proficiency rates for 8th-grade students in the At Grade Level was 63.6%

Our overall ELA proficiency rates for EL students was 1.1%

Our overall ELA proficiency rates for low-income students was 33.2%

Our overall ELA proficiency rates for Hispanic students was 42.9%

Our overall ELA proficiency rates for African American students was 25.3%

Our overall ELA proficiency rates for Special Education students was 24.8%

In looking at our Math iReady Data, 54.8% of our students were At Grade Level in the winter of 2022

Our overall math proficiency rates for 6th-grade students in the At Grade Level was 59.7%

Our overall math proficiency rates for 7th-grade students in the At Grade Level was 52.4%

Our overall math proficiency rates for 8th-grade students in the At Grade Level was 53.4%

Our overall math proficiency rates for EL students was 2.2%

Our overall math proficiency rates for low-income students was 26.3%

Our overall math proficiency rates for Hispanic students was 32.6%

Our overall math proficiency rates for African American students was 19.5%

Our overall math proficiency rates for Special Education students was 4.6%

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.



Spring 2023
District Climate Survey Results by School

Winston Churchill

| | Parent | | Student (gr. 4-12) | | Staff | |
|--|--------|--------|--------------------|---------|-------|---------|
| | N | Pct | N | Pct | N | Pct |
| Caring Relationships | | | | | | |
| Pct Strongly Agree/Agree | | | | | | |
| A) School has a climate that is caring. | 154 | 78.57% | 3 | 66.67% | 19 | 68.42% |
| B) There are students and staff on campus who listen to students when they have something to say. | 155 | 79.35% | 3 | 33.33% | 19 | 89.47% |
| C) There is an adult from the school who checks on how students are doing. | 155 | 46.85% | 3 | 66.67% | 19 | 89.47% |
| D) School has the materials, staff, programs, and supports needed to help all students do their best. | 155 | 83.87% | 3 | 100.00% | 19 | 42.11% |
| E) Staff feels supported to do their job well in meeting the needs of all students. | | | | | 19 | 57.89% |
| F) Staff feels part of an effective team. | | | | | 19 | 68.42% |
| Family and Staff Engagement | | | | | | |
| Pct Strongly Agree/Agree | | | | | | |
| A) Staff at the school promptly responds to family phone calls, messages, or e-mails. | 153 | 81.09% | | | 19 | 89.47% |
| B) The school clearly outlines the family, student, and school responsibilities in educating each child. | 154 | 81.82% | | | 19 | 68.42% |
| C) The school offers families opportunities to be involved in school and classroom activities. | 153 | 75.82% | | | 19 | 68.42% |
| D) The school keeps families well-informed about school activities. | 154 | 85.71% | | | 19 | 94.74% |
| E) The staff at our school listens to family concerns about issues. | 151 | 68.21% | | | 19 | 73.68% |
| F) The staff at school are helpful and welcoming when families come to school or call. | 154 | 89.61% | | | 19 | 84.21% |
| G) The school and families are partners in promoting positive behavior for my student. | 154 | 85.71% | | | 19 | 63.16% |
| H) Families who speak a language other than English receive general information about our school in their home language. | 154 | 85.71% | | | 19 | 52.63% |
| I) Staff receive information about upcoming events and important information about the school. | | | | | 19 | 94.74% |
| School Decision Making | | | | | | |
| Pct Strongly Agree/Agree | | | | | | |
| A) School seeks input when making important decisions. | 155 | 60.65% | 3 | 66.67% | 19 | 78.95% |
| B) Important school decisions reflect diverse input. | 154 | 51.30% | 3 | 33.33% | 19 | 68.42% |
| C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc. | 154 | 82.47% | | | | |
| D) The principal and staff listen to concerns of other staff members about issues. | | | | | 19 | 68.42% |
| E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding. | | | | | 19 | 68.42% |
| F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc. | | | | | 19 | 84.21% |
| G) Our school uses data from this survey to inform site decision making. | | | | | 19 | 47.37% |
| H) Staff voice matters in decision making. | | | | | 19 | 47.37% |
| Safety | | | | | | |
| Pct Strongly Agree/Agree | | | | | | |
| A) Concerns about student safety are taken seriously. | 154 | 77.27% | 3 | 0.00% | 19 | 68.42% |
| B) Concerns about student safety are addressed in a timely manner at my school. | 154 | 71.43% | 3 | 33.33% | 19 | 63.16% |
| C) My school is a safe place for all students. | 155 | 74.84% | 3 | 33.33% | 19 | 47.37% |
| D) My school is a safe place for all staff. | | | | | 19 | 52.63% |
| E) Students know what staff member to go to if they have a safety concern. | 154 | 70.78% | 3 | 33.33% | 19 | 73.68% |
| F) Students know school safety protocols. | 154 | 78.57% | 3 | 66.67% | 19 | 68.42% |
| G) I feel safe sharing different viewpoints and perspectives at my school. | 154 | 61.69% | 3 | 100.00% | 19 | 68.42% |
| Sense of Belonging | | | | | | |
| Pct Strongly Agree/Agree | | | | | | |
| A) School staff respects student diversity. | 154 | 81.82% | 3 | 100.00% | 19 | 89.47% |
| B) Adults at my school treat students respectfully. | 154 | 85.71% | 3 | 100.00% | 19 | 63.16% |
| C) Students are respectful to each other at school. | 154 | 48.05% | 3 | 0.00% | 19 | 21.05% |
| D) Students have opportunities to socialize with other students often at school. | 154 | 83.12% | 3 | 66.67% | 19 | 100.00% |
| E) Students have an adult on campus they trust. | 153 | 69.28% | 3 | 66.67% | 19 | 84.21% |
| F) Students trust other students at school. | 151 | 82.12% | 3 | 66.67% | 19 | 52.63% |
| G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives. | 153 | 74.51% | 3 | 66.67% | 19 | 47.37% |
| H) School staff reflects student diversity. | 150 | 61.33% | 3 | 33.33% | 19 | 36.84% |
| Academic Progress | | | | | | |
| Pct Strongly Agree/Agree | | | | | | |
| A) Families and students understand how assignments and tests are graded. | 152 | 76.32% | 3 | 100.00% | 19 | 68.42% |
| B) Questions and concerns about schoolwork are addressed. | 154 | 75.32% | 3 | 100.00% | 19 | 89.47% |
| C) Student grades reflect their knowledge of the material. | 154 | 80.52% | 3 | 66.67% | 19 | 78.95% |
| D) Adults at my school believe all students can be successful. | 153 | 84.97% | 3 | 100.00% | 19 | 57.89% |
| E) Students feel comfortable and unjudged to ask their teacher for help. | 153 | 73.20% | 3 | 100.00% | 19 | 94.74% |
| F) Teachers provide opportunities for students to participate in classroom discussions or activities. | 154 | 87.66% | 3 | 100.00% | 18 | 100.00% |
| G) Teachers at my school go out of their way to help all students. | 153 | 71.24% | 3 | 33.33% | 19 | 89.47% |
| H) Students receive timely and regular feedback on their learning. | 153 | 75.16% | 3 | 100.00% | 19 | 89.47% |
| I) Staff at my school provides resources or ideas that help families support their students at home. | 150 | 58.67% | | | 18 | 66.67% |
| High Expectations | | | | | | |
| Pct Strongly Agree/Agree | | | | | | |
| A) Students are challenged academically at school. | 153 | 75.82% | 3 | 66.67% | 19 | 84.21% |
| B) School recognizes and celebrates the academic success of all students. | 152 | 68.42% | 3 | 66.67% | 19 | 73.68% |
| C) Adults on campus motivate students to do their best. | 152 | 67.11% | 3 | 66.67% | 19 | 78.95% |
| D) School provides additional academic support when students are struggling. | 153 | 64.05% | 3 | 100.00% | 19 | 84.21% |

| | Parent | | Student (gr. 4-12) | | Staff | |
|--|--------|--------|--------------------|---------|-------|--------|
| | N | Pct | N | Pct | N | Pct |
| Student Engagement | | | | | | |
| A) Students are interested in what they are learning. | 155 | 77.42% | 3 | 66.67% | 19 | 84.21% |
| B) Students have access to classes and activities that meet their interests and talents. | 154 | 78.57% | 3 | 66.67% | 19 | 73.68% |
| C) Students understand how to complete their schoolwork. | 153 | 86.27% | 3 | 100.00% | 19 | 73.68% |
| D) Students complete assignments on time. | 154 | 83.77% | 3 | 100.00% | 19 | 42.11% |
| E) Students are motivated to do their schoolwork. | 155 | 77.42% | 3 | 100.00% | 19 | 42.11% |

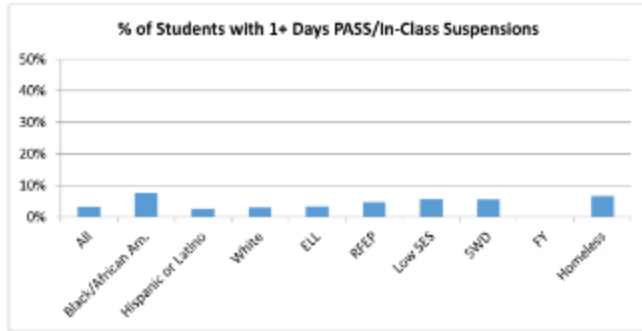
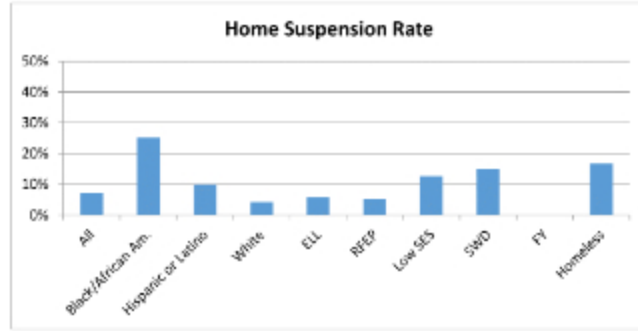
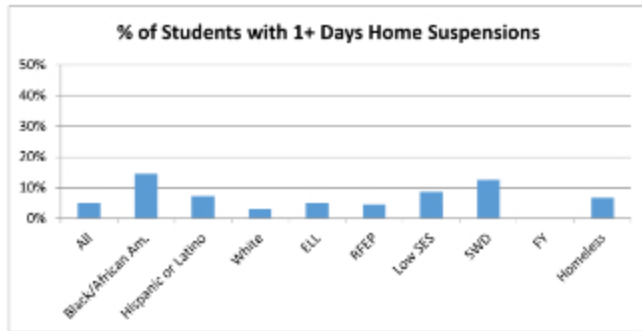
| | Parent | | Student (gr. 4-12) | | Staff | |
|---|--------|--------|--------------------|---------|-------|--------|
| | N | Pct | N | Pct | N | Pct |
| College and Career Readiness | | | | | | |
| A) Students are encouraged to take the required courses needed to be prepared for college and career. | 153 | 71.24% | 3 | 33.33% | 18 | 66.67% |
| B) Students and families know what classes they will have to take and pass to graduate from high school. | 154 | 61.04% | 3 | 66.67% | 19 | 42.11% |
| C) Students are interested in attending college, joining the military, or entering the workforce after high school. | 153 | 80.39% | 3 | 100.00% | 18 | 55.56% |
| D) School offers college and career programs. | 151 | 45.70% | 3 | 66.67% | 19 | 21.05% |
| E) Students participate in programs to learn about different jobs, careers, and colleges. | 150 | 32.00% | 3 | 33.33% | 19 | 15.79% |
| F) Students are prepared for the next step of their educational experience. | 152 | 73.03% | 3 | 33.33% | 19 | 36.84% |
| G) Staff are optimistic about the future of their career in San Juan Unified. | | | | | 19 | 57.89% |
| H) There are equitable opportunities for advancement in the district. | | | | | 19 | 47.37% |

| | Parent | | Student (gr. 4-12) | | Staff | |
|---|--------|--------|--------------------|--------|-------|--------|
| | N | Pct | N | Pct | N | Pct |
| Customer Satisfaction | | | | | | |
| A) I would recommend my school to other families. | 151 | 82.78% | 3 | 66.67% | 19 | 83.16% |
| B) San Juan Unified School District is a district that I would recommend to other families. | 153 | 82.35% | 3 | 33.33% | 19 | 73.68% |

Winston Churchill Middle School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

| Groups | Enrollment | Home Suspensions | | | | | PASS or In-Class Suspension Penalties | | | |
|--------------------|------------|------------------|-----------------|-------------------|-------------|-----------------|---------------------------------------|----------------|-------------|--------------|
| | | 1+ Days Susp | % 1+ Days Susps | Days Lost to Susp | # Incidents | Suspension Rate | 1+ Days Susp | % 1+ Days Susp | # Penalties | Penalty Rate |
| All | 995 | 50 | 5.03% | 116 | 71 | 7.14% | 32 | 3.22% | 51 | 5.13% |
| Black/African Am. | 103 | 15 | 14.56% | 47 | 26 | 25.24% | 8 | 7.77% | 11 | 10.68% |
| Hispanic or Latino | 192 | 14 | 7.29% | 29 | 19 | 9.90% | 5 | 2.60% | 12 | 6.25% |
| White | 444 | 14 | 3.15% | 29 | 19 | 4.28% | 13 | 2.93% | 18 | 4.05% |
| ELL | 122 | 6 | 4.92% | 11 | 7 | 5.74% | 4 | 3.28% | 7 | 5.74% |
| RFEP | 150 | 7 | 4.67% | 10 | 8 | 5.33% | 7 | 4.67% | 11 | 7.33% |
| Low SES | 396 | 34 | 8.59% | 84 | 50 | 12.63% | 22 | 5.56% | 34 | 8.59% |
| SWD | 128 | 16 | 12.50% | 31 | 19 | 14.84% | 7 | 5.47% | 12 | 9.38% |
| FY | 3 | - | 0.00% | - | - | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Homeless | 30 | 2 | 6.67% | 7 | 5 | 16.67% | 2 | 6.67% | 5 | 16.67% |



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Winston Churchill Middle School - I-Ready Diagnostic 2 ELA Proficiency Level by Group

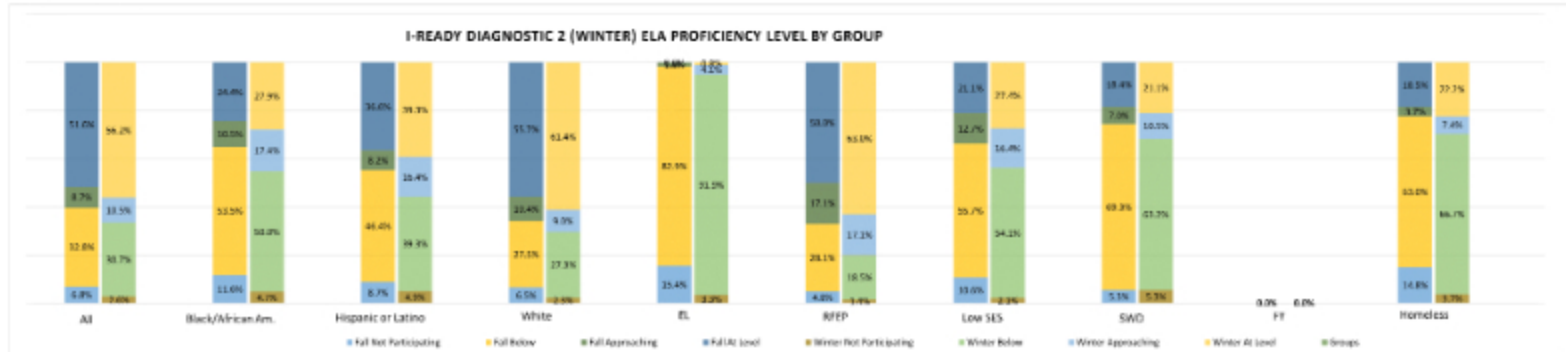
| Group | Total Enrolled | Fall/Diagnostic 1 - Ready Grade Level Placement | | | | Winter/Diagnostic 2 - Ready Grade Level Placement | | | | Spring/Diagnostic 3 - Ready Grade Level Placement | | | |
|--------------------|----------------|---|-------------|--------------------|---------------------|---|---------------|----------------------|-----------------------|---|---------------|----------------------|-----------------------|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| All | 951 | 65 | 312 | 83 | 491 | 25 | 262 | 300 | 514 | | | | |
| Black/African Am. | 86 | 30 | 45 | 9 | 22 | 4 | 43 | 15 | 24 | | | | |
| Hispanic or Latina | 183 | 35 | 85 | 15 | 67 | 9 | 72 | 30 | 72 | | | | |
| White | 433 | 28 | 119 | 45 | 241 | 10 | 118 | 39 | 266 | | | | |
| EL | 123 | 39 | 102 | 2 | 0 | 4 | 113 | 5 | 1 | | | | |
| FFEP | 146 | 7 | 41 | 25 | 73 | 2 | 27 | 25 | 92 | | | | |
| Low SES | 379 | 40 | 211 | 48 | 80 | 8 | 205 | 62 | 104 | | | | |
| SWD | 114 | 6 | 79 | 8 | 21 | 6 | 72 | 12 | 24 | | | | |
| FY | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | | | | |
| Homeless | 27 | 4 | 17 | 1 | 5 | 1 | 18 | 2 | 6 | | | | |

| Group | Total Enrolled | Fall/Diagnostic 1 - Ready Grade Level Placement | | | | Winter/Diagnostic 2 - Ready Grade Level Placement | | | | Spring/Diagnostic 3 - Ready Grade Level Placement | | | |
|--------------------|----------------|---|-------------|--------------------|---------------------|---|---------------|----------------------|-----------------------|---|---------------|----------------------|-----------------------|
| | | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| All | 951 | 6.8% | 32.8% | 8.7% | 51.6% | 2.6% | 30.7% | 30.5% | 56.2% | | | | |
| Black/African Am. | 86 | 34.8% | 52.3% | 10.5% | 24.4% | 4.7% | 50.0% | 17.4% | 27.9% | | | | |
| Hispanic or Latina | 183 | 19.1% | 46.4% | 8.2% | 36.6% | 4.9% | 39.3% | 36.4% | 39.3% | | | | |
| White | 433 | 6.5% | 27.5% | 10.4% | 55.7% | 2.3% | 27.3% | 9.0% | 61.4% | | | | |
| EL | 123 | 31.7% | 82.9% | 1.6% | 0.0% | 3.3% | 91.9% | 4.1% | 0.8% | | | | |
| FFEP | 146 | 4.8% | 28.1% | 17.1% | 50.0% | 1.4% | 18.5% | 17.1% | 63.0% | | | | |
| Low SES | 379 | 10.6% | 55.7% | 12.7% | 21.1% | 2.1% | 54.1% | 36.4% | 27.4% | | | | |
| SWD | 114 | 5.3% | 69.3% | 7.0% | 18.4% | 5.3% | 63.2% | 30.5% | 21.1% | | | | |
| FY | 2 | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% | 0.0% | 50.0% | 50.0% | | | | |
| Homeless | 27 | 14.8% | 63.0% | 3.7% | 18.5% | 3.7% | 66.7% | 7.4% | 22.2% | | | | |

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Winston Churchill Middle School - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

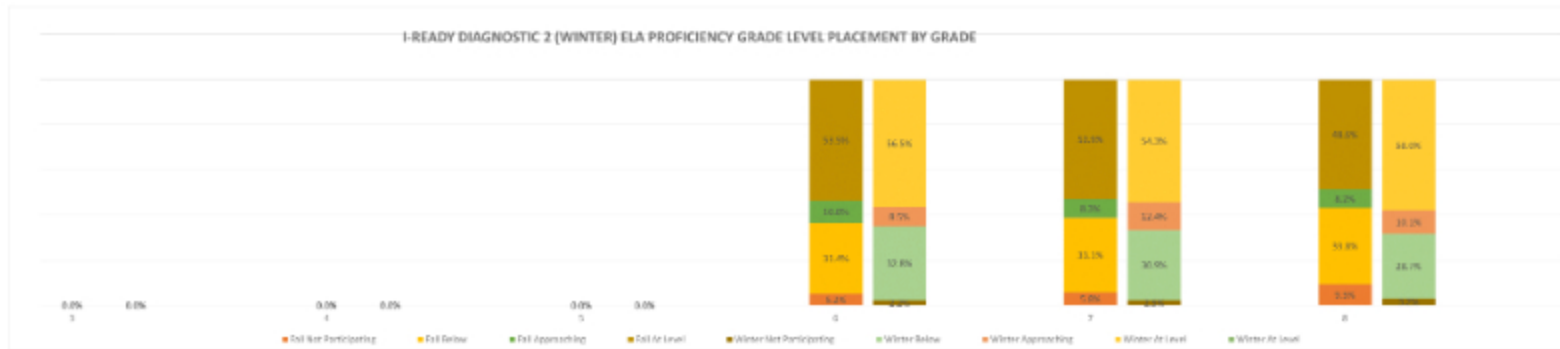
| Grade | Fall/Diagnostic 1 I-Ready Grade Level Placement | | | | | Winter/Diagnostic 2 I-Ready Grade Level Placement | | | | Spring/Diagnostic 3 I-Ready Grade Level Placement | | | |
|-------|---|------------------------|-------------|--------------------|---------------------|---|---------------|----------------------|-----------------------|---|---------------|----------------------|-----------------------|
| | Total Enrolled | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 6 | 271 | 34 | 85 | 27 | 145 | 6 | 89 | 23 | 153 | | | | |
| 7 | 163 | 21 | 120 | 30 | 192 | 9 | 112 | 45 | 197 | | | | |
| 8 | 317 | 30 | 167 | 29 | 154 | 10 | 91 | 32 | 184 | | | | |

| Grade | Fall/Diagnostic 1 I-Ready Grade Level Placement | | | | | Winter/Diagnostic 2 I-Ready Grade Level Placement | | | | Spring/Diagnostic 3 I-Ready Grade Level Placement | | | |
|-------|---|------------------------|-------------|--------------------|----------------|---|---------------|----------------------|-----------------------|---|---------------|----------------------|-----------------------|
| | Total Enrolled | Fall Not Participating | Fall Below* | Fall Approaching** | At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | | | | | | | | | | | | |
| 4 | 0 | | | | | | | | | | | | |
| 5 | 0 | | | | | | | | | | | | |
| 6 | 271 | 5.2% | 31.4% | 10.0% | 53.5% | 2.2% | 32.8% | 8.5% | 56.5% | | | | |
| 7 | 163 | 5.8% | 33.1% | 8.3% | 52.9% | 2.5% | 30.9% | 12.4% | 54.3% | | | | |
| 8 | 317 | 9.5% | 33.8% | 6.2% | 48.6% | 3.2% | 28.7% | 10.1% | 58.0% | | | | |

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Winston Churchill Middle School - I-Ready Diagnostic 2 Math Proficiency Level by Group

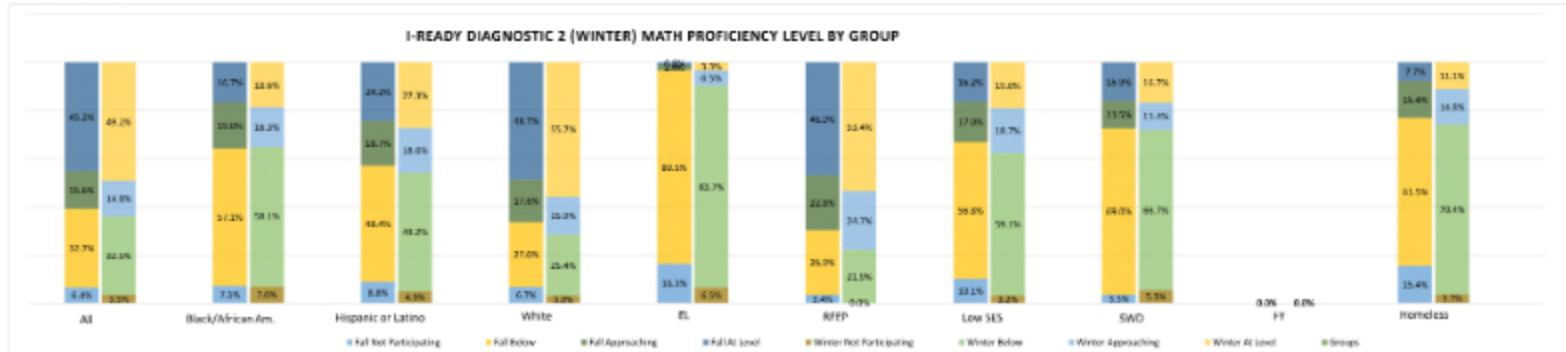
| Group | Fall/Diagnostic 1 -Ready Grade Level Placement | | | | | Winter/Diagnostic 2 -Ready Grade Level Placement | | | | | Spring/Diagnostic 3 -Ready Grade Level Placement | | | |
|--------------------|--|------------------------|-------------|--------------------|---------------------|--|---------------|----------------------|-----------------------|--------------------------|--|----------------------|-----------------------|--|
| | Total Enrolled | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level | |
| All | 951 | 61 | 110 | 148 | 428 | 33 | 100 | 141 | 468 | | | | | |
| Black/African Am. | 86 | 6 | 48 | 15 | 34 | 6 | 50 | 14 | 36 | | | | | |
| Hispanic or Latina | 183 | 26 | 88 | 34 | 44 | 9 | 90 | 34 | 50 | | | | | |
| White | 433 | 29 | 117 | 75 | 211 | 13 | 110 | 69 | 241 | | | | | |
| EL | 123 | 20 | 99 | 3 | 1 | 8 | 103 | 8 | 4 | | | | | |
| FFEP | 146 | 5 | 39 | 33 | 68 | 0 | 32 | 26 | 78 | | | | | |
| Low SES | 379 | 38 | 214 | 64 | 63 | 12 | 224 | 71 | 72 | | | | | |
| SWD | 114 | 4 | 78 | 13 | 38 | 6 | 76 | 13 | 39 | | | | | |
| FY | 2 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | | | | | |
| Homeless | 27 | 4 | 16 | 4 | 2 | 1 | 39 | 4 | 3 | | | | | |

| Group | Fall/Diagnostic 1 -Ready Grade Level Placement | | | | | Winter/Diagnostic 2 -Ready Grade Level Placement | | | | | Spring/Diagnostic 3 -Ready Grade Level Placement | | | |
|--------------------|--|------------------------|-------------|--------------------|---------------------|--|---------------|----------------------|-----------------------|--------------------------|--|----------------------|-----------------------|--|
| | Total Enrolled | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level | |
| All | 951 | 6.4% | 11.7% | 15.6% | 45.2% | 3.5% | 10.5% | 14.8% | 49.2% | | | | | |
| Black/African Am. | 86 | 7.1% | 57.1% | 19.0% | 16.7% | 7.0% | 58.1% | 16.8% | 18.0% | | | | | |
| Hispanic or Latina | 183 | 8.8% | 48.4% | 18.7% | 24.2% | 4.9% | 49.2% | 18.6% | 27.3% | | | | | |
| White | 433 | 6.7% | 27.0% | 17.4% | 48.7% | 3.0% | 25.4% | 15.9% | 55.7% | | | | | |
| EL | 123 | 16.3% | 80.5% | 2.4% | 0.8% | 6.5% | 83.7% | 6.5% | 3.3% | | | | | |
| FFEP | 146 | 3.4% | 26.9% | 22.8% | 46.9% | 0.0% | 21.9% | 14.7% | 53.4% | | | | | |
| Low SES | 379 | 10.1% | 56.8% | 17.0% | 16.7% | 3.2% | 59.1% | 18.7% | 19.0% | | | | | |
| SWD | 114 | 3.5% | 69.0% | 11.5% | 15.9% | 5.3% | 66.7% | 11.4% | 16.7% | | | | | |
| FY | 2 | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% | 50.0% | 0.0% | 50.0% | | | | | |
| Homeless | 27 | 15.0% | 61.5% | 15.4% | 7.7% | 3.7% | 70.4% | 14.8% | 11.1% | | | | | |

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Winston Churchill Middle School - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

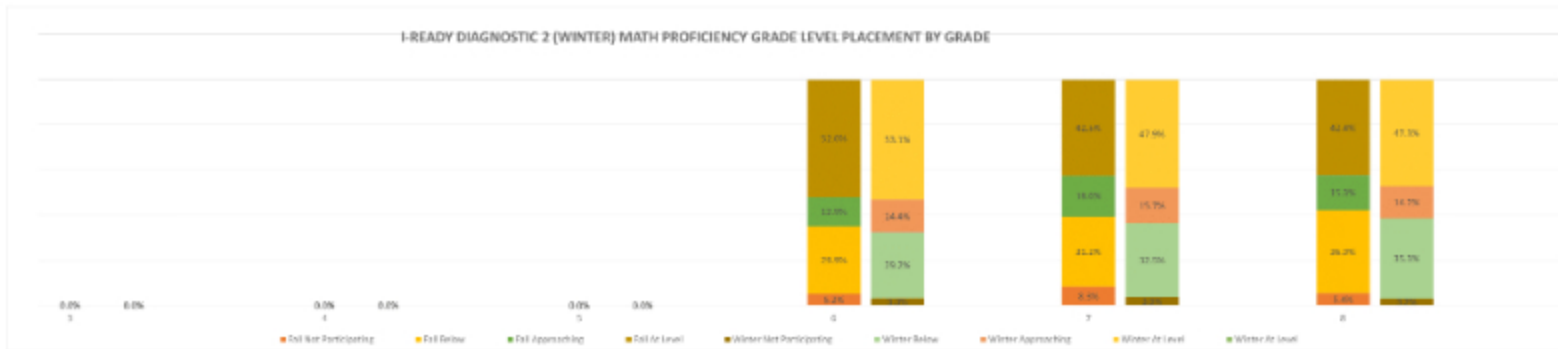
| Grade | Fall/Diagnostic 1 I-Ready Grade Level Placement | | | | | Winter/Diagnostic 2 I-Ready Grade Level Placement | | | | Spring/Diagnostic 3 I-Ready Grade Level Placement | | | |
|-------|---|------------------------|-------------|--------------------|---------------------|---|---------------|----------------------|-----------------------|---|---------------|----------------------|-----------------------|
| | Total Enrolled | Fall Not Participating | Fall Below* | Fall Approaching** | Fall At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| 6 | 271 | 34 | 81 | 35 | 141 | 9 | 29 | 36 | 144 | | | | |
| 7 | 363 | 30 | 113 | 65 | 154 | 14 | 118 | 57 | 174 | | | | |
| 8 | 317 | 17 | 116 | 48 | 133 | 10 | 112 | 45 | 150 | | | | |

| Grade | Fall/Diagnostic 1 I-Ready Grade Level Placement | | | | | Winter/Diagnostic 2 I-Ready Grade Level Placement | | | | Spring/Diagnostic 3 I-Ready Grade Level Placement | | | |
|-------|---|------------------------|-------------|--------------------|----------------|---|---------------|----------------------|-----------------------|---|---------------|----------------------|-----------------------|
| | Total Enrolled | Fall Not Participating | Fall Below* | Fall Approaching** | At Grade Level | Winter Not Participating | Winter Below* | Winter Approaching** | Winter At Grade Level | Spring Not Participating | Spring Below* | Spring Approaching** | Spring At Grade Level |
| 3 | 0 | | | | | | | | | | | | |
| 4 | 0 | | | | | | | | | | | | |
| 5 | 0 | | | | | | | | | | | | |
| 6 | 271 | 5.2% | 29.9% | 12.9% | 52.2% | 3.3% | 29.2% | 14.4% | 53.1% | | | | |
| 7 | 363 | 8.3% | 31.2% | 18.0% | 42.5% | 3.9% | 32.5% | 15.7% | 47.9% | | | | |
| 8 | 317 | 5.4% | 36.9% | 15.3% | 42.4% | 3.2% | 35.3% | 14.2% | 47.3% | | | | |

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this Text Level data:

iReady Data Analysis (this is baseline data as we have only tested twice this year, once in the fall and once in the winter):

In looking at our ELA iReady Data, 59.8% of our students were at At Grade Level in the winter of 2022

Our overall ELA proficiency rates for 6th-grade students in the At Grade Level was 59.7%

Our overall ELA proficiency rates for 7th-grade students in the At Grade Level was 55.6%

Our overall ELA proficiency rates for 8th-grade students in the At Grade Level was 63.6%

Our overall ELA proficiency rates for EL students was 1.1%

Our overall ELA proficiency rates for low-income students was 33.2%

Our overall ELA proficiency rates for Hispanic students was 42.9%

Our overall ELA proficiency rates for African American students was 25.3%

Our overall ELA proficiency rates for Special Education students was 24.8%

In looking at our Math iReady Data, 54.8% of our students were At Grade Level in the winter of 2022

Our overall math proficiency rates for 6th-grade students in the At Grade Level was 59.7%

Our overall math proficiency rates for 7th-grade students in the At Grade Level was 52.4%

Our overall math proficiency rates for 8th-grade students in the At Grade Level was 53.4%

Our overall math proficiency rates for EL students was 2.2%

Our overall math proficiency rates for low-income students was 26.3%

Our overall math proficiency rates for Hispanic students was 32.6%

Our overall math proficiency rates for African American students was 19.5%

Our overall math proficiency rates for Special Education students was 4.6%

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.

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: 2022-23

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

ANALYSIS

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. While there was SBAC testing in 2021-22, the results from 2022-23 will be used as drivers for action in planning for next school year.

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

As the year began, our focus was around identified areas of concern within our ATSI subgroups of AA, EL, SWD, and HOM. Over the course of the year, the ELA and Math iReady scores for students at grade level within each subgroup are as follows:

AA ELA - Fall (24.4%) Winter (27.9%)

EL ELA - Fall (0%) Winter (.8%)

SWD ELA - Fall (18.4%) Winter (21.1%)
HOM ELA - Fall (18.5%) Winter (22.2%)

AA Math - Fall (16.7%) Winter (18.6%)
EL Math - Fall (.8%) Winter (3.3%)
SWD Math - Fall (15.9%) Winter (16.7%)
HOM Math - Fall (7.7%) Winter (11.1%)

Overall 8th grade ELA and math scores which both increased by 3% and 5% respectively. Our Hispanic students saw growth results with a 3% increase in ELA scores, as well as a 3% increase in math scores.

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 and UDL 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 3 students complete the survey. Themes that we need to address in our planning for next year includes the fact that only 55% of our families believe our students are fostering a community of respect, as well as only 45% feeling that our school offers adequate College and Career pathways for our students.

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

Offering 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 has remained a core support to students. We also introduced KidTalk Protocols in our Grade Level teams as a measure to ensure Tier I instructional/behavioral supports are continuously in place for all students, especially those students needing additional support.

Safety continues to be an area of focus and we continue to spend a large percentage of our funds on hiring an additional campus monitor. We also hired a SCIS to help provide outreach and support to our families that are not historically connected to our school community. Because of our high number of students in our EL program needing additional support and services, our SCIS has been a significant resource in providing that support.

2022-23 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.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

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 related to college/career readiness. | 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 4000-4999: Books And Supplies | 500.00 | School year 2023 - 2024 |
| 1.2 | Develop an attendance improvement plan, with specific strategies to support AA, SWD, HOM, and EL students. Reward | 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 2023 - 2024 |

| | | | | | | |
|-----|---|--|--|--|--|----------------------------|
| | students for improvements in attendance goals. | | | | | |
| 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 2023 - 2024 |

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: 2022-23

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

ANALYSIS

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.

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

As the year began, our focus was around identified areas of concern within our ATSI subgroups of AA, EL, SWD, and HOM. Over the course of the year, the ELA and Math iReady scores for students at grade level within each subgroup are as follows:

AA ELA - Fall (24.4%) Winter (27.9%)

EL ELA - Fall (0%) Winter (.8%)

SWD ELA - Fall (18.4%) Winter (21.1%)

HOM ELA - Fall (18.5%) Winter (22.2%)

AA Math - Fall (16.7%) Winter (18.6%)

EL Math - Fall (.8%) Winter (3.3%)

SWD Math - Fall (15.9%) Winter (16.7%)

HOM Math - Fall (7.7%) Winter (11.1%)

Overall 8th grade ELA and math scores which both increased by 3% and 5% respectively. Our Hispanic students saw growth results with a 3% increase in ELA scores, as well as a 3% increase in math scores.

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 and UDL 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 3 students complete the survey. Themes that we need to address in our planning for next year includes the fact that only 55% of our families believe our students are fostering a community of respect, as well as only 45% feeling that our school offers adequate College and Career pathways for our students.

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

Our plan remained very similar to the previous year as we needed 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. We also hired a SCIS to support students and families school wide, but primarily our families where English is not a primary language or they are refugees.

2022-23

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 2022-23 | Expected Outcome 2023-24 |
|---|--|---|
| Suspension Rate | N/A - We only had data for the first semester of 2022 (not a complete picture) | Lower the suspension rate of our AA and SWD students so that it is not disproportionate to other groups. |
| 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 2023-24 we will increase the percentage of staff, parents and students who feel like the school has a positive culture by 10%. |
| Attendance | N/A - We only had data for the first semester of 2022 (not a complete picture) | In the first semester of 2022-23, our attendance rate was |
| 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 2023-24 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 Tier I PBIS system and behavioral expectations | 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 | 4500 | School year 2023-24 |

| | | | | | | |
|-----|---|--|--|---|------|---------------------|
| | (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). | | | | | |
| 2.2 | Develop a PBIS Reward System for our ATSI subgroups to support achievement with daily | All Students X English Learners X Low-Income Students Foster Youth X Other SWD, AA | Administration, SCIS, PBIS and Parent Groups | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1500 | School year 2023-24 |

| | | | | | | |
|-----|---|--|-------------------------|--|--------|---------------------|
| | contracts and target behaviors | | | | | |
| 2.3 | 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 2023-24 |
| 2.4 | 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 | X All Students English Learners Low-Income Students Foster Youth Other | District Administration | LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries | 51237 | School year 2023-24 |

| | | | | | | |
|-----|---|--|-----------------------------------|--|------------------|------------------------|
| | Counselor | | | | | |
| 2.5 | 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 4000-4999: Books And Supplies | 300.00 | School year 2023-24 |
| 2.6 | 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 2023-24 |

| | | | | | | |
|-----|--|--|----------------|--|------------------|---------------------|
| 2.7 | 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. | 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 3000-3999: Employee Benefits | 27,578 22,544 | School year 2023-24 |
|-----|--|--|----------------|--|------------------|---------------------|

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: 2022-23

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

ANALYSIS

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.

As the year began, our focus was around identified areas of concern within our ATSI subgroups of AA, EL, SWD, and HOM. Over the course of the year, the ELA and Math iReady scores for students at grade level within each subgroup are as follows:

AA ELA - Fall (24.4%) Winter (27.9%)
EL ELA - Fall (0%) Winter (.8%)
SWD ELA - Fall (18.4%) Winter (21.1%)
HOM ELA - Fall (18.5%) Winter (22.2%)

AA Math - Fall (16.7%) Winter (18.6%)
EL Math - Fall (.8%) Winter (3.3%)
SWD Math - Fall (15.9%) Winter (16.7%)
HOM Math - Fall (7.7%) Winter (11.1%)

Overall 8th grade ELA and math scores which both increased by 3% and 5% respectively. Our Hispanic students saw growth results with a 3% increase in ELA scores, as well as a 3% increase in math scores.

2022-23 Suspension Data as of 3/24/2023 shows our AA and SPED populations receiving a higher rate of suspension than their peers.

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)

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.

2022-23

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.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

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 identified ATSI subgroups of AA, SWD, EL, and HOM through professional development opportunities, workshops, and conferences. | All Students X English Learners Low-Income Students Foster Youth Other HOM, AA, SWD | Administrators , Leadership Team and Teachers | LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures | 2500.00 | School year 2023 - 2024 |
| 3.2 | Provide time for teacher collaboration and lesson planning. | X All Students English Learners Low-Income Students Foster Youth Other | Administrators , Leadership Team & Teachers | LCFF Supplemental Site Allocation 1000-1999: Certificated | 3200 | School year 2023 - 2024 |

| | | | | | | |
|-----|--|--|---|--|---------|-------------------------|
| | Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment. | | | Personnel Salaries | | |
| 3.3 | Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 ELD Teacher positions | All Students X 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 2023 - 2024 |
| 3.4 | Provide funding for enrichment activities that support the core curriculum and support student learning. Ex: Plays, productions, | 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 | 1000.00 | School year 2023 - 2024 |

| | | | | | | |
|-----|--|--|------------------------------|---|----------|----------------------------|
| | field trips, guest speakers and special 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 2023 - 2024 |
| 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 | 21886 | School year 2023 - 2024 |

| | | | | | | |
|-----|--|--|---|--|---------|-------------------------|
| | | | | Personnel Salaries | | |
| 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 2023 - 2024 |
| 3.8 | Ensure ELAC coordination: Plan and run ELAC meetings, test EL students, tutor and | All Students X English Learners Low-Income Students Foster Youth Other | Administration & EL Support Team | LCFF Supplemental Site Allocation 1000-1999: Certificated | 1498.00 | School year 2023 - 2024 |

translate documents into EL families' home language.

Personnel Salaries

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: 2022-23

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

ANALYSIS

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, we will incorporate

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

During the 2022-23 school year we continued to offer 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.

2022-23

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 2022-23 Expected Outcome 2023-24

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 X English Learners X Low-Income Students X Foster Youth X Other African American males | Administration and Family and Student Engagement Team | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 7500.00 | School year 2023-24 |

| | | | | | | |
|-----|--|--|---------------------------|--|-------|---------------------|
| 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 2023-24 |
|-----|--|--|---------------------------|--|-------|---------------------|

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.

Centralized Services

| |
|------------------------|
| SCHOOL GOAL #1: |
| |

| 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 Expenditure(s) | | | |
|---|-----------------------------------|------------------------------|------|--|----------------|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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| 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 Expenditure(s) | | | |
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| 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 Expenditure(s) | | | |
|---|-----------------------------------|-------------------------|------|--|----------------|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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SCHOOL GOAL #2:

| 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 Expenditure(s) | | | |
|---|-----------------------------------|-------------------------|------|--|----------------|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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| 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 Expenditure(s) | | | |
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| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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| 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 Expenditure(s) | | | |
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| SCHOOL GOAL #3: |
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| 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 Expenditure(s) | | | |
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| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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| 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 Expenditure(s) | | | |
|---|-----------------------------------|------------------------------|------|--|----------------|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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SCHOOL GOAL #4:

| 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 Expenditure(s) | | | |
|---|-----------------------------------|------------------------------|------|--|----------------|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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| 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 Expenditure(s) | | | |
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| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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| 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 Expenditure(s) | | | |
|--|---|--------------------------------|-------------|---|-----------------------|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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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 | \$413,757.00 |

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) | \$118,092.00 |
| LCFF Supplemental English Learner Central | \$168,345.00 |
| LCFF Supplemental Site Allocation | \$73,120.00 |
| Other | \$54,200.00 |

Subtotal of state or local funds included for this school: \$413,757.00

Total of federal, state, and/or local funds for this school: \$413,757.00

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 | 73,120 | 0.00 |
| LCFF Supplemental English Learner Central | 168,345 | 0.00 |
| LCFF Supplemental Centralized Services (District Only) | 118,092 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|--|------------|
| LCFF Supplemental Centralized Services (District Only) | 118,092.00 |
| LCFF Supplemental English Learner Central | 168,345.00 |
| LCFF Supplemental Site Allocation | 73,120.00 |
| Other | 54,200.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 315,987.00 |
| 2000-2999: Classified Personnel Salaries | 55,726.00 |
| 3000-3999: Employee Benefits | 22,544.00 |
| 4000-4999: Books And Supplies | 8,300.00 |
| 5000-5999: Services And Other Operating Expenditures | 8,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 2,500.00 |
| 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) | 118,092.00 |
| 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 | 4,698.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 27,578.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 22,544.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 7,300.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 8,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental Site Allocation | 2,500.00 |
| 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 | 111,859.00 |
| Goal 3 | 248,429.00 |
| Goal 4 | 52,469.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|--------------------|----------------------------|
| Theresa Hollenbeck | Classroom Teacher |
| Martha Gutierrez | Classroom Teacher |
| Alexander Paxton | Classroom Teacher |
| Sarah Britton | Parent or Community Member |
| Mary Beth Barber | Parent or Community Member |
| Luis Pacheco | Parent or Community Member |
| Kem Brown | Parent or Community Member |
| 7th Grade Student | Secondary Student |
| 7th Grade Student | Secondary Student |
| 7th Grade Student | Secondary Student |
| Mike Magliola | 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 May 30th, 2023.

Attested:

| | |
|---------|--|
| ON FILE | Principal, Michael Magliola on 5/30/2023 |
| ON FILE | SSC Chairperson, Luis Pacheco on 5/30/2023 |

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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)

\$118,092.00 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 | \$51,237.00 | 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 | |

Winston Churchill Middle School

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$118,092.00

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 | |
| Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 ELD Teacher positions | 1000-1999: Certificated Personnel Salaries | \$140,197.00 | Engaging Academics | |

LCFF Supplemental English Learner Central Total Expenditures: \$168,345.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$73,120.00 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 | \$1,000.00 | Engaging Academics | |
| | 3000-3999: Employee Benefits | \$22,544.00 | Healthy Environments for Socio-Emotional Growth | |

Winston Churchill Middle School

| | | | |
|---|---|-------------|---|
| Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all identified ATSI subgroups of AA, SWD, EL, and HOM through professional development opportunities, workshops, and conferences. | 5800: Professional/Consulting Services And Operating Expenditures | \$2,500.00 | Engaging Academics |
| Provide time for teacher collaboration and lesson planning. | 1000-1999: Certificated Personnel Salaries | \$3,200.00 | 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 | \$1,498.00 | 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. | 5000-5999: Services And Other Operating Expenditures | \$7,500.00 | 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 | \$27,578.00 | 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 |

Winston Churchill Middle School

| | | | |
|---|-------------------------------|------------|---|
| Develop an attendance improvement plan, with specific strategies to support AA, SWD, HOM, and EL students. 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 Tier I PBIS system and behavioral expectations (BARKS), IB Learner Profile and our Proud to Be Awesome program which recognizes students for academic, citizenship, and attendance achievements. | 4000-4999: Books And Supplies | \$4,500.00 | Healthy Environments for Socio-Emotional Growth |
| 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). | | | |
| Develop a PBIS Reward System for our ATSI subgroups to support achievement with daily contracts and target behaviors | 4000-4999: Books And Supplies | \$1,500.00 | Healthy Environments for Socio-Emotional Growth |

LCFF Supplemental Site Allocation Total Expenditures: \$73,120.00

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 | |

Winston Churchill Middle School

| | | | |
|--|--|-------------|---|
| 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: \$413,757.00