

Winston Churchill Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Winston Churchill Middle School
Street	4900 Whitney Avenue
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 971-7324
Principal	Michael Magliola
Email Address	michael.magliola@sanjuan.edu
School Website	https://www.sanjuan.edu/churchill
County-District-School (CDS) Code	34-67447-6034425

2023-24 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website	www.sanjuan.edu

2023-24 School Description and Mission Statement

MISSION STATEMENT

Our mission statement was created by a group of teachers, students, parents, and community members who collaborated on Winston Churchill's site strategic plan:

Valuing innovation, initiative, and community, the mission of Winston Churchill Middle School is to educate and empower each student to build a foundation for life-long learning, personal responsibility, and global citizenship by providing a rigorous and safe academic environment that develops critical thinking, collaborative skills and promotes persistence and resilience in our students while meeting their unique needs.

SCHOOL PROFILE

Winston Churchill Middle School is one of nine (9) middle schools in the San Juan Unified School District. English language learners make up approximately 9% of our student population. Additionally, 37.2% of students are socioeconomically disadvantaged and 9.7% of our students have IEPs and receive special education services. Churchill provides all students with a comprehensive curriculum aligned to California Content Standards.

Churchill is known throughout the region for its International Baccalaureate (IB) program. We have an accelerated path, IB Diplomats, and a rigorous grade-level path, IB Ambassadors. Within our IB Ambassador path, we offer a College Readiness AVID Program - (Advancement Via Individual Determination) as well as a variety of Special Education programs which include an SDC strand, RSP strand, and an ED program. Each of the two IB academic pathways consists of rigorous core classes designed to challenge and stimulate each child with a global mindset. Regardless of their pathway, all students have access to a broad selection of challenging and relevant academic and elective classes. Churchill's academic programs, combined with its school-to-college/career electives, give each student a strong educational foundation as they prepare for high school and ultimately enroll in college or become active members of our community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	267
Grade 7	359
Grade 8	309
Total Enrollment	935

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3%
Male	54.5%
American Indian or Alaska Native	0.1%
Asian	21.8%
Black or African American	7.4%
Filipino	0.5%
Hispanic or Latino	18.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	10.4%
White	40.6%
English Learners	11.2%
Foster Youth	0.3%
Homeless	3.1%
Migrant	0.1%
Socioeconomically Disadvantaged	44%
Students with Disabilities	9.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.90	63.48	1679.20	71.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	21.00	0.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	4.90	49.30	2.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.92	297.30	12.72	12115.80	4.41
Unknown	11.60	28.65	291.30	12.46	18854.30	6.86
Total Teaching Positions	40.80	100.00	2338.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.20	77.57	1946.10	78.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.60	0.87	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	9.65	80.70	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.27	243.50	9.78	11953.10	4.28
Unknown	4.40	10.44	199.10	8.00	15831.90	5.67
Total Teaching Positions	42.80	100.00	2491.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.00	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	4.10

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	0.90
Total Out-of-Field Teachers	1.10	0.90

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.8	0

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <https://www.sanjuan.edu/Page/23518>. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Year and month in which the data were collected

September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Amplify ELA/ELD, California edition (digital)	Yes	0.0
Mathematics	2015 Houghton Mifflin Mathematics - Go Math	Yes	0.0
Science	2019: Amplify Education-Amplify Science-Grade 6-Earth Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 7-Life Science-All Investigation Notebooks 2019: Amplify Education-Amplify Science-Grade 8-Physical Science-All Investigation Notebooks	Yes	0.0
History-Social Science	2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Ancient Civilizations 2019: McGraw-Hill - Impact California Social Studies-World History and Geography-Medieval and Early Modern Times 2019: McGraw-Hill - Impact California Social Studies-United States History and Geography-Growth and Conflict	Yes	0.0
Foreign Language	2019: Cheng and Tsui-Integrated Chinese Simplified Characters 1 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Traditional Characters 1 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Simplified Characters 2 Textbook, 4th edition 2019: Cheng and Tsui- Integrated Chinese Traditional Characters 2 Textbook, 4th edition 2019: Cheng and Tsui- Masterwork's Chinese Companion 2019: Cheng and Tsui- Ni Hao 1 Chinese Language Course Introductory Level 2019: Cheng and Tsui- Ni Hao 1 Textbook and Introduction to Chinese Introductory Level-Traditional Character Edition	Yes	0.0

	2019: Cheng and Tsui- Ni Hao 2 Chinese Language Course Elementary Level 2019: Cheng and Tsui- Ni hao 2 Textbook Elementary Level- Traditional Character Edition 2017: Wayside- Apprenons 2016: Houghton Mifflin Harcourt – Bien dit! 1 2016: Houghton Mifflin Harcourt – Bien dit! 2 2017: Pearson- Francais B – Livre de l’etudiant 2017: Vista Higher Learning – Imaginez 2018: Cheng and Tsui- Adventures in Japanese 1 2018: Cheng and Tsui- Adventures in Japanese 2 2017: Pearson- EcuENTOS Maravillosos 2015: Pearson- Realidades 1 2015: Pearson- Realidades 2 2017: Vista Higher Learning- Temas 2019: Cengage Learning – Album Cuentos del mundo hispanico		
Health	2007 Glencoe McGraw-Hill: Teen Health Course 2	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.00%

School Facility Conditions and Planned Improvements

General

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in October 2019 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

Age of School Buildings

61 years--Build in 1963 but with modernizations and additions completed in subsequent years.

Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days.

Cleaning Process and Schedule

The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

Deferred Maintenance Budget

The LEA participates in the State School Deferred LEA maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)

HVAC - Replace 06E & 06D Compressors

Modernization Projects (if applicable)

N/A

New School Construction Projects (if applicable)

N/A

Year and month of the most recent FIT report

08/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	59	43	42	47	46
Mathematics (grades 3-8 and 11)	55	50	29	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	938	895	95.42	4.58	59.33
Female	411	394	95.86	4.14	64.72
Male	526	500	95.06	4.94	55.20
American Indian or Alaska Native	--	--	--	--	--
Asian	205	192	93.66	6.34	73.96
Black or African American	66	64	96.97	3.03	21.88
Filipino	--	--	--	--	--
Hispanic or Latino	176	172	97.73	2.27	43.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	90	98.90	1.10	65.56
White	388	365	94.07	5.93	64.38
English Learners	119	85	71.43	28.57	1.18

Foster Youth	--	--	--	--	--
Homeless	26	23	88.46	11.54	13.04
Military	0	0	0	0	0
Socioeconomically Disadvantaged	455	423	92.97	7.03	33.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	83	78	93.98	6.02	10.26

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	938	933	99.47	0.53	49.62
Female	411	408	99.27	0.73	49.26
Male	526	524	99.62	0.38	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	205	205	100.00	0.00	66.83
Black or African American	66	65	98.48	1.52	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	176	176	100.00	0.00	28.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	91	100.00	0.00	56.04
White	388	384	98.97	1.03	53.65
English Learners	119	118	99.16	0.84	0.85
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	16.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	455	453	99.56	0.44	23.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	83	81	97.59	2.41	7.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.55	51.57	30.55	30.86	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	318	98.45	1.55	51.57
Female	146	144	98.63	1.37	56.94
Male	176	173	98.30	1.70	47.40
American Indian or Alaska Native	0	0	0	0	0
Asian	67	66	98.51	1.49	56.06
Black or African American	18	17	94.44	5.56	23.53
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	31.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	60.61
White	141	138	97.87	2.13	59.42
English Learners	46	45	97.83	2.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	152	98.70	1.30	23.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	12.50

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	96
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	27.10%	26.20%	26.80%	26.50%	26.80%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Winston Churchill Middle School has an active parent volunteer group that works with the school administration, teachers, students and their families.

The mission of the Winston Churchill IB Parent Teacher Organization (IB PTO) is to encourage excellence in student development and achievement by providing financial and operational support for ALL students and staff at Churchill, promoting parent involvement, and supporting teachers and staff through our volunteer programs.

IB PTO pays for classroom sets of textbooks so that students don't need to bring books back and forth from home to classes. IB PTO has started a Technology Fund to help supply, maintain and update all things "tech" on our campus.

IB PTO funds classroom teacher grants to use for instructional materials. IB PTO provides students and their families with need-based scholarships.

IB PTO supports the Positive Behavior Interventions and Supports (PBIS), rewarding students for positive and safe behaviors.

IB PTO organizes and funds school dances and many other extracurricular activities.

IB PTO supports the library and reading programs with fundraising drives.

Churchill has a very active IB PTO that works with the school administration, IB Coordinators, and staff to support the goals and ongoing needs of the IB Middle Years Programme (IBMYP). A mission of the Winston Churchill IB PTO is to provide financial and operational support for our IBMYP. The IB PTO provides for the critical needs of the IBMYP not covered by the school and district budgets.

The Churchill IB PTO exists to ensure ongoing commitment to the IBMYP and provides funding and support needed to maintain IB certification for teachers, purchase textbooks, and support academic teams, clubs, and school activities that connect IB students and families. To offer a successful IB program that meets rigorous international curriculum standards, our school incurs significant annual IB operating costs that are not covered by the district. To provide the support needed for the IBMYP, the IB PTO relies heavily on donations, fundraising efforts, and the time and commitment of talented parents.

Regular meetings are generally held on the first Thursday of every month from August through June. Please see the Churchill website calendar and our weekly newsletter for dates, times, and locations.

Parents are encouraged to become involved in as many IB school activities as they are able. Please see the Churchill website calendar or contact an IB PTO board member to learn how you can help.

Parents or community members who wish to participate in School Site Council, ELAC, leadership teams, school committees, school activities, or become a volunteer may contact the school office at (916) 971-7324.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				11.1	11.7	12.7	9.4	7.8	8.2
Graduation Rate				78.7	81.6	77.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1032	998	195	19.5
Female	459	445	88	19.8
Male	571	552	106	19.2
American Indian or Alaska Native	2	2	1	50.0
Asian	218	215	17	7.9
Black or African American	82	77	27	35.1
Filipino	5	5	0	0.0
Hispanic or Latino	199	188	66	35.1
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	102	99	18	18.2
White	419	407	65	16.0
English Learners	167	164	40	24.4
Foster Youth	4	3	1	33.3
Homeless	42	39	21	53.8
Socioeconomically Disadvantaged	525	503	142	28.2
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	113	104	43	41.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	7.35	8.91	0.10	4.48	4.53	0.20	3.17	3.60
Expulsions	0.00	0.20	0.10	0.00	0.06	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.91	0.1
Female	5.23	0.22
Male	11.73	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.13	0
Black or African American	17.07	0
Filipino	0	0
Hispanic or Latino	12.56	0.5
Native Hawaiian or Pacific Islander	0	0
Two or More Races	14.71	0
White	6.44	0
English Learners	13.77	0
Foster Youth	0	0
Homeless	14.29	0
Socioeconomically Disadvantaged	14.29	0.19
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.81	0

2023-24 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	20	35	22	18

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	19	46	34	10

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	12	7
Mathematics	25	11	12	7
Science	30	1	12	10
Social Science	29	4	12	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	18	10	7
Mathematics	24	12	12	5
Science	28	2	16	5
Social Science	27	6	10	7

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	15	6
Mathematics	23	10	14	6
Science	30	1	12	9
Social Science	29	0	15	6

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	467.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,310	\$5,382	\$7,928	\$95,150.64
District	N/A	N/A	\$7,441	\$80,362
Percent Difference - School Site and District	N/A	N/A	6.3	19.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	10.2	10.8

Fiscal Year 2022-23 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Base/unrestricted expenditures, except for general guidelines, are not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,500	\$55,550
Mid-Range Teacher Salary	\$70,000	\$80,703
Highest Teacher Salary	\$100,000	\$109,418
Average Principal Salary (Elementary)	\$122,250	\$137,703
Average Principal Salary (Middle)	\$130,430	\$143,760
Average Principal Salary (High)	\$141,779	\$159,021
Superintendent Salary	\$324,066	\$319,443
Percent of Budget for Teacher Salaries	33.42%	30.35%
Percent of Budget for Administrative Salaries	5.41%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	3	2