



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winton Middle School	01611926056972	4/15/2024	5/22/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Winton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Winton Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

Winton Middle School is in ATSI because of the following student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Latinx.

These student groups are performing at the lowest level in all indicators or the lowest status level in all but one indicator.

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

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

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

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

Educational Partner Involvement

How, when, and with whom did Winton Middle 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

The planning for the SPSA was conducted over several meetings in 2023-2024 with the parents as part of ELAC and in the SSC. The contents of the plan and the expenditures of funds were approved by votes of members of the SSC, which includes administrators, teachers, staff, parents, and a student.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Winton Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

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

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	273	248	250
Grade 8	255	264	248
Total Enrollment	528	512	498

Conclusions based on this data:

1. Winton's student body is averaging 512.6 students for the last three years. This school year, we have decreased by 14 students. Winton's Filipino and Pacific Islander groups have increased from the previous years.
2. Winton's student population has decreased over the last 3 years which is in par with the whole district student population reduction.
3. Winton's largest subgroup is the Hispanic/Latino group which guides our curriculum and the goals of this SPSA.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	180	129	110	34.10%	25.2%	22.1%
Fluent English Proficient (FEP)	218	238	219	41.30%	46.5%	44.0%
Reclassified Fluent English Proficient (RFEP)	4			2.2%		

Conclusions based on this data:

1. The English Learner population has decreased by 12% over the last 3 years.
2. Fluent English Proficient (FEP) has fluctuated around 50% over the last 3 years. This year, there was an 2.5% decrease.
3. Reclassified Fluent English Proficient (RFEP) data is missing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	268	242	247	0	226	243	0	226	243	0.0	93.4	98.4
Grade 8	254	252	243	0	243	234	0	243	234	0.0	96.4	96.3
All Grades	522	494	490	0	469	477	0	469	477	0.0	94.9	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2497.	2489.		7.96	5.76		22.12	26.34		26.11	23.05		43.81	44.86
Grade 8		2496.	2494.		4.12	4.70		21.40	19.23		29.22	23.93		45.27	52.14
All Grades	N/A	N/A	N/A		5.97	5.24		21.75	22.85		27.72	23.48		44.56	48.43

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		7.08	5.35		56.64	61.73		36.28	32.92
Grade 8		7.00	7.69		47.74	42.74		45.27	49.57
All Grades		7.04	6.50		52.03	52.41		40.94	41.09

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.73	11.93		56.19	48.97		34.07	39.09
Grade 8		5.76	8.12		48.56	46.15		45.68	45.73
All Grades		7.68	10.06		52.24	47.59		40.09	42.35

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.64	4.94		69.03	69.96		24.34	25.10
Grade 8		8.23	8.55		65.84	64.96		25.93	26.50
All Grades		7.46	6.71		67.38	67.51		25.16	25.79

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.60	11.52		55.75	62.55		29.65	25.93
Grade 8		9.88	10.26		61.73	57.69		28.40	32.05
All Grades		12.15	10.90		58.85	60.17		29.00	28.93

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Conclusions based on this data:

1. Winton is averaging 5.24% for the students who exceeded the standards.
Winton is averaging 22.85% for the students who met the standards.
Winton is averaging 23.48% for the students who nearly met the standards.
Winton is averaging 48.43% for the students who have not met the standards.
2. Data from the 2022-23 school year, Winton averaged 97.3%% of its student population took the CAASPP test. That was a 2.4% increase from the previous year.
3. Data from the 2022-23 school year, the differential between the last 3 years is not statistically significant with a 2.02% increase in student meeting and exceeding the standard and 2.01% decrease of the students in the bottom categories.

Data from the 2022-23 school year, writing is our strongest ELA category, yet there is significant room for improvement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	268	242	247	0	225	243	0	225	242	0.0	93.0	98.4
Grade 8	254	252	243	0	243	235	0	243	235	0.0	96.4	96.7
All Grades	522	494	490	0	468	478	0	468	477	0.0	94.7	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2437.	2455.		0.89	2.07		8.44	14.46		24.00	25.21		66.67	58.26
Grade 8		2445.	2467.		2.88	5.53		4.94	8.51		18.52	22.13		73.66	63.83
All Grades	N/A	N/A	N/A		1.92	3.77		6.62	11.53		21.15	23.69		70.30	61.01

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		0.89	4.55		35.11	37.60		64.00	57.85
Grade 8		3.70	6.38		33.74	36.17		62.55	57.45
All Grades		2.35	5.45		34.40	36.90		63.25	57.65

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.22	3.31		45.78	47.93		52.00	48.76
Grade 8		3.29	6.38		44.03	46.38		52.67	47.23
All Grades		2.78	4.82		44.87	47.17		52.35	48.01

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.22	1.65		56.44	57.85		41.33	40.50
Grade 8		1.65	2.55		54.73	56.60		43.62	40.85
All Grades		1.92	2.10		55.56	57.23		42.52	40.67

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Conclusions based on this data:

1. Winton is averaging 3.77% for the students who exceeded the standards.
Winton is averaging 11.53% for the students who met the standards.
Winton is averaging 23.69% for the students who nearly met the standards.
Winton is averaging 61.01% for the students who have not met the standards.
2. Data from the 2022-23 school year, Winton averaged 97.6% of its student population took the CAASPP test. That was a 2.9% increase from the previous year.
3. Data from the 2022-23 school year, there was a 6.76% increase in the standards exceeded and standards met, and a decrease of 6.46% in the standards nearly met and standards not met categories.
Data from the 2022-23 school year, there was a decrease of 9.29% in the standards not met category.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1540.1	1548.5	1555.3	1556.5	1571.6	1576.1	1523.2	1525.0	1533.9	62	64	57
8	1567.7	1568.3	1543.0	1592.6	1589.6	1560.9	1542.3	1546.7	1524.6	50	55	47
All Grades										112	119	104

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	27.42	31.25	38.60	45.16	46.88	31.58	17.74	15.63	15.79	9.68	6.25	14.04	62	64	57
8	31.25	32.73	19.15	35.42	41.82	42.55	29.17	21.82	27.66	4.17	3.64	10.64	48	55	47
All Grades	29.09	31.93	29.81	40.91	44.54	36.54	22.73	18.49	21.15	7.27	5.04	12.50	110	119	104

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	50.00	54.69	54.39	33.87	35.94	29.82	12.90	3.13	7.02	3.23	6.25	8.77	62	64	57
8	52.08	52.73	48.94	39.58	41.82	38.30	6.25	3.64	6.38	2.08	1.82	6.38	48	55	47
All Grades	50.91	53.78	51.92	36.36	38.66	33.65	10.00	3.36	6.73	2.73	4.20	7.69	110	119	104

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	4.84	7.81	7.02	29.03	20.31	31.58	37.10	53.13	33.33	29.03	18.75	28.07	62	64	57
8	4.17	9.09	2.13	39.58	25.45	19.15	27.08	43.64	44.68	29.17	21.82	34.04	48	55	47
All Grades	4.55	8.40	4.81	33.64	22.69	25.96	32.73	48.74	38.46	29.09	20.17	30.77	110	119	104

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	11.48	10.94	17.54	72.13	76.56	63.16	16.39	12.50	19.30	61	64	57	
8	18.75	9.09	6.38	75.00	78.18	85.11	6.25	12.73	8.51	48	55	47	
All Grades	14.68	10.08	12.50	73.39	77.31	73.08	11.93	12.61	14.42	109	119	104	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	91.94	89.06	82.46	4.84	6.25	10.53	3.23	4.69	7.02	62	64	57	
8	91.67	87.27	82.98	6.25	10.91	6.38	2.08	1.82	10.64	48	55	47	
All Grades	91.82	88.24	82.69	5.45	8.40	8.65	2.73	3.36	8.65	110	119	104	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	16.39	9.38	8.77	39.34	43.75	45.61	44.26	46.88	45.61	61	64	57	
8	20.83	14.55	8.51	31.25	40.00	31.91	47.92	45.45	59.57	48	55	47	
All Grades	18.35	11.76	8.65	35.78	42.02	39.42	45.87	46.22	51.92	109	119	104	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	4.84	3.13	24.56	83.87	85.94	63.16	11.29	10.94	12.28	62	64	57
8	4.17	1.82	8.51	89.58	92.73	76.60	6.25	5.45	14.89	48	55	47
All Grades	4.55	2.52	17.31	86.36	89.08	69.23	9.09	8.40	13.46	110	119	104

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Winton tested 104 students for 2022-23 school year, that decreased by 15 students from the previous year.
2. Winton's overall ELPAC results for 8th grade has decreased by 25.3%.
3. Winton's overall ELPAC results for 7th grade has increased by 6.8%.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
498	85.5	22.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Winton Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	22.1
Foster Youth		
Homeless	11	2.2
Socioeconomically Disadvantaged	426	85.5
Students with Disabilities	70	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	8.6
American Indian	2	0.4
Asian	17	3.4
Filipino	21	4.2
Hispanic	372	74.7
Two or More Races	16	3.2
Pacific Islander	10	2
White	15	3

Conclusions based on this data:

1. Winton's largest ethnic group is Latinx at 74.7%.
Winton's largest subgroup is Socioeconomically Disadvantaged at 85.5%. This is a 15.8% increase.
2. The second largest subgroup is English Learners at 22.1%.
3. The third largest subgroup is students with disabilities at 14.1%.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Winton's overall Academic Performance in ELA is orange.
Winton's overall Academic Performance in Math is orange.
2. Winton's overall Academic Performance in EL is orange.

3. Winton's overall Academic Engagement in Chronic Absenteeism is orange.
Winton's overall suspension rate is green.

School and Student Performance Data

Academic Performance English Language Arts

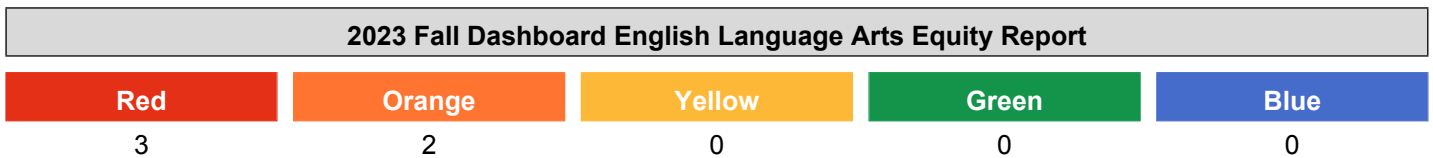
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>66 points below standard</p> <p>Decreased -3.8 points</p> <p>465 Students</p>	<p>English Learners</p> <p>Red</p> <p>108.2 points below standard</p> <p>Maintained -1 points</p> <p>199 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>126.8 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>70.1 points below standard</p> <p>Maintained +1.8 points</p> <p>400 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>163.6 points below standard</p> <p>Increased +11.7 points</p> <p>65 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 73.6 points below standard Increased +14.1 points 37 Students	Less than 11 Students 2 Students	52.3 points below standard Decreased Significantly - 27.6 points 15 Students	26.1 points above standard Decreased -4.5 points 20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 70.9 points below standard Decreased -4.6 points 358 Students	53.1 points below standard Decreased -8 points 13 Students	Less than 11 Students 8 Students	135 points below standard Decreased Significantly - 61.6 points 14 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
140.2 points below standard Maintained -2.1 points 100 Students	75.8 points below standard Decreased -7.2 points 99 Students	65.8 points below standard Increased +10.2 points 149 Students

Conclusions based on this data:

- Overall, Winton scored 66 points below standards out of 465 students. EL students scored 108.2 points below standards. Socioeconomically Disadvantaged scored 70.1 points below standards. Students with disabilities scored 163.6 points below standards. African American students scored 73.6 points below standards. Latinx students scored 70.9 points below standards.
- The African American subgroup increased by 14.1 points and the Hispanic ethnicity group decreased by 4.6 points in the ELA CAASPP test scores.
- The English Learner and the Socioeconomically Disadvantaged subgroup maintained their points from the previous year.

School and Student Performance Data

Academic Performance Mathematics

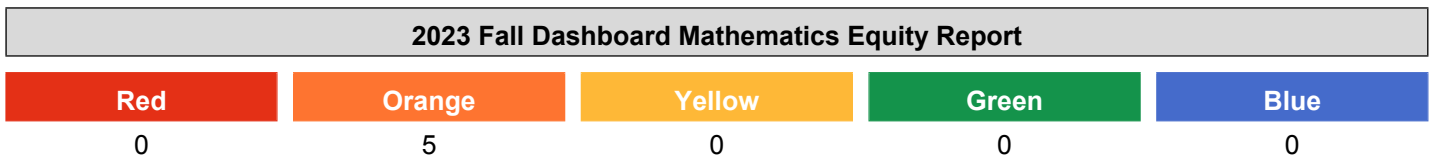
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 112.4 points below standard Increased Significantly +21.8 points 464 Students	English Learners  Orange 147.9 points below standard Increased Significantly +22.1 points 198 Students	Foster Youth  No Performance Color 0 Students
Homeless 163.2 points below standard 12 Students	Socioeconomically Disadvantaged  Orange 114.5 points below standard Increased Significantly +29.3 points 400 Students	Students with Disabilities  Orange 201.8 points below standard Increased +12.8 points 64 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 105.5 points below standard Increased Significantly +48.8 points 37 Students	Less than 11 Students 2 Students	105.5 points below standard Decreased Significantly - 18.5 points 14 Students	36.2 points below standard Increased +13.6 points 20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 117.6 points below standard Increased Significantly +19.1 points 359 Students	106 points below standard Increased Significantly +53.5 points 13 Students	Less than 11 Students 8 Students	156.3 points below standard Increased Significantly +25.2 points 14 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
178.2 points below standard Increased +14 points 98 Students	118.2 points below standard Increased Significantly +24.3 points 100 Students	115.6 points below standard Increased Significantly +24.1 points 149 Students

Conclusions based on this data:

1. Overall, Winton scored 112.4 points below standards out of 465 students. EL students scored 147.9 points below standards. Socioeconomically Disadvantaged scored 114.5 points below standards. Students with disabilities scored 201.8 points below standards. African American students scored 105.5 points below standards. Latinx students scored 117.6 points below standards.
2. The African American subgroup increased by 48.8 points and Hispanic subgroup increased by 19.1 points.
3. The English Learner subgroup increased by 14 points and the English Only subgroup increased by 25.2 points.

School and Student Performance Data

Academic Performance English Learner Progress

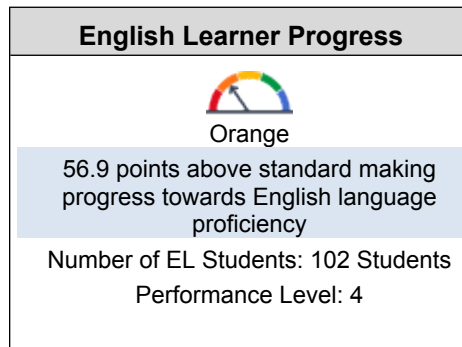
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	33	0	57

Conclusions based on this data:

- 11% of the EL subgroup decreased one ELPI Level.
32% of the EL subgroup maintained ELPI Level 1, Level 2, Level 3, or Level 4.
0% of the EL subgroup maintained ELPI Level 4.
55.9% of the EL subgroup progressed at least one ELPI Level.
- The EL subgroup are 56.9 points above standard making progress towards English language proficiency.
- 102 students are considered EL's and their overall performance level is at orange.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

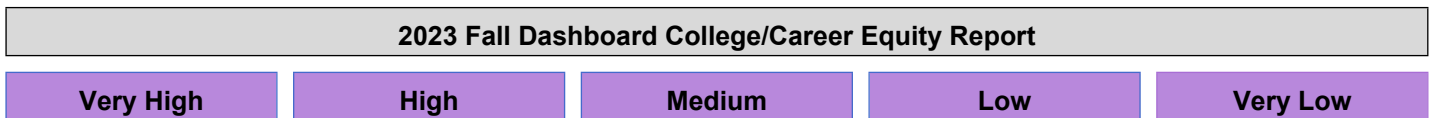
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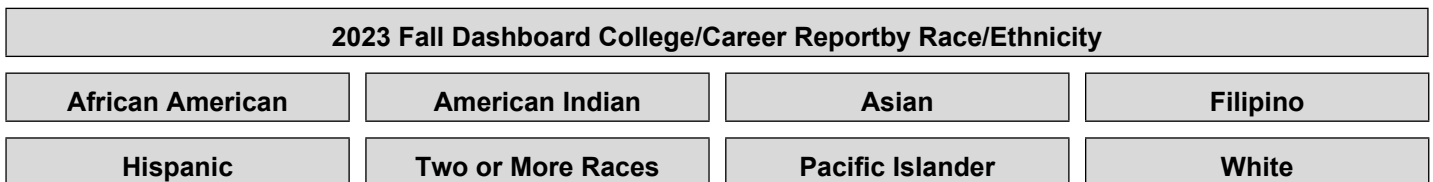
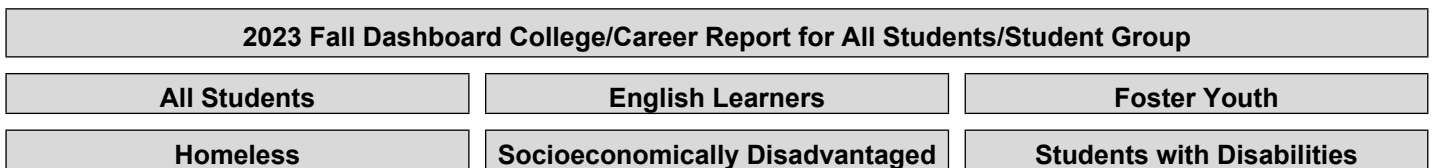
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 29.7% Chronically Absent Declined Significantly -12.6 511 Students	 Orange 26.7% Chronically Absent Declined -19.6 146 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
58.3% Chronically Absent 0 12 Students	 Yellow 29.1% Chronically Absent Declined Significantly -13.9 440 Students	 Orange 41.3% Chronically Absent Declined -19.7 75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47.8% Chronically Absent Declined -9.3 46 Students	Less than 11 Students 2 Students	11.8% Chronically Absent Declined -21.6 17 Students	4.8% Chronically Absent Declined -20.2 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.8% Chronically Absent Declined Significantly -12.2 382 Students	22.2% Chronically Absent Declined -20.6 18 Students	63.6% Chronically Absent Increased 2.1 11 Students	35.7% Chronically Absent Declined -14.3 14 Students

Conclusions based on this data:

1. Overall, Winton had a 29.7% chronic absenteeism rate.
 EL students had a 26.7% chronic absenteeism rate.
 Socioeconomically Disadvantaged had a 29.1% chronic absenteeism rate.
 Students with disabilities had a 41.3% chronic absenteeism rate.
 African American students had a 47.8% chronic absenteeism rate.
 Latinx students had a 28.8% chronic absenteeism rate.
2. The EL, Socioeconomically Disadvantaged and Students with Disabilities subgroups all showed decreases in their chronic absenteeism.
3. The African American and Hispanic subgroups all showed decreases in their chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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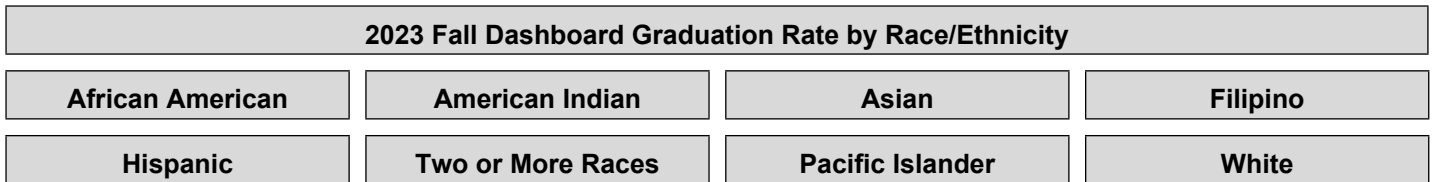
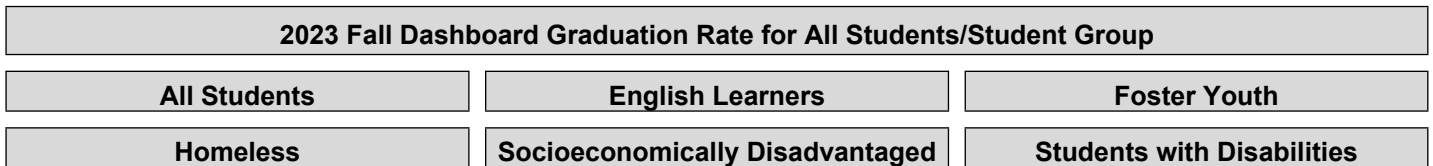
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

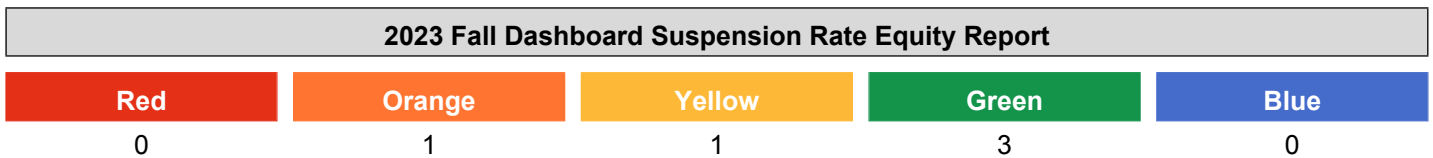
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.7% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 527 Students</td> </tr> </tbody> </table>	All Students	 Green	5.7% suspended at least one day	Declined -0.3 527 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.2% suspended at least one day</td> </tr> <tr> <td>Declined -0.7 153 Students</td> </tr> </tbody> </table>	English Learners	 Green	5.2% suspended at least one day	Declined -0.7 153 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
All Students													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">7.1% suspended at least one day</td> </tr> <tr> <td>14 Students</td> </tr> </tbody> </table>	Homeless	7.1% suspended at least one day	14 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.8% suspended at least one day</td> </tr> <tr> <td>Declined -1 451 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	5.8% suspended at least one day	Declined -1 451 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.9% suspended at least one day</td> </tr> <tr> <td>Declined -9 79 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	8.9% suspended at least one day	Declined -9 79 Students
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Students with Disabilities													
 Yellow													
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Declined -9 79 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 8.3% suspended at least one day Increased 2.3 48 Students	Less than 11 Students 2 Students	17.6% suspended at least one day Increased 1 17 Students	0% suspended at least one day Maintained 0 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.6% suspended at least one day Declined -0.4 392 Students	5.3% suspended at least one day Declined -3.8 19 Students	16.7% suspended at least one day Increased 1.3 12 Students	12.5% suspended at least one day Declined -0.8 16 Students

Conclusions based on this data:

- Overall, Winton had a 5.7% suspension rate.
 EL subgroup had a 5.2% suspension rate.
 Socioeconomically Disadvantaged subgroup had a 5.8% suspension rate.
 Students with Disabilities subgroup had a 8.9% suspension rate.
 African American subgroup had a 8.3% suspension rate.
 Hispanic subgroup had a 4.6% suspension rate.
- The EL, Socioeconomically Disadvantaged and Students with Disabilities subgroups all had a decline from the previous school year.
- The African American subgroup had a 2.3% increase and the Hispanic subgroup had a 0.4% decrease in the suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We analyzed the 2022 23 CAASPP baseline data. We found that 71.91% of students tested were below standard in ELA. This was a 37% decrease from the 2021-22 CAASPP results. The following subgroups struggled for success: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Latinx students. English Learners, Socioeconomically Disadvantaged, and Latinx students were at the Red Performance Level. Students with Disabilities and African American students were at the Orange Performance Level.

All five subgroups struggled for success in the following domains: 1) reading, 2) writing, 3) Listening, and 4) research and inquiry.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 4	5.24%	8%
Level 3	22.85%	32%
Level 2	23.48%	20%
Level 1	48.43%	40%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>Winton Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine the next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.</p> <p>Tasks may include, but are not limited to:</p> <p>PD to understand Common Core Standards, instructional strategies, assessment systems, and online technology tools to assess student mastery and data interpretation</p> <p>Hiring highly qualified teachers and support staff as these stakeholders is a valuable resource within our educational institution. The time spent hiring instructors is essential, yielding results and benefits beyond measure. An effective instructor expresses knowledge of the curriculum, presents instruction in multiple methods to diverse students, and enhances student achievement. (paraeducators/coaches)</p> <p>Added hours for paraeducators to assist in classrooms</p> <p>Backward planning from district/site assessments.</p> <p>Learning Networks and PLCs</p> <p>Ensuring up-to-date common core materials are available to all classrooms.</p> <p>Support staff will assist with implementing Common Core for students within ELA.</p> <p>Increase the use of 21st-century technology within the curriculum.</p>	<p>All students along with our subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African Americans, and Latinx.</p>	<p>23,735.66 ESSA Title I , Part A , Basic Grants Low Income and Neglected</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

No change at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We analyzed the 2022-23 CAASPP baseline data. Overall, we found that 84.7% of students tested were below standard in Math. This was a 6.75% decline from the 2021-22 CAASPP results. The following subgroups struggled for success: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Latinx students. All five subgroups were in the Orange Performance Level. All five subgroups struggled for success in the following domains: 1) concepts and procedures, 2) problem solving, modeling and data analysis, and 3) communicating reasoning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 4	3.7%	5%
Level 3	11.53%	20%
Level 2	23.69%	20%
Level 1	61.01%	55%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Winton Middle School will provide teachers with additional collaboration time on a regular basis to analyze assessment data and determine the next steps, including intervention/acceleration for	All students along with our subgroups: English Learners, Socioeconomically	23,735.68 ESSA Title I , Part A , Basic Grants Low Income and Neglected

<p>students who would benefit from it, with a focus on equity for all students.</p> <p>Tasks may include, but are not limited to:</p> <p>PD to understand Common Core Standards, instructional strategies, assessment systems, and online technology tools to assess student mastery and data interpretation</p> <p>Hiring highly qualified teachers and support staff as these stakeholders is a valuable resource within our educational institution. The time spent hiring instructors is essential, yielding results and benefits beyond measure. An effective instructor expresses knowledge of the curriculum, presents instruction in multiple methods to diverse students, and enhances student achievement. (paraeducators/coaches)</p> <p>Added hours for paraeducators to assist in classrooms</p> <p>Backward planning from district/site assessments.</p> <p>Learning Networks and PLCs.</p> <p>Ensuring up-to-date Common Core materials are available to all classrooms.</p> <p>Support staff will assist with the implementation of Common Core for students in mathematics.</p> <p>Increase the use of 21st-century technology within the curriculum.</p>	<p>Disadvantaged, Students with Disabilities, African American and Latinx students.</p>	
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

No change at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

To continue ensuring that our neediest students gain access to core curriculum while developing their English, we continue implementing best practices to engage, motivate, and provide explicit instruction in English language development per the CA ELD standards.

As of the 2023-24 school year, Winton Middle School has a more comprehensive array of ELD offerings. We now provide two courses for our English Learners and emergent bilingual students as well as a supplemental course in Study Skills. ELD 1 is for newcomer students or early emergent bilinguals with an overall ELPAC score of 1 on last year's Summative ELPAC or the current year's Initial ELPAC. The goal of the course is to provide fundamental English skills in the four domains: listening, speaking, writing, and reading, while affirming and drawing from these student's cultural and linguistic heritage. The ELD 1 teacher consults with the EL Specialist to ensure that appropriate research-based strategies are used for this subset of ELs. Among these is the use of sentence frames, personal dictionaries, and pair shares, with a stronger emphasis on production of language via speaking and simple writing. The ELD teacher reaches out to teachers in other departments to draw vocabulary and concepts from those content areas in order to maximize exposure and comprehension for students to be better prepared for the work in other content areas. Our bilingual paraeducator provides primary language support in Spanish to those students for whom Spanish is their first language.

ELD 2 is for those students who are emergent bilinguals or Long Term English Learners (LTELs) with an overall ELPAC score of 2 on last year's Summative ELPAC or the current year's Initial ELPAC. The goal of the course is to continue building on the four domains to ensure that students have access to content areas in their other courses as their English proficiency improves. The ELD 1 teacher consults with the EL Specialist to ensure that appropriate research-based strategies are used for this subset of ELs. Among these is the use of more complex sentence frames, gallery walks, and cloze reading, with a stronger emphasis on receptive language via reading as students' vocabulary and lexicon increase rapidly at this stage and strengthening the connection to writing. The ELD 2 teacher also reaches out to teachers in other departments to make explicit connections to content specific vocabulary to improve comprehension for students to be better prepared for the work in other content areas. Our bilingual paraeducator provides primary language support in Spanish to those students for whom Spanish is their first language.

In both courses, direct instruction is enhanced by the use of a variety of research based strategies that allow teachers to check for understanding, improve comprehension, and draw from the students' primary language. We have also received materials for Inside The USA, a curriculum specialized to acculturate newcomers and recent newcomers while providing foundational skills and cultural information that will help in this process. We are awaiting professional development. Primary language, socioemotional support, and cultural connections are provided by our bilingual paraeducator within the class, during the school day, and for those who stay, during after school tutoring. Our EL Specialist provides balanced literacy instruction pull-out support that includes both phonics instruction and fluency production using simple but engaging texts. Finally, once ELPAC testing season approaches, both courses also engage students in some test preparation and practice in order to help improve their chances to earn a higher score than the previous year, the ultimate goal for our ELs in both courses.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As of the 2023-24 school year, Winton Middle School provides two courses for our English Learners and emergent bilingual students. ELD 1 is for those students who are newcomers or early emergent bilinguals with an overall ELPAC score of 1 on the 2022-23 Summative ELPAC or the 2023-24 Initial ELPAC. ELD 2 is for those students who are emergent bilinguals or Long Term English Learners (LTELs) with an overall ELPAC score of 2 on the 2022-23 Summative ELPAC or the 2023-24 Initial ELPAC. The focus of the former is to provide fundamental English skills in the four domains: listening, speaking, writing, and reading, while affirming and drawing from these student's cultural and linguistic heritage. The goal of ELD 2 is to continue building on the four domains to ensure that students have access to content areas in their other courses. In both courses, direct instruction is enhanced by the use of a variety of research based strategies that allow teachers to check for understanding, improve comprehension, and draw from the students' primary language. While HUSD encourages all Level 1 and Level 2 EL students to attend World House at Chavez Middle School, many families prefer to attend their home school and these students also take advantage of ELD 1 here at Winton.

16 of our 525 students are enrolled in our ELD 1 class. Another 27 are enrolled in ELD 2. We have 113 EL students out of a total student population of 525.

9% of our EL students are at levels 1 and 2. Our goal is to move all Overall Level 1 students to Overall Level 2, and Overall Level 2 students to Overall Level 3 every school year.

The vast majority of our EL and emergent bilingual students are at Level 3 in speaking, listening, and reading skills as measured by the ELPAC. However, reading and writing skills are somewhat lower for many students at around Level 2.

To continue ensuring that our neediest students gain access to core curriculum while developing their English, we continue implementing best practices to engage, motivate, and provide explicit instruction in English language development per the CA ELD standards. We have also received a new curriculum from HUSD (Inside the USA) which will be fully implemented next year pending district provided professional development on the curriculum. Finally, our EL Specialist will continue to provide our newcomer students with pull out support in English fundamentals and basic literacy to complement their ELD instruction. Further push-in support will also be provided by our bilingual paraeducator both during class and after school for tutoring. We are continuously looking into additional resources to support and enhance these practices.

In 2018-19, we reclassified 7 students.
 In 2019-20, we reclassified 18 students.
 In 2020-21, we reclassified 31 students.
 In 2021-22 we reclassified 26 students.
 In 2022-23 we reclassified 38 students
 This school year, we also reclassified 38 students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 1	7th Grade 14 and 8th Grade 14 = 28	Move 9 students to Level 2
Level 2	7th Grade 24 and 8th Grade 8 = 32	Move 12 students to Level 3
Level 3	7th Grade 35 and 8th Grade 18 = 53	Reclassify 15 students
Level 4	7th Grade 1 and 8th Grade 0	Reclassify 1 student

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Winton Middle School will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.</p> <p>Tasks may include, but are not limited to:</p> <p>PD to understand Common Core Standards, instructional strategies, assessment systems, and online technology tools to assess student mastery and data interpretation.</p> <p>Hiring of highly qualified teachers and support staff as these stakeholders are a valuable resource within our educational institution. The time spent in the hiring of instructors is essential, and yields results and benefits beyond measure. An effective instructor expresses knowledge of the curriculum, presents instruction in multiple methods to diverse students, and enhances student achievement. (para-educators/coaches).</p> <p>Added hours for EL para-educators to assist in classrooms.</p> <p>Backward planning from district/site assessments.</p> <p>Learning Networks and PLCs.</p> <p>Ensuring up-to-date common core materials are available to all classrooms.</p> <p>Support staff will assist with the implementation of Common Core for students.</p> <p>Increase the use of 21st-century technology within the curriculum.</p> <p>Pullout program for the newcomers to teach reading fundamentals skills.</p>	EL Students	23,735.66 ESSA Title I , Part A , Basic Grants Low Income and Neglected

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

EL Para-educator assists with supporting beginner ELs.

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

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

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

There is no change of this goal at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in music classes	130 students	190 students
Increase performances	3 per year	4 per year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Winton Middle School will promote arts integration by [hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after-school enrichment, etc.]</p> <p>Data supporting evaluation of current programs, advocacy, and outreach.</p> <p>An extended menu of professional development offerings aimed at building teachers' capacity for facilitating sustainable, equitable, quality VAPA and integrated learning in the classroom.</p>	All students.	15,724.25 LCFF Supplemental and Concentration Funds

	<p>Schedule, agenda, and minutes of regular meetings with arts partners.</p> <p>Dialogue with SCCOE and regional arts partners and examine structural models that provide consistency, continuity, and sustainability.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each year, we have been increasing our number of VAPA classes offered to the students. We offer Chorus, Concert Band, Orchestra, and Guitar. Next year, we are offering 3 classes to Dance.

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

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

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

There is no change of this goal at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

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

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

The Sustainability Coordinator position is a vital role dedicated to promoting environmentally conscious practices and fostering a culture of sustainability within the school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

The Sustainability Coordinator position is a vital role dedicated to promoting environmentally conscious practices and fostering a culture of sustainability within the school community. This role focuses on implementing practical initiatives that reduce the school's ecological footprint and engage students, staff, and the broader community in environmental stewardship. This position contributes to a greener, healthier school environment and instills values of stewardship and sustainability in the school community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students showing a lack of respect for their environment, peers and staff.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Negative Behavior/Bullying complaints	2 per year	1 per year
Suspensions	19 per year	15 per year
Monthly SEL Assembly	9 per year	18 per year
Healthier School Environment	20% of campus has litter and graffiti	10% of the campus has litter and graffiti

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Winton Middle School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.</p> <p>We will calculate pre- and post-assessment results.</p> <p>We will ensure 100% of students can identify bullying behaviors as measured in a post-assessment. This can be a writing assignment, a digital poll, a role-playing exercise, etc.</p> <p>The Role and Responsibilities of the Sustainability coordinator:</p> <p>Environmental Education Support: Collaborate with teachers to integrate sustainability concepts into lesson plans and activities, providing support and resources to enhance environmental education across all grade levels and subject areas.</p> <p>Campus Sustainability Operations: Lead efforts to implement energy conservation, waste reduction, and water conservation programs within the school. Coordinate recycling and composting initiatives, conduct waste audits, and identify opportunities for efficiency improvements.</p> <p>Community Engagement Coordination: Establish and maintain partnerships with local environmental organizations, businesses, and government agencies to facilitate community involvement in sustainability initiatives. Organize events, workshops, and outreach activities to raise awareness and promote eco-friendly behaviors.</p> <p>Facilities and Grounds Management: Assess the school's facilities and grounds to identify opportunities for sustainable infrastructure improvements, such as energy-efficient lighting, water-saving fixtures, and native landscaping. Coordinate with maintenance staff to implement green building practices and landscaping strategies.</p> <p>Student Leadership Development: Facilitate student involvement in sustainability projects through clubs, committees, and leadership programs. Provide guidance and support to student-led initiatives, empowering them to take ownership of environmental initiatives and make a positive impact on campus.</p>	All students	15,724.25 LCFF Supplemental and Concentration Funds

	<p>Professional Development Support: Provide training and resources to staff members to enhance their knowledge and skills in sustainability practices and environmental education. Stay informed about current trends and best practices in environmental stewardship and share relevant information with the school community.</p> <p>As a Classified Sustainability Coordinator, the incumbent plays a crucial role in advancing the school's commitment to sustainability and preparing students to become environmentally responsible citizens. This position contributes to a greener, healthier school environment and instills values of stewardship and sustainability in the school community.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have seen a decrease in our suspension rates. Last year, it was 35 and this year we are only at 19 suspensions.

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

We provide monthly assemblies that provides the students information regarding Social and Emotional Learning. This includes how to manage stress, who to contact to help with resolutions and other coping mechanisms to handle life situations.

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

We would like to increase the number of assemblies to give all students more opportunities for Social and Emotional Learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CDE Dashboard showed that our population consists of 85.5% socioeconomically disadvantaged and 22.1% EL out of our 498 student population. Winton's chronic absenteeism for the 2022-23 school year was 29.7%. The EL, Students with Disabilities, and African American subgroups are in the Orange Performance Level. The Socioeconomically Disadvantaged and Hispanic subgroups are in the Yellow Performance Level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement for onsite meetings	20	40
Parent accessing Infinite Campus	45%	55%
Chronic Absenteeism	29.7%	20%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	<p>Winton Middle School will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested discussion topics.</p> <p>The strategies to implement to improve Parent Engagement and Parent Portal (may include, but are not limited to): Parent workshops Safe and Inclusive Schools - Not In Our School</p>	All students and their families.	7724.25 LCFF Supplemental and Concentration Funds

<p> Translation services Translated documents Student Handbook Newsletter School-parent compacts California Healthy Kids Survey Leadership class-sponsored events YEP Extracurricular activities Fingerprinting and TB testing for parent volunteers School Climate Survey Comprehensive music program Over twenty school clubs Community events include: Annual Car Show, Latina Conference, Color Dash, Fun Run, Bike Mobile, Cycles for Change, Hayward Parade, Ballet Folklorico, Mariachi Festival, Cinco de Mayo, and School Plays. </p> <p> Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. Staff ensures every interaction and engagement with parents is positive and valuable. Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand. The school environment is clean and attractive, and signage is available to help parents navigate the school campus. Parents know and understand the process for them to communicate with school personnel. Teachers invite parents to visit their classrooms to share valuable information about their children's learning. School staff and parents ensure mutual support for each other's roles as partners. </p> <p> Provide parents with opportunities to acquire the necessary information, knowledge, and skills to support their children's education at home and school. A school Family Engagement Specialist (FES) guides all efforts to implement an effective plan for family engagement, including the school-parent compact. FES receives training and support to carry out her role. Parents participate in parent education classes to strengthen their capacity to support learning at home. Parent center facilities and equipment/technology are adequate to support parent and community engagement activities. Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families. Respond to parent concerns and/or complaints to meet the child's educational needs. </p>		
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	<p>Parents and staff are knowledgeable about the Parents' Bill of Rights and Responsibilities, which are posted in key areas of the campus. Rights of parents and children are respected and communicated to promote trust. Staff is respectful and informative in interactions with parents. Resolution of parent concerns is timely and supportive of student learning. The school has a defined process for parents to express their concerns or complaints. Schools follow these protocols in a fair and consistent manner.</p> <p>Comply with all HUSD, State, and Federal requirements regarding parent involvement. School staff and parents know the requirements and mandates of Title I Policy and School-Parent Compact, CDE requirements for the operation of SSCs, and school-level advisory committees. Parents /staff know their rights under the Uniform Complaint Procedure (UCP).</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

There are no changes at this time.

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

There are no changes at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California Dashboard data:

- Overall chronically absenteeism was 29.7% (decrease of 12.6%)
- Students with Disabilities: 41.3% (decrease of 19.7%)
- Hispanic: 28.8% (decreased of 12.2%)
- Socioeconomically Disadvantaged: 29.1% (decrease of 13.9%)
- African-American: 47.8% (decrease of 9.3%)
- ELL: 26.7% (decrease of 19.6%)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance	95%	97%
Chronic Absenteeism	29.7%	20%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Winton Middle School staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.	All students.	7724.25 LCFF Supplemental and Concentration Funds

	<p>The strategies to improve attendance may include, but are not limited to:</p> <ul style="list-style-type: none"> Safe and Inclusive Schools - Not In Our School Restorative Justice practices Peer conflict meditations Support after-school clubs Support after-school athletic program After school detentions Saturday School Parent contact through Family Engagement Specialist (FES) Culturally responsive activities will be used to engage students Develop partnerships with outside agencies and colleges SARB process, which includes multiple parent communications and parent meetings Youth Enrichment Program (YEP) Monthly review of attendance data Work with CWA to review data and strategies 		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

There are no changes at this time.

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

There are no changes at this time.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$118,104.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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 (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$71,207.00
LCFF Supplemental and Concentration Funds	\$46,897.00

Subtotal of state or local funds included for this school: \$118,104.00

Total of federal, state, and/or local funds for this school: \$118,104.00

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	46,897.00	46,897.00
Title I	71,207.00	71,207.00

Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	71,207.00
LCFF Supplemental and Concentration Funds	46,897.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSA Title I , Part A , Basic Grants Low Income and Neglected	71,207.00
	LCFF Supplemental and Concentration Funds	46,897.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,735.66
Goal 2	23,735.68
Goal 3	23,735.66
Goal 4	15,724.25
Goal 5	15,724.25

Goal 6

7,724.25

Goal 7

7,724.25

School Site Council Membership

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

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

Name of Members	Role
Lisa Tess	Principal
Erik Waite	Classroom Teacher
Ian Baker	Classroom Teacher
Rebecca Bell	Classroom Teacher
Karina Gutierrez	Other School Staff
Lani Llamido	Parent or Community Member
Laura Garcia	Parent or Community Member
Angelica Canchola	Parent or Community Member
Bethsaida Mejia	Parent or Community Member
Marianne Sheren Jarcia	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

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

Attested:



Principal, Lisa Tess on 4/15/2024



SSC Chairperson, Paul Thomas on 4/15/2024