



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	5/20/2025	June 25, 2025

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

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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.

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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 2024-2025 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 the elimination of 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 who serve the entire community, the ability to address specialized and targeted learning needs requiring funding was severely limited.

Comprehensive Needs Assessment Components

Identify and describe 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 School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Winton Middle School is in the Orange Performance Level for English Language Arts and Mathematics. Our Chronic Absenteeism is in the Yellow Performance Level. Our suspension rate is in the Green Performance Level. Our English Learner Progress is in the Blue Performance Level.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

4 subgroups are in the Red Performance Level and 1 subgroup is in the Orange Performance Level of the CAASPP in ELA. All 5 subgroups are in the Orange Performance Level of the CAASPP in Math. EL progress is in the Blue Performance Level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

All 5 subgroups are in the Orange or Yellow Performance Level for Chronic Absenteeism. All 5 subgroups are in the Green Performance Level for Suspension Rate.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.20%	0.4%	0.19%	1	2	1
African American	9.18%	8.63%	6.03%	47	43	32
Asian	3.52%	3.41%	5.08%	18	17	27
Filipino	3.91%	4.22%	4.14%	20	21	22
Hispanic/Latino	75.00%	74.7%	76.27%	384	372	405
Pacific Islander	2.54%	2.01%	2.45%	13	10	13
White	1.95%	3.01%	1.69%	10	15	9
Two or More Races	3.52%	3.21%	3.20%	18	16	17
Not Reported	0.20%	0.4%	0.94%	1	2	
Total Enrollment				512	498	531

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	248	250	279
Grade 8	264	248	252
Total Enrollment	512	498	531

Conclusions based on this data:

1. Winton's student body is averaging 513.6 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 increased from the previous school year by 33 students.
3. Winton's largest subgroup is the Latinx 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	129	110	116	25.2%	22.1%	21.8%
Fluent English Proficient (FEP)	238	219	240	46.5%	44.0%	45.2%
Reclassified Fluent English Proficient (RFEP)	208	178	202	40.6%	35.7%	38.0%

Conclusions based on this data:

1. The English Learner population has decreased by 3.4% over the last 3 years.
2. Fluent English Proficient (FEP) has fluctuated around 45.23% over the last 3 years. This year, there was an 1.2% increase.
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	242	247	272	226	243	261	226	243	261	93.4	98.4	96
Grade 8	252	243	242	243	234	237	243	234	237	96.4	96.3	97.9
All Grades	494	490	514	469	477	498	469	477	498	94.9	97.3	96.9

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2497.	2489.	2483.	7.96	5.76	4.21	22.12	26.34	20.31	26.11	23.05	29.12	43.81	44.86	46.36
Grade 8	2496.	2494.	2488.	4.12	4.70	5.49	21.40	19.23	18.99	29.22	23.93	28.27	45.27	52.14	47.26
All Grades	N/A	N/A	N/A	5.97	5.24	4.82	21.75	22.85	19.68	27.72	23.48	28.71	44.56	48.43	46.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	7.08	5.35	6.51	56.64	61.73	53.26	36.28	32.92	40.23
Grade 8	7.00	7.69	8.86	47.74	42.74	44.30	45.27	49.57	46.84
All Grades	7.04	6.50	7.63	52.03	52.41	49.00	40.94	41.09	43.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	9.73	11.93	9.65	56.19	48.97	42.08	34.07	39.09	48.26
Grade 8	5.76	8.12	8.44	48.56	46.15	44.30	45.68	45.73	47.26
All Grades	7.68	10.06	9.07	52.24	47.59	43.15	40.09	42.35	47.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	6.64	4.94	4.98	69.03	69.96	73.95	24.34	25.10	21.07
Grade 8	8.23	8.55	5.06	65.84	64.96	64.56	25.93	26.50	30.38
All Grades	7.46	6.71	5.02	67.38	67.51	69.48	25.16	25.79	25.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.60	11.52	11.49	55.75	62.55	61.30	29.65	25.93	27.20
Grade 8	9.88	10.26	10.55	61.73	57.69	59.07	28.40	32.05	30.38
All Grades	12.15	10.90	11.04	58.85	60.17	60.24	29.00	28.93	28.71

Conclusions based on this data:

1. Winton is averaging 4.82% for the students who exceeded the standards.
Winton is averaging 19.68% for the students who met the standards.
Winton is averaging 28.71% for the students who nearly met the standards.
Winton is averaging 46.79% for the students who have not met the standards.
2. Data from the 2023-24 school year, Winton averaged 96.9% of its student population took the CAASPP test. That was a 0.4% decrease from the previous year.
3. Data from the 2023-24 school year, the differential between the last 3 years is not statistically significant with a 3.22% decrease in student meeting and exceeding the standard and 3.22% increase in students nearly meeting and not meeting the standard.

Data from the 2023-24 school year, Research/Inquiry 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	242	247	272	225	243	259	225	242	259	93.0	98.4	95.2
Grade 8	252	243	241	243	235	236	243	235	235	96.4	96.7	97.9
All Grades	494	490	513	468	478	495	468	477	494	94.7	97.6	96.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2437.	2455.	2479.	0.89	2.07	6.56	8.44	14.46	11.97	24.00	25.21	30.89	66.67	58.26	50.58
Grade 8	2445.	2467.	2475.	2.88	5.53	5.53	4.94	8.51	8.94	18.52	22.13	22.98	73.66	63.83	62.55
Grade 11															
All Grades	N/A	N/A	N/A	1.92	3.77	6.07	6.62	11.53	10.53	21.15	23.69	27.13	70.30	61.01	56.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	0.89	4.55	6.95	35.11	37.60	45.56	64.00	57.85	47.49
Grade 8	3.70	6.38	5.11	33.74	36.17	41.28	62.55	57.45	53.62
Grade 11									
All Grades	2.35	5.45	6.07	34.40	36.90	43.52	63.25	57.65	50.40

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2.22	3.31	9.65	45.78	47.93	48.26	52.00	48.76	42.08
Grade 8	3.29	6.38	6.38	44.03	46.38	49.36	52.67	47.23	44.26
All Grades	2.78	4.82	8.10	44.87	47.17	48.79	52.35	48.01	43.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2.22	1.65	5.02	56.44	57.85	59.07	41.33	40.50	35.91
Grade 8	1.65	2.55	2.55	54.73	56.60	60.00	43.62	40.85	37.45
All Grades	1.92	2.10	3.85	55.56	57.23	59.51	42.52	40.67	36.64

Conclusions based on this data:

1. Winton is averaging 6.07% for the students who exceeded the standards.
Winton is averaging 10.53% for the students who met the standards.
Winton is averaging 27.13% for the students who nearly met the standards.
Winton is averaging 56.28% for the students who have not met the standards.
2. Data from the 2023-24 school year, Winton averaged 96.5% of its student population took the CAASPP test. That was a 1.1% decrease from the previous year.
3. Data from the 2023-24 school year, the differential between the last 3 years is statistically significant with a 8.06% increase in student meeting and exceeding the standard and 8.04% decrease in students nearly meeting and not meeting the standard.

Data from the 2023-24 school year shows that all 3 categories are doing well, yet there is significant room for improvement.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1548.5	1555.3	1546.1	1571.6	1576.1	1561.0	1525.0	1533.9	1530.5	64	57	73
8	1568.3	1543.0	1537.0	1589.6	1560.9	1548.9	1546.7	1524.6	1524.5	55	47	35
All Grades										119	104	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	31.25	38.60	30.14	46.88	31.58	36.99	15.63	15.79	21.92	6.25	14.04	10.96	64	57	73
8	32.73	19.15	8.57	41.82	42.55	60.00	21.82	27.66	14.29	3.64	10.64	17.14	55	47	35
All Grades	31.93	29.81	23.15	44.54	36.54	44.44	18.49	21.15	19.44	5.04	12.50	12.96	119	104	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	54.69	54.39	53.42	35.94	29.82	28.77	3.13	7.02	12.33	6.25	8.77	5.48	64	57	73
8	52.73	48.94	54.29	41.82	38.30	22.86	3.64	6.38	8.57	1.82	6.38	14.29	55	47	35
All Grades	53.78	51.92	53.70	38.66	33.65	26.85	3.36	6.73	11.11	4.20	7.69	8.33	119	104	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	7.81	7.02	4.11	20.31	31.58	21.92	53.13	33.33	49.32	18.75	28.07	24.66	64	57	73
8	9.09	2.13	2.86	25.45	19.15	14.29	43.64	44.68	54.29	21.82	34.04	28.57	55	47	35
All Grades	8.40	4.81	3.70	22.69	25.96	19.44	48.74	38.46	50.93	20.17	30.77	25.93	119	104	108

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	10.94	17.54	15.07	76.56	63.16	72.60	12.50	19.30	12.33	64	57	73
8	9.09	6.38	8.57	78.18	85.11	65.71	12.73	8.51	25.71	55	47	35
All Grades	10.08	12.50	12.96	77.31	73.08	70.37	12.61	14.42	16.67	119	104	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	89.06	82.46	78.08	6.25	10.53	15.07	4.69	7.02	6.85	64	57	73
8	87.27	82.98	71.43	10.91	6.38	14.29	1.82	10.64	14.29	55	47	35
All Grades	88.24	82.69	75.93	8.40	8.65	14.81	3.36	8.65	9.26	119	104	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	9.38	8.77	5.48	43.75	45.61	49.32	46.88	45.61	45.21	64	57	73
8	14.55	8.51	5.71	40.00	31.91	34.29	45.45	59.57	60.00	55	47	35
All Grades	11.76	8.65	5.56	42.02	39.42	44.44	46.22	51.92	50.00	119	104	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	3.13	24.56	4.11	85.94	63.16	90.41	10.94	12.28	5.48	64	57	73
8	1.82	8.51	2.86	92.73	76.60	85.71	5.45	14.89	11.43	55	47	35
All Grades	2.52	17.31	3.70	89.08	69.23	88.89	8.40	13.46	7.41	119	104	108

Conclusions based on this data:

1. Winton is averaging 28.3% for the EL students who are on Level 4.
Winton is averaging 41.84% for the EL students who are on Level 3.
Winton is averaging 19.7% for the EL students who are on Level 2.
Winton is averaging 10.2% for the EL students who are on Level 1.
2. Winton tested 108 students for the 2023-24 school year, which was an increase of 4 students from the previous year.
3. Data from the 2023-24 school year, the differential between the last 3 years is statistically significant with a 11% decrease in students in Level 4 and Level 3 and a 11% increase in students in Level 2 and Level 1.

Data from the 2023-24 school year shows that Oral Language and Listening Domain are doing well, yet there is significant room for improvement.



School and Student Performance Data

Student Population

The 2024 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 information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
531	87%	21.8%	0.2%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	21.8%
Foster Youth	1	0.2%
Homeless	14	2.6%
Socioeconomically Disadvantaged	462	87%
Students with Disabilities	80	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	6%
American Indian	1	0.2%
Asian	27	5.1%
Filipino	22	4.1%
Hispanic	405	76.3%
Two or More Races	17	3.2%
Pacific Islander	13	2.4%
White	9	1.7%

Conclusions based on this data:

1. Winton's largest ethnic group is Latinx at 76.3%. This is a 1.3% increase from the previous school year.

Winton's largest subgroup is Socioeconomically Disadvantaged at 87%. This is a 1.5% increase from the previous school year.

2. The second largest subgroup is English Learners at 21.8%. This is a 0.3% decrease from the previous school year.
3. The third largest subgroup is students with disabilities at 1%. This is a 1% increase from the previous school year.

School and Student Performance Data

Overall Performance






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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Blue</div>		

Conclusions based on this data:

1. Winton's overall Academic Performance in ELA is orange. There was no change from the previous school year. Winton's overall Academic Performance in Math is orange. There was no change from the previous school year.
2. Winton's overall Academic Performance in EL is blue. There was a change from orange to blue from the previous school year.

3. Winton's overall Academic Engagement in Chronic Absenteeism is yellow. There was no change from the previous school year.
Winton's overall suspension rate is green. There was no change from the previous school year.

School and Student Performance Data

Academic Performance English Language Arts

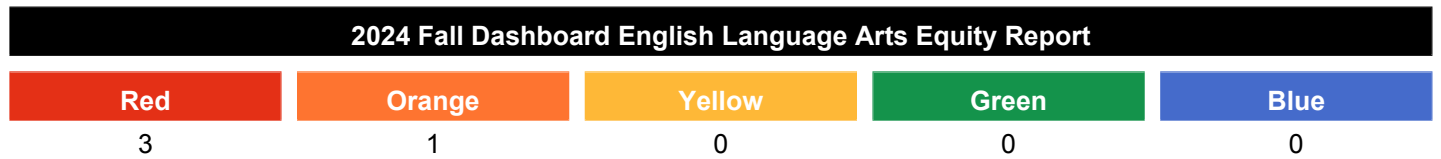
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>69.7 points below standard</div> <div>Declined 3.7 points</div> <div>491 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>106.7 points below standard</div> <div>Maintained 1.5 points</div> <div>226 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>122.7 points below standard</div> <div>Maintained 2.0 points</div> <div>115 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>128.5 points below standard</div> <div>Maintained 1.7 points</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>73.1 points below standard</div> <div>Declined 3.0 points</div> <div>439 Students</div>

Students with Disabilities  Orange 142.5 points below standard Increased 21.1 points 71 Students	African American  No Performance Color 94.8 points below standard Declined 21.2 points 27 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 53.1 points below standard Maintained 0.8 points 26 Students	Filipino  No Performance Color 7.0 points above standard Declined 19.1 points 21 Students	Hispanic  Red 75.6 points below standard Declined 4.7 points 377 Students
Two or More Races  No Performance Color 65.6 points below standard Declined 12.5 points 16 Students	Pacific Islander  No Performance Color 103.5 points below standard 12 Students	White  No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

- Overall, Winton scored 69.7 points below standard out of 491 students. This was a decline of 3.7 points from the previous year.
EL students scored 106.7 points below standard out of 226 students. This was maintained from the previous year.
Long-Term EL scored 122.7 points below standard out of 115 students. This was maintained from the previous year.
Socioeconomically Disadvantaged scored 73.1 points below standard out of 439 students. This was a decline of 3.0 points from the previous year.
Students with disabilities scored 142.5 points below standard out of 71 students. This was an increase of 21.1 points from the previous year.
African American students scored 94.8 points below standard out of 27 students. This was a decline of 21.2 points from the previous year.
Latinx students scored 75.6 points below standard out of 377 students. This was a decline of 4.7 points from the previous year.
- The African American subgroup declined by 21.2 points in the ELA CAASPP test scores.
The Latinx subgroup declined by 4.7 points in the ELA CAASPP test scores.
Socioeconomically Disadvantaged subgroup declined by 3.0 points in the ELA CAASPP test scores.
- The English Learner and the Long-Term English Learner maintained their points on the ELL CAASPP test scores.
Students with disabilities subgroup increased by 21.1 points on the ELA CAASPP test scores.

School and Student Performance Data

Academic Performance Mathematics

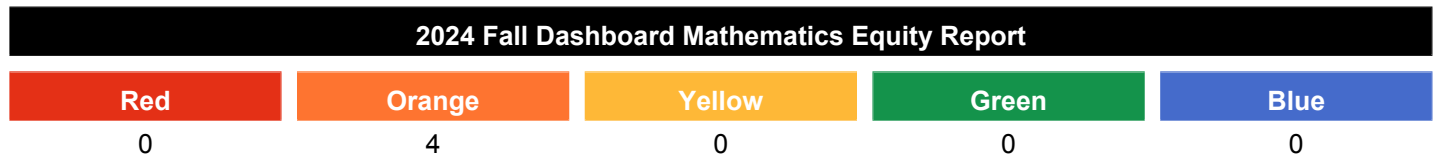
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>97.5 points below standard</div> <div>Increased 14.9 points</div> <div>492 Students</div>	<div>English Learners</div> <div> Orange</div> <div>125.9 points below standard</div> <div>Increased 22.0 points</div> <div>228 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>141.3 points below standard</div> <div>Increased 25.4 points</div> <div>115 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>155.0 points below standard</div> <div>Increased 8.2 points</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>98.6 points below standard</div> <div>Increased 15.9 points</div> <div>441 Students</div>

Students with Disabilities  Orange 169.2 points below standard Increased 32.6 points 70 Students	African American  No Performance Color 118.1 points below standard Declined 12.7 points 27 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 63.5 points below standard Increased 42.0 points 26 Students	Filipino  No Performance Color 46.0 points below standard Declined 9.8 points 21 Students	Hispanic  Orange 101.3 points below standard Increased 16.3 points 378 Students
Two or More Races  No Performance Color 105.3 points below standard Maintained 0.7 points 16 Students	Pacific Islander  No Performance Color 146.7 points below standard 13 Students	White  No Performance Color Less than 11 Students 8 Students

Conclusions based on this data:

- Overall, Winton scored 97.5 points below standard out of 492 students. This was an increase of 14.9 points from the previous year.
EL students scored 125.9 points below standard out of 228 students. This was an increase of 22.0 points from the previous year.
Long-Term EL scored 141.3 points below standard out of 115 students. This was an increase of 25.4 points from the previous year.
Socioeconomically Disadvantaged scored 98.6 points below standard out of 441 students. This was an increase of 15.9 points from the previous year.
Students with disabilities scored 169.2 points below standard out of 70 students. This was an increase of 32.6 points from the previous year.
African American students scored 118.1 points below standard out of 27 students. This was a decline of 12.7 points from the previous year.
Latinx students scored 101.3 points below standard out of 378 students. This was an increase of 16.3 points from the previous year.
- The English Learner subgroup increased by 22.0 points on the ELA CAASPP test scores.
The Long-Term English Learner subgroup increased by 25.4 points on the ELA CAASPP test scores.
Socioeconomically Disadvantaged subgroup increased by 15.9 points in the ELA CAASPP test scores.
Students with disabilities subgroup increased by 32.6 points on the ELA CAASPP test scores.
The Latinx subgroup increased by 16.3 points in the ELA CAASPP test scores.
- The African American subgroup decreased by 12.7 points in the ELA CAASPP test scores.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
66.3% making progress.	69.1% making progress.
Number Students: 104 Students	Number Students: 81 Students

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.

2024 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
4.8%	27.9%	1%	64.4%

Conclusions based on this data:

- 4.8% of the EL subgroup decreased one ELPI Level.
27.9% of the EL subgroup maintained ELPI Level 1, Level 2, Level 3, or Level 4.
1% of the EL subgroup maintained ELPI Level 4.
64.4% of the EL subgroup progressed at least one ELPI Level.
- The EL subgroup is 66.3% making progress towards English language proficiency.
This is an increase of 9.4% from the previous year.
104 students are considered EL's and their overall performance level is Blue.
- The Long-Term EL subgroup is 69.1% making progress towards English language proficiency.
This is the first year for the Long-Term EL progress data.
81 students are considered Long-Term EL's and their overall performance level is Blue.

School and Student Performance Data

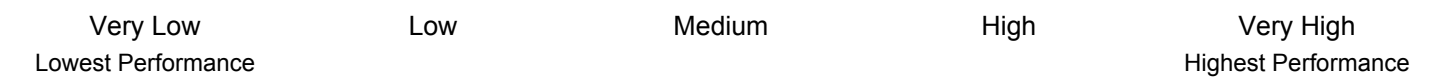
Academic Performance College/Career Report

The 2024 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.

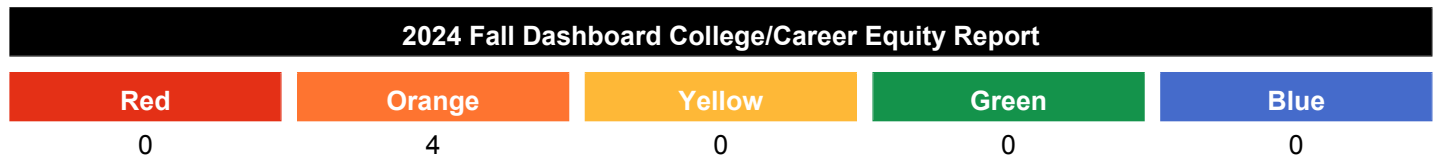
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

21.3% Chronically Absent

Declined 8.4

540 Students

English Learners



Yellow

21.2% Chronically Absent

Declined 5.6

156 Students

Long-Term English Learners



Yellow

18.7% Chronically Absent

Declined 4.2

123 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

77.8% Chronically Absent

Increased 19.4

18 Students

Socioeconomically Disadvantaged












Yellow

21.5% Chronically Absent

Declined 7.6

484 Students

Students with Disabilities  Orange 25% Chronically Absent Declined 16.3 80 Students	African American  Orange 37.1% Chronically Absent Declined 10.7 35 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 18.5% Chronically Absent Increased 6.8 27 Students	Filipino  No Performance Color 22.7% Chronically Absent Increased 18 22 Students	Hispanic  Yellow 19.6% Chronically Absent Declined 9.2 409 Students
Two or More Races  No Performance Color 21.7% Chronically Absent Declined 0.5 23 Students	Pacific Islander  No Performance Color 28.6% Chronically Absent Declined 35.1 14 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students

Conclusions based on this data:

- Overall, Winton scored 21.3% chronically absent out of 540 students. This was a decline of 8.4% from the previous year.
EL students scored 21.2% chronically absent out of 156 students. This was a decline of 5.6% from the previous year.
Long-Term EL scored 18.7% chronically absent out of 123 students. This was a decline of 4.2% from the previous year.
Socioeconomically Disadvantaged scored 21.5% chronically absent out of 484 students. This was a decline of 7.6% from the previous year.
Students with disabilities scored 25% chronically absent out of 80 students. This was a decline of 16.3% from the previous year.
African American students scored 37.1% chronically absent out of 35 students. This was a decline of 10.7% from the previous year.
Latinx students scored 19.6% chronically absent out of 409 students. This was a decline of 9.2% from the previous year.
- The English Learner subgroup is in the yellow performance level.
The Long-Term English Learner subgroup is in the yellow performance level.
Socioeconomically Disadvantaged subgroup is in the yellow performance level.
The Latinx subgroup is in the yellow performance level.
- Students with disabilities subgroup is in the orange performance level.
The African American subgroup is in the orange performance level.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

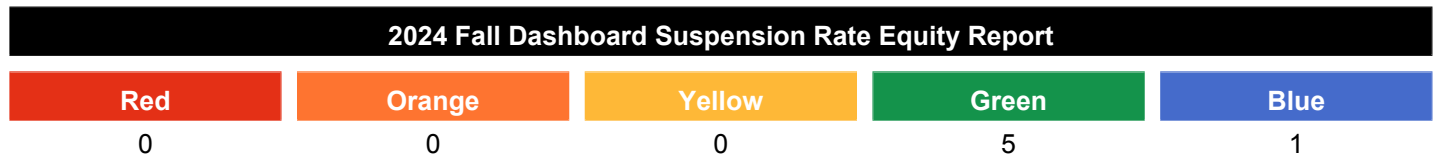
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>2.5% suspended at least one day</div> <div>Declined 3.2%</div> <div>552 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>1.2% suspended at least one day</div> <div>Declined 4%</div> <div>161 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Green</div> <div>1.6% suspended at least one day</div> <div>Declined 3.4%</div> <div>127 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>9.5% suspended at least one day</div> <div>Increased 2.4%</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>2.6% suspended at least one day</div> <div>Declined 3.1%</div> <div>494 Students</div>

Students with Disabilities  Green 2.5% suspended at least one day Declined 6.4% 81 Students	African American  Green 2.8% suspended at least one day Declined 5.6% 36 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 3.6% suspended at least one day Declined 14.1% 28 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Hispanic  Green 2.4% suspended at least one day Declined 2.2% 418 Students
Two or More Races  No Performance Color 4.3% suspended at least one day Declined 0.9% 23 Students	Pacific Islander  No Performance Color 7.1% suspended at least one day Declined 9.5% 14 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students

Conclusions based on this data:

- Overall, Winton scored 2.5% suspended at least one day of the school year out of 552 students. This was a decline of 3.2% from the previous year.
EL students scored 1.2% suspended at least one day of the school year out of 161 students. This was a decline of 4.0% from the previous year.
Long-Term EL scored 1.6% suspended at least one day of the school year out of 127 students. This was a decline of 3.4% from the previous year.
Socioeconomically Disadvantaged scored 2.6% suspended at least one day of the school year out of 494 students. This was a decline of 3.1% from the previous year.
Students with disabilities scored 2.5% suspended at least one day of the school year out of 81 students. This was a decline of 6.4% from the previous year.
African American students scored 2.8% suspended at least one day of the school year out of 36 students. This was a decline of 5.6% from the previous year.
Latinx students scored 2.4% suspended at least one day of the school year out of 418 students. This was a decline of 2.2% from the previous year.
- The Long-Term English Learner subgroup is in the green performance level.
Socioeconomically Disadvantaged subgroup is in the green performance level.
The Latinx subgroup is in the green performance level.
Students with disabilities subgroup is in the green performance level.
The African American subgroup is in the green performance level.
- The English Learner subgroup is in the blue performance level.

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 2023-24 CAASPP baseline data. We found that 75.5% of students tested were below standard in ELA. This was a 3.59% increase from the 2022-23 CAASPP results.

The following subgroups struggled for success: English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, and Latinx Students were all in the red performance level. Students with Disabilities were in 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
Standards Exceeded	4.82%	8%
Standards Met	19.68%	32%
Standards Nearly Met	28.71%	20%
Standards Not Met	46.79	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
1.1	Winton Middle School will provide teachers with additional collaboration time on a regular basis to	All students along with our subgroups: English	20,857

<p>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>Learners, Socioeconomically Disadvantaged, Students with Disabilities, African Americans, and Latinx.</p>	<p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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.

Data-Driven Instruction: Regularly analyzing student performance data to identify areas of weakness and adjusting instruction to address these gaps helped to improve overall performance.

Increased Writing Practice: Incorporating more frequent and varied writing assignments across all subjects can help improve students' writing skills, contributing to their ability to meet or exceed standards.

Collaboration and Sharing Best Practices: Promoting collaboration among teachers to share successful strategies and resources led to more consistent and effective ELA instruction across the school.

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 2023-24 CAASPP baseline data. We found that 83.41% of students tested were below standard in math. This was a 1.29% decline from the 2022-23 CAASPP results.

The following subgroups struggled for success: English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Latinx Students were all in 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
Standard Exceeded	6.07%	10%
Standard Met	10.53%	20%
Standard Nearly Met	27.13%	20%
Standard Not Met	56.28%	54%

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	All students along with our subgroups: English Learners,	20,857

<p>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 the implementation of Common Core for students in mathematics.</p> <p>Increase the use of 21st-century technology within the curriculum.</p>	<p>Socioeconomically Disadvantaged, Students with Disabilities, African American and Latinx students.</p>	<p>ESSA Title I , Part A , Basic Grants Low Income and Neglected</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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.

Strengthening Math Foundations: Emphasizing mastery of foundational math skills through targeted instruction and practice helped students build the necessary skills to meet and exceed standards.

Math-Focused Enrichment Activities: Providing opportunities for students to engage in math enrichment activities, such as math clubs, competitions, and project-based learning, deepened their interest and proficiency in math.

Use of Data-Driven Instruction: Regularly analyzing student performance data to identify areas of weakness and tailoring instruction to address these gaps led to improvements in math outcomes.

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 (LTEs) 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.

22 of our 137 EL students are enrolled in our ELD 1 class. Another 29 are enrolled in ELD 2. We have 137 EL students out of a total student population of 579, representing 24% of the student body.

13% of our EL students are at levels 1 and 2. Our goal for non-dual-identified students (i.e. students who are EL and identified as special education students) is to meet state and federal indicators of annual progress. This means that all students in this category at ELPAC Level 1 score an Overall Level 2, and that Overall Level 2 students score an Overall Level 3 every school year.

The vast majority of our EL, multilingual, and emergent bilingual students are at Level 3 in speaking, listening, and reading skills as measured by the ELPAC tests. Reading and writing subtest scores for Level 2 students continue to be somewhat lower, often preventing them from moving to Level 3.

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.

In 2023-24 we reclassified 38 students.

This school year, we also reclassified 38 students, representing 9% of all reclassified students in the Hayward Unified School District.

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 25 and 8th Grade 13 = 38	Move 9 students to Level 2
Level 2	7th Grade 21 and 8th Grade 18 = 39	Move 12 students to Level 3
Level 3	7th Grade 35 and 8th Grade 23 = 58	Reclassify 15 students
Level 4	7th Grade 1 and 8th Grade 1 = 2	Reclassify 3 students

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	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.	EL Students	20,857 ESSA Title I , Part A , Basic Grants Low Income and Neglected

	<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>		
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Annual Review

SPSA Year Reviewed: 2024-25

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.

Integration of Language and Content Learning: Embedding language development into all content areas, not just during designated ELD times, allowed EL students to practice English in various contexts, reinforcing their language skills.

Supportive Learning Environment: Creating a culturally responsive and supportive learning environment where EL students feel valued and encouraged to participate boosted their confidence and willingness to engage in English language learning.

Full-Time Bilingual Instructional Aide: The presence of a full-time bilingual instructional aide in the classroom provided critical, immediate support to EL students, offering explanations in their native language, helping them navigate complex tasks, and reinforcing their English language 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 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, Dance) 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, the dance classes and the theatre classes.

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 (5 sections)	130 students	130 students
Students enrollment in theatre classes (1 section)	30 students	60 students
Students enrollment in dance classes (2 sections)	60 students	90 sections
Increase performances	3 per year	6 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	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.] Data supporting evaluation of current programs, advocacy, and outreach. An extended menu of professional development offerings aimed at building teachers' capacity for	All students.	15,312.50 LCFF Supplemental and Concentration Funds

	facilitating sustainable, equitable, quality VAPA and integrated learning in the classroom. Schedule, agenda, and minutes of regular meetings with arts partners. Dialogue with SCCOE and regional arts partners and examine structural models that provide consistency, continuity, and sustainability.		
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Annual Review

SPSA Year Reviewed: 2024-25

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 Ban, Orchestra, and Guitar. This year, we added 3 classes of drama. Next year, we are offering 3 classes of 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.

Enhanced Recruitment and Promotion: Actively promoting the VAPA program through school events, assemblies, social media, and outreach to students and parents helped to raise awareness and interest, leading to higher enrollment.

Collaboration with Feeder Schools: Working closely with elementary schools to build a pipeline of students interested in VAPA, including hosting workshops, performances, and informational sessions, helped to increase participation rates.

New VAPA Building: The addition of a new, state-of-the-art VAPA building provided enhanced facilities specifically designed for arts education. This new space likely created an inspiring and supportive environment for students, making the program more attractive and accessible.

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	0 per year	0 per year
Suspensions	14 per year	12 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> <p>Professional Development Support: Provide training and resources to staff members to enhance their knowledge and skills in sustainability</p>	All students	15,312.50 LCFF Supplemental and Concentration Funds

	<p>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: 2024-25

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, we had 19 suspensions and this year we are only at 14 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.

Increased Focus on SEL (Social-Emotional Learning): Integrating SEL into the curriculum helps students develop critical skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills help reduce behavioral issues that could otherwise lead to suspensions.

Alternative Discipline Approaches: Implementing alternatives to suspension, such as requiring a parent or guardian to come to the school and stay with their child throughout the day, utilizing behavior contracts, or assigning community service, allows students to remain engaged in their education while still being held accountable for their actions. These approaches ensure that disciplinary measures are both constructive and educational, helping students learn from their mistakes without disrupting their academic progress.

Clear Communication of Expectations: Ensuring that students clearly understand behavioral expectations and the consequences of their actions led to better compliance with school rules and a reduction in disciplinary incidents.

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 87% socioeconomically disadvantaged and 21.8% EL out of our 531 student population. Winton's chronic absenteeism for the 2023-24 school year was 21.3%. This was a 8.4% decline from the previous school year.

The English Learner, Long-Term EL's, Socioeconomically Disadvantaged, and Hispanic subgroups are in the Yellow Performance Level for Chronic Absenteeism. The Students with Disabilities and the African American subgroups are in the Orange Performance Level for Chronic absenteeism.

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	21.3%	18%

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</p>	All students and their families.	4,000 LCFF Supplemental and Concentration Funds

<p>Safe and Inclusive Schools - Not In Our School</p> <p>Translation services</p> <p>Translated documents</p> <p>Student Handbook</p> <p>Newsletter</p> <p>School-parent compacts</p> <p>California Healthy Kids Survey</p> <p>Leadership class-sponsored events</p> <p>YEP</p> <p>Extracurricular activities</p> <p>Fingerprinting and TB testing for parent volunteers</p> <p>School Climate Survey</p> <p>Comprehensive music program</p> <p>Over twenty school clubs</p> <p>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.</p> <p>Staff ensures every interaction and engagement with parents is positive and valuable.</p> <p>Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand.</p> <p>The school environment is clean and attractive, and signage is available to help parents navigate the school campus.</p> <p>Parents know and understand the process for them to communicate with school personnel.</p> <p>Teachers invite parents to visit their classrooms to share valuable information about their children's learning.</p> <p>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.</p> <p>A school Family Engagement Specialist (FES) guides all efforts to implement an effective plan for family engagement, including the school-parent compact.</p> <p>FES receives training and support to carry out her role.</p>		
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<p>Parents participate in parent education classes to strengthen their capacity to support learning at home.</p> <p>Parent center facilities and equipment/technology are adequate to support parent and community engagement activities.</p> <p>Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families.</p> <p>Respond to parent concerns and/or complaints to meet the child's educational needs.</p> <p>Parents and staff are knowledgeable about the Parents' Bill of Rights and Responsibilities, which are posted in key areas of the campus.</p> <p>Rights of parents and children are respected and communicated to promote trust.</p> <p>Staff is respectful and informative in interactions with parents.</p> <p>Resolution of parent concerns is timely and supportive of student learning.</p> <p>The school has a defined process for parents to express their concerns or complaints.</p> <p>Schools follow these protocols in a fair and consistent manner.</p> <p>Comply with all HUSD, State, and Federal requirements regarding parent involvement.</p> <p>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.</p> <p>Parents /staff know their rights under the Uniform Complaint Procedure (UCP).</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

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.

Parent Workshops and Training Sessions: Hosting workshops and/or training sessions that educate parents on how to use tools like Infinite Campus and understand their child's academic progress contributed to the increased participation in the platform.

Creating a Welcoming Environment: Ensuring that school meetings are welcoming and inclusive, where parents feel their voices are heard and valued, led to higher attendance. This included providing translation services, childcare, and refreshments.

Building Stronger Community Connections: Strengthening relationships with community organizations and utilizing them as partners to engage parents helped to create a more connected and supportive environment for parent involvement.

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, chronic absenteeism was 21.3% (decline by 8.4%)
 English Learners: 21.2% (decline by 5.6%)
 Long-Term English Learners: 18.7% (decline by 4.23%)
 Socioeconomically Disadvantaged: 21.5% (decline by 7.6%)
 Students with Disabilities: 25% (decline by 16.3%)
 African American: 37.1% (decline by 10.7%)
 Latinx: 19.6% (decline by 9.2%)

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	96%	98%
Chronic Absenteeism	21.3%	18%

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. The strategies to improve attendance may include, but are not limited to: Safe and Inclusive Schools - Not In Our School	All students.	4,000 LCFF Supplemental and Concentration Funds

	Restorative Justice practices Peer conflict meditations Support after-school clubs Support an 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: 2024-25

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.

Attendance Monitoring and Accountability: Regularly monitor attendance data to identify trends and hold students, parents, and staff accountable for improving attendance rates. Establish a clear protocol for follow-up when students miss school, including immediate contact with families.

Enhanced Communication with Teachers: Ensure that teachers are aware of students at risk of chronic absenteeism and involve them in efforts to re-engage these students. Teachers can play a crucial role in making students feel valued and connected to their learning environment.

Develop a School-Wide Attendance Campaign: Launch a school-wide campaign focused on the importance of attendance, with messages communicated regularly through assemblies, newsletters, and classroom activities. Include students, staff, and families in promoting the campaign.

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	\$71,207.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101,196.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$62,571.00
LCFF Supplemental and Concentration Funds	\$38,625.00

Subtotal of state or local funds included for this school: \$101,196.00

Total of federal, state, and/or local funds for this school: \$101,196.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	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	62,571.00
LCFF Supplemental and Concentration Funds	38,625.00

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	62,571.00
	LCFF Supplemental and Concentration Funds	38,625.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,857.00
Goal 2	20,857.00
Goal 3	20,857.00
Goal 4	15,312.50
Goal 5	15,312.50
Goal 6	4,000.00
Goal 7	4,000.00

School Site Council Membership

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

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

Name of Members	Role
Lisa Tess	Principal
Erik Waite	Classroom Teacher
Rebecca Bell	Classroom Teacher
Colleen Abate	Classroom Teacher
Karina Gutierrez	Other School Staff
Bethsaida Mejia	Parent or Community Member
Laura Garcia	Parent or Community Member
Veronica Escoto	Parent or Community Member
Angelica Canchola	Parent or Community Member
Jacob Rodriquez	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

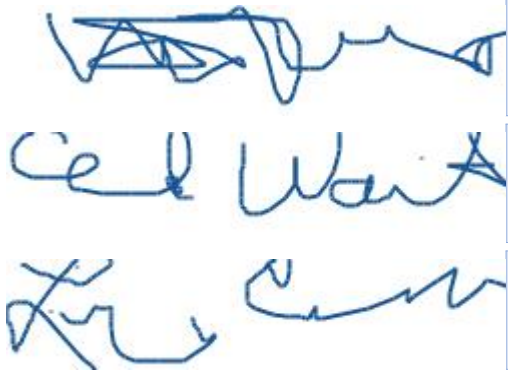
Committee or Advisory Group Name

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 5/20/25

SSC Chairperson, Erik Waite on 5/20/25

ELAC Representative, Luis Covarrubias on 5/28/25