

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winship Middle School	California	April 21, 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 Winship Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Winship Middle School's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements is comprehensive and tailored to the specific needs of its student population.

Here's a brief overview:

Winship Middle School has identified students needing additional support in demonstrating mastery of key competencies in Math and Language Arts. This is particularly crucial for specific student groups facing challenges. Winship has been previously identified in need of Comprehensive Support and Improvement due to resource inequities in the area of English Language Arts and Mathematics for all students. Winship has also been identified for Additional Targeted Support and Improvement for the student subgroup, Students with Disabilities in the areas of Chronic Absenteeism, Suspension Rates and Mathematics proficiency.

Winship Middle School will implement a Multi-Tiered System of Supports to meet the requirements of the Every Student Succeeding Act. Winship Middle School is committed to implementing effective MTSS to ensure all students achieve proficiency in essential competencies. This system will provide tiered support based on students' demonstrated levels of competency, with targeted interventions for those who are not yet proficient. Our goals focus on academic achievement, school climate and attendance. These goals are directly aligned with Eureka City Schools Local Control and Accountability Plan.

Winship Middle School is dedicated to implementing a Multi-Tiered System of Supports (MTSS) that aligns with the Every Student Succeeds Act. Our MTSS will provide tiered support to ensure all students achieve proficiency in essential competencies. Targeted interventions will be provided to those who are not yet proficient. The primary goals of our MTSS are focused on academic achievement, school climate, and attendance; these goals are directly aligned with Eureka City Schools Local Control and Accountability Plan.

Winship Middle School prioritizes social-emotional well-being and a safe learning environment through PBIS. Continued implementation of PBIS strategies and trainings as well as materials and supplies to support reinforcing safe, respectful, and responsible behaviors on campus. The school provides enrichment and extended learning opportunities to foster deeper engagement and the development of cross-curricular competencies.

The school focuses on re-engaging students with Chronic Absenteeism through personalized support, recognizing that consistent engagement is crucial for competency development. Winship has also been previously identified for Additional Targeted Support and Improvement for the student subgroup, Students with Disabilities in the areas of Chronic Absenteeism.

Efforts to lower suspension rates through alternative means will create a more supportive environment where students can focus on learning and demonstrating their competencies. Winship has also been identified for Additional Targeted Support and Improvement for the student subgroup, Students with Disabilities in the area of Suspension Rates.

Support for English Learners: Winship Middle School recognizes the importance of supporting English Learners in acquiring both language proficiency and content-area competencies. Additional resources and support will be provided to ensure EL students can access the curriculum and demonstrate their understanding and skills effectively through varied means.

Winship Middle School is committed to creating a more personalized and mastery-focused approach to education.

Educational Partner Involvement

How, when, and with whom did your Winship 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

Winship School's School Plan for Student Achievement (SPSA) is developed and reviewed annually through a collaborative process involving diverse stakeholders. This includes the School Site Council, the data-driven Winship Leadership Team, the English Learner Advisory Committee (ELAC), the Parent-Teacher-Student Association (PTSA), our Community Schools Partnership, and the broader community.

To ensure broad representation, all families receive School Site Council nomination forms in the summer/fall, followed by elections in September, with teachers and classified staff elected by their peers. The Winship Leadership Team, composed of lead teachers, administration, and classified staff, meets monthly to analyze student data, including progress towards key competencies and PBIS outcomes, to inform professional development focused on enhancing competency-based instruction.

While the ELAC committee faces challenges with consistent representation, the school continues its outreach efforts, recognizing the importance of their input and experiences in plan development. Meeting information and updates are communicated through the school website, autodialer messages, and social media platforms like Facebook to promote transparency and community engagement in shaping the vision for student success and competency attainment.

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 only.

Winship Middle School has demonstrated significant positive growth in key areas according to the 2022-2023 and 2023-24 California Dashboard and no longer qualifies for CSI but continues to monitor and support these areas.

1. ALL Students English Language Arts Proficiency: Yellow- increased by 26.7 points

Significance: Winship's efforts in the 2023-2024 school year resulted in positive impacts on student achievement, with overall scores increasing. Despite this improvement, a considerable number of students remain below grade level and the school's color band did not change.

2. All Students Math Proficiency: Orange to Yellow- increased by 18.1 points

Significance-This improvement of 18.1 points, resulting in a shift from "Orange" to "Yellow" signifies that a considerable number of students have progressed in their Math proficiency.

Winship Middle School has demonstrated significant positive growth in key areas according to the 2023-24 California Dashboard and no longer qualifies for ATSI but continues to monitor and support these areas.

1. Students with Disabilities-Math: Red to Orange- increased 23.1 points

Significance: A shift from the "Red" to the "Orange" performance level indicates improvement in math proficiency for this subgroup.

2. Students with Disabilities-Chronic Absenteesim: Red to Orange by 3.2 points

Significance: A shift from the "Red" to the "Orange" performance level indicates substantial improvement in student attendance. A decrease of 3.2 percentage points in chronic absenteeism means fewer students are missing a large portion of instructional time.

3. Suspension Rate: Red to Orange by -3.5 points

Significance: A shift from "Red" to "Orange" in suspension rate signifies a substantial improvement in school climate and a reduction in exclusionary discipline practices. This suggests a more positive and supportive learning environment for students.

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.

Winship Middle School has made significant strides in key areas, as evidenced by the 2023-24 California Dashboard, where we saw notable improvements. English Language Arts performance for ALL students increased by 26.7 points. Math performance for ALL students shifted from Orange to Yellow with an increase in scores of 18.1 points. Our Students with Disabilities subgroup in Math shifted from Red to Orange with an increase in scores of 23.1 points. SWD-Chronic Absenteeism shifted from Red to Orange by -3.2 points, the Suspension Rate also moved from Red to Orange by -3.5 points. These successes reflect the dedication and hard work of our students, staff, and community, and indicate the positive impact of our current strategies.

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.

n/a

Other Needs

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

However, the recently released 2024 California Dashboard highlights new and persistent areas of concern that require our focused attention as we continue to evolve our educational program towards a more competency-based model. The data indicates that certain student groups are experiencing significant challenges:

Chronic Absenteeism remains in the Red band for our English Learners and our Hispanic subgroups.

The Suspension Rate for our Long Term English Learners (LTEL), Hispanic and Two or More Races subgroups are also in the Red band.

English Language Arts (ELA) proficiency for our Students with Disabilities (SWD) subgroup falls in the Orange band, indicating a need for more targeted support.

Mathematics proficiency continues to be a significant area of concern, falling in the Orange band for our Long-Term English Learner (LTEL) students, English Learner (EL) students, Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) and Hispanic students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Winship 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	6.95%	6.25%	6.60%	29	25	27
African American	2.16%	1.25%	1.96%	9	5	8
Asian	8.63%	6.75%	10.02%	36	27	41
Filipino	0.48%	0.5%	0.24%	2	2	1
Hispanic/Latino	24.94%	24.25%	21.76%	104	97	89
Pacific Islander	2.16%	1.25%	1.47%	9	5	6
White	43.88%	49%	48.66%	183	196	199
Multiple/No Response	10.79%	10.75%	9.05%	45	43	37
Total Enrollment				417	400	409

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	95	89	91
Grade 7	164	156	164
Grade 8	158	155	154
Total Enrollment	417	400	409

Conclusions based on this data:

1. Overall enrollment remained relatively static from 21-22 to 23-24 with a slight decrease.
2. Enrollment has decreased slightly from the 2021-2022 school year.
3. Continue to focus on outreach to feeder schools within and outside the district in order to continue to increase enrollment.

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	64	65	67	15.0%	15.3%	16.4%
Fluent English Proficient (FEP)	29	17	26	9.3%	7.0%	6.4%
Reclassified Fluent English Proficient (RFEP)				7.3%		

Conclusions based on this data:

1. The number of EL students has continued to increase slightly over the past three years.
2. The number of EL students classified as Fluent English Proficient has continued to decrease significantly from 2021-2022 - 2023-2024.

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 6	95	87	90	93	85	87	93	85	86	97.9	97.7	96.7
Grade 7	166	151	156	157	147	148	151	147	147	94.6	97.4	94.9
Grade 8	147	143	146	141	138	141	135	138	141	95.9	96.5	96.6
All Grades	408	381	392	391	370	376	379	370	374	95.8	97.1	95.9

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 6	2456.	2467.	2473.	2.15	4.71	4.65	20.43	23.53	22.09	27.96	27.06	32.56	49.46	44.71	40.70
Grade 7	2482.	2495.	2515.	6.62	7.48	8.16	21.19	23.81	29.93	23.18	28.57	27.21	49.01	40.14	34.69
Grade 8	2483.	2491.	2537.	3.70	2.17	10.64	18.52	23.91	29.08	26.67	24.64	31.21	51.11	49.28	29.08
All Grades	N/A	N/A	N/A	4.49	4.86	8.29	20.05	23.78	27.81	25.59	26.76	29.95	49.87	44.59	33.96

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 6	6.45	8.24	5.81	54.84	49.41	54.65	38.71	42.35	39.53
Grade 7	7.43	9.52	12.93	60.81	60.54	59.86	31.76	29.93	27.21
Grade 8	7.52	5.07	14.89	46.62	52.17	55.32	45.86	42.75	29.79
All Grades	7.22	7.57	12.03	54.28	54.86	56.95	38.50	37.57	31.02

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 6	1.08	5.88	2.33	40.86	49.41	43.02	58.06	44.71	54.65
Grade 7	8.84	8.84	14.29	39.46	48.30	52.38	51.70	42.86	33.33
Grade 8	6.11	4.35	10.64	43.51	39.13	51.77	50.38	56.52	37.59
All Grades	5.93	6.49	10.16	41.24	45.14	50.00	52.83	48.38	39.84

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 6	7.53	14.12	5.81	65.59	65.88	77.91	26.88	20.00	16.28
Grade 7	8.00	5.44	11.56	68.00	69.39	74.15	24.00	25.17	14.29
Grade 8	8.21	7.97	16.31	67.91	68.84	70.21	23.88	23.19	13.48
All Grades	7.96	8.38	12.03	67.37	68.38	73.53	24.67	23.24	14.44

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 6	6.45	8.24	13.95	65.59	64.71	61.63	27.96	27.06	24.42
Grade 7	11.26	10.88	11.56	54.30	54.42	59.18	34.44	34.69	29.25
Grade 8	8.21	10.87	19.15	58.96	67.39	63.12	32.84	21.74	17.73
All Grades	8.99	10.27	14.97	58.73	61.62	61.23	32.28	28.11	23.80

Conclusions based on this data:

- Overall Improvement in Mean Scale Scores: There is a general trend of improvement in the Mean Scale Scores across all grade levels (6th, 7th, and 8th) from 2021-2022 to 2023-2024. This suggests that students are, on average, performing better on the assessments over time. For example, 6th grade increased from 2456.7 to 2473.1 and 8th grade increased from 2483.2 to 2537.0.
- Increase in Students Meeting or Exceeding Standards: Concurrently with the rise in Mean Scale Scores, there's a corresponding increase in the percentage of students meeting or exceeding the standards. This is evident in the "% Standard Met" and "% Standard Exceeded" columns. For example, in "All Grades," the "% Standard Exceeded" increased from 4.49% in 21-22 to 8.29% in 23-24, and the "% Standard Met" increased from 20.05% to 27.81% in the same period.
- Decrease in Students Not Meeting Standards: A positive trend is the decrease in the percentage of students scoring in the "% Standard Not Met" category. This indicates that interventions and improvements are helping to reduce the number of students falling significantly behind. For example, in 6th grade, "% Standard Not Met" decreased from 49.46% in 21-22 to 40.70% in 23-24, and for "All Grades," it decreased from 49.87% to 33.96%.

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 6	95	87	90	93	85	88	92	85	88	97.9	97.7	97.8
Grade 7	166	151	156	154	146	148	149	146	148	92.8	96.7	94.9
Grade 8	147	143	146	141	137	139	138	137	139	95.9	95.8	95.2
All Grades	408	381	392	388	368	375	379	368	375	95.1	96.6	95.7

* 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 6	2445.	2467.	2455.	5.43	3.53	6.82	6.52	14.12	11.36	29.35	34.12	26.14	58.70	48.24	55.68
Grade 7	2459.	2486.	2495.	4.70	6.16	5.41	10.74	11.64	15.54	26.17	34.93	37.16	58.39	47.26	41.89
Grade 8	2465.	2456.	2500.	3.62	2.92	7.91	11.59	8.03	17.27	17.39	22.63	23.74	67.39	66.42	51.08
All Grades	N/A	N/A	N/A	4.49	4.35	6.67	10.03	10.87	15.20	23.75	30.16	29.60	61.74	54.62	48.53

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 6	4.35	3.53	4.55	34.78	49.41	38.64	60.87	47.06	56.82
Grade 7	7.38	6.85	6.76	46.31	50.00	58.78	46.31	43.15	34.46
Grade 8	6.52	5.84	10.79	43.48	43.07	52.52	50.00	51.09	36.69
All Grades	6.33	5.71	7.73	42.48	47.28	51.73	51.19	47.01	40.53

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 6	2.17	2.35	5.68	60.87	61.18	51.14	36.96	36.47	43.18
Grade 7	3.36	6.85	5.41	57.72	66.44	68.92	38.93	26.71	25.68
Grade 8	2.90	1.46	7.19	60.87	54.74	58.99	36.23	43.80	33.81
All Grades	2.90	3.80	6.13	59.63	60.87	61.07	37.47	35.33	32.80

Conclusions based on this data:

1. Growth in Students Meeting or Exceeding Standards (Especially in 23-24): There is a general increase in the percentage of students meeting or exceeding standards, particularly noticeable in the 2023-2024 data. This indicates improvement in student proficiency. All grades show this trend.
2. Reduction in Students Not Meeting Standards, but Still a Concern: The percentage of students "Not Meeting Standard" has decreased across all grade levels over the three years, which is a positive sign. However, the percentages in this category remain relatively high, indicating a continued need for intervention and support.
3. The data underscores the necessity for math intervention and support to address gaps in understanding and provide support for current learning.

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
6	1527.4	1560.5	1520.8	1538.5	1561.4	1531.9	1515.8	1559.1	1509.1	23	20	20
7	1543.6	1534.9	1577.5	1561.5	1529.6	1597.4	1525.2	1539.5	1557.1	24	23	17
8	1540.4	1603.5	1594.6	1542.4	1633.7	1633.3	1537.9	1572.8	1555.4	19	18	19
All Grades										66	61	56

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
6	13.04	45.00	30.00	43.48	30.00	10.00	26.09	25.00	35.00	17.39	0.00	25.00	23	20	20
7	12.50	17.39	47.06	33.33	56.52	47.06	50.00	13.04	5.88	4.17	13.04	0.00	24	23	17
8	15.79	55.56	44.44	36.84	33.33	38.89	36.84	5.56	16.67	10.53	5.56	0.00	19	18	18
All Grades	13.64	37.70	40.00	37.88	40.98	30.91	37.88	14.75	20.00	10.61	6.56	9.09	66	61	55

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
6	52.17	55.00	40.00	30.43	40.00	35.00	13.04	5.00	5.00	4.35	0.00	20.00	23	20	20
7	25.00	39.13	70.59	62.50	43.48	23.53	8.33	8.70	5.88	4.17	8.70	0.00	24	23	17
8	31.58	72.22	66.67	47.37	16.67	33.33	15.79	11.11	0.00	5.26	0.00	0.00	19	18	18
All Grades	36.36	54.10	58.18	46.97	34.43	30.91	12.12	8.20	3.64	4.55	3.28	7.27	66	61	55

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
6	0.00	15.00	10.00	17.39	55.00	5.00	43.48	20.00	35.00	39.13	10.00	50.00	23	20	20
7	4.17	0.00	5.88	12.50	34.78	47.06	54.17	47.83	41.18	29.17	17.39	5.88	24	23	17
8	5.26	5.56	11.11	31.58	61.11	33.33	42.11	22.22	50.00	21.05	11.11	5.56	19	18	18
All Grades	3.03	6.56	9.09	19.70	49.18	27.27	46.97	31.15	41.82	30.30	13.11	21.82	66	61	55

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
6	13.04	30.00	30.00	65.22	55.00	35.00	21.74	15.00	35.00	23	20	20
7	8.33	9.09	29.41	66.67	81.82	64.71	25.00	9.09	5.88	24	22	17
8	5.26	33.33	33.33	78.95	61.11	66.67	15.79	5.56	0.00	19	18	18
All Grades	9.09	23.33	30.91	69.70	66.67	54.55	21.21	10.00	14.55	66	60	55

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
6	78.26	65.00	80.00	17.39	35.00	10.00	4.35	0.00	10.00	23	20	20
7	87.50	78.26	94.12	12.50	13.04	5.88	0.00	8.70	0.00	24	23	17
8	57.89	88.89	100.00	36.84	11.11	0.00	5.26	0.00	0.00	19	18	18
All Grades	75.76	77.05	90.91	21.21	19.67	5.45	3.03	3.28	3.64	66	61	55

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
6	4.35	15.00	10.00	34.78	55.00	20.00	60.87	30.00	70.00	23	20	20
7	4.17	17.39	17.65	50.00	43.48	52.94	45.83	39.13	29.41	24	23	17
8	10.53	33.33	22.22	36.84	55.56	38.89	52.63	11.11	38.89	19	18	18
All Grades	6.06	21.31	16.36	40.91	50.82	36.36	53.03	27.87	47.27	66	61	55

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
6	8.70	30.00	20.00	78.26	70.00	60.00	13.04	0.00	20.00	23	20	20
7	0.00	8.70	17.65	91.67	82.61	82.35	8.33	8.70	0.00	24	23	17
8	0.00	0.00	5.56	89.47	94.44	94.44	10.53	5.56	0.00	19	18	18
All Grades	3.03	13.11	14.55	86.36	81.97	78.18	10.61	4.92	7.27	66	61	55

Conclusions based on this data:

1. Oral Language Scores Generally Higher than Written Language Scores: In most cases, the mean scale scores for Oral Language are higher than those for Written Language within the same grade and year. This suggests that students may demonstrate stronger skills in speaking and listening compared to reading and writing in English. This is consistent across all three grades (6th, 7th, 8th) and all three years.
2. While there is improvement in some areas of English proficiency, students may be progressing at different rates, and there is still a significant group that needs continued support to reach higher proficiency levels. This is critical to consider in light of the general achievement data, to ensure that English language learners are being supported in both general content and language acquisition.
3. Targeted English Language support remains a priority to support the growth of English Language Learners.

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.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	61.4%	16.4%	1.2%
Total Number of Students enrolled in Winship 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	67	16.4%
Foster Youth	5	1.2%
Homeless	18	4.4%
Socioeconomically Disadvantaged	251	61.4%
Students with Disabilities	63	15.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2%
American Indian	27	6.6%
Asian	41	10%
Filipino	1	0.2%
Hispanic	89	21.8%
Two or More Races	37	9%
Pacific Islander	6	1.5%
White	199	48.7%

Conclusions based on this data:

1. Diversity is a strength at Winship. Continued work with Culturally Responsive Teaching is needed.

School and Student Performance Data

Overall Performance

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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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><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Orange</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Orange</p></div>		

Conclusions based on this data:

1. While there has been continuous improvement, the school is still in the "Yellow" range for ELA and the "Yellow" range for Math, indicating that students are still significantly below standard.
2. Although the English Learner population scores in the high range in English Language proficiency, they shifted from the "Blue" range to "Orange" due to a decline in progress. Continued efforts need to be made to support English

Learners as this subgroup is 56.3 points below the standard in ELA, "Orange" on the CA Dashboard, and 113 points below the standard in Math, "Orange" on the CA Dashboard.

3. Suspension rates declined by 1% overall, shifting Winship from the "Red" band to the "Orange" band on the CA Dashboard. Suspension rates for the subgroup SWD declined by 3.5%. Suspension rates at Winship continue to be well above the state average. An area of focus for the Winship site continues to be on Other Means of Correction and Restorative Practices to support this area of need. Chronic Absenteeism continues to be an area of focus at Winship.

School and Student Performance Data

Academic Performance English Language Arts

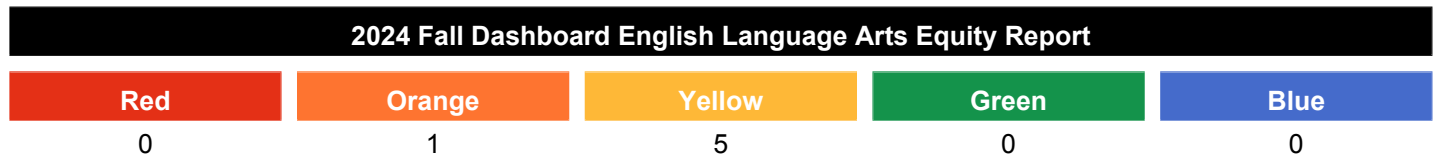
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This section provides number of student groups in each level.



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>Yellow</div> <div>38.2 points below standard</div> <div>Increased 26.7 points</div> <div>367 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>56.3 points below standard</div> <div>Increased 37.8 points</div> <div>71 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Yellow</div> <div>52.4 points below standard</div> <div>Increased 55.0 points</div> <div>43 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>142.9 points below standard</div> <div>Declined 4.7 points</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>56.8 points below standard</div> <div>Increased 29.7 points</div> <div>263 Students</div>

Students with Disabilities  Orange 115.0 points below standard Increased 29.4 points 58 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color 104.9 points below standard Increased 18.6 points 25 Students
Asian  No Performance Color 32.2 points below standard Increased 39.9 points 36 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 65.6 points below standard Increased 22.0 points 79 Students
Two or More Races  Yellow 44.0 points below standard Increased 29.2 points 36 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Yellow 16.0 points below standard Increased 33.5 points 179 Students

Conclusions based on this data:

1. ELA all students increased by 26.7 points to 38.2 points below the standard, shifting Winship to the "Yellow" band on the CA Dashboard.
2. English Learners increased scores by 37.8 points but continue to be 56.3 points below the standard, in the "Yellow" band on the CA Dashboard.
3. Continued interventions and supports need to be provided to continue to move students towards proficiency in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

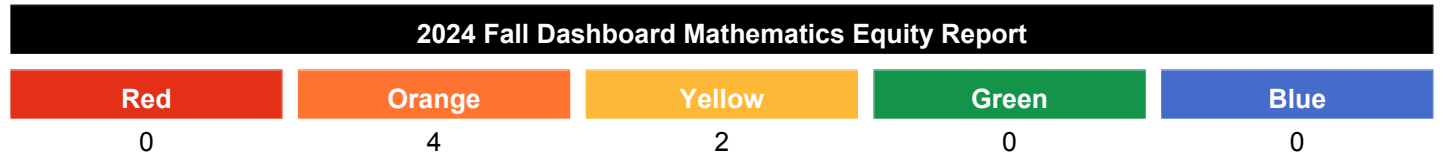
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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> Yellow</div> <div>80.7 points below standard</div> <div>Increased 18.1 points</div> <div>363 Students</div>	<div>English Learners</div> <div> Orange</div> <div>113.0 points below standard</div> <div>Increased 17.5 points</div> <div>70 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>131.9 points below standard</div> <div>Increased 6.5 points</div> <div>42 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>138.7 points below standard</div> <div>Increased 24.9 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>97.7 points below standard</div> <div>Increased 17.3 points</div> <div>259 Students</div>

Students with Disabilities  Orange 140.1 points below standard Increased 23.1 points 58 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color 137.6 points below standard Increased 20.5 points 25 Students
Asian  No Performance Color 83.5 points below standard Increased 47.0 points 36 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 114.6 points below standard Increased 6.2 points 78 Students
Two or More Races  Yellow 79.3 points below standard Increased 18.7 points 36 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Yellow 57.6 points below standard Increased 22.7 points 177 Students

Conclusions based on this data:

1. While mathematics performance is still a concern, there has been a year-to-year improvement in the overall color band from "Orange" in 2023 to "Yellow" in 2024.
2. Although scores are increasing, students remain significantly below the standard.
3. Students continue to need support in this area.

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
 Orange	 Green
55.8% making progress.	67.6% making progress.
Number Students: 52 Students	Number Students: 37 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
17.3%	26.9%	17.3%	38.5%

Conclusions based on this data:

- 55.8% of our English Learner population made progress towards English Language proficiency which shifts Winship to the "Orange" band on the CA Dashboard.
- While there is improvement in some areas of English proficiency, students may be progressing at different rates, and there is still a significant group that needs continued support to reach higher proficiency levels. This is critical to consider in light of the general achievement data, to ensure that English language learners are being supported in both general content and language acquisition.
- The majority of students increased or maintained their ELPI level. 38.5% of English Learners progressed by at least one ELPI Level.

School and Student Performance Data

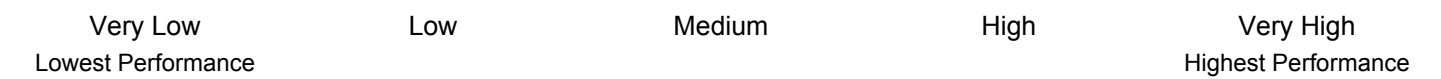
Academic Performance College/Career Report

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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 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

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



Red

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



Orange

27.9% Chronically Absent

Declined 2

420 Students

English Learners



Red

23.2% Chronically Absent

Increased 15.6

69 Students

Long-Term English Learners



Orange

19.6% Chronically Absent

Increased 12.7

46 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Homeless



No Performance Color

60.7% Chronically Absent

Increased 10.7

28 Students

Socioeconomically Disadvantaged



Yellow

31.1% Chronically Absent

Declined 4

305 Students

Students with Disabilities  Orange 39.1% Chronically Absent Declined 3.2 69 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	American Indian  No Performance Color 28.6% Chronically Absent Declined 23.3 28 Students
Asian  No Performance Color 14.3% Chronically Absent Increased 10.6 42 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Red 33.7% Chronically Absent Increased 4.1 92 Students
Two or More Races  Orange 24.4% Chronically Absent Declined 7.4 41 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Orange 28.9% Chronically Absent Declined 1.7 201 Students

Conclusions based on this data:

1. Based on the provided data, chronic absenteeism remains a significant concern across the student population, with 27.9% of all students being chronically absent.
2. Of particular concern are the higher rates among socioeconomically disadvantaged students, with 31.1% identified as chronically absent, Hispanic students, at 33.7% and students with disabilities, at 39.1% indicating these students need support accessing their education.
3. These rates underscore the need for targeted interventions and support to address the underlying factors contributing to absenteeism and ensure equitable access to education for all students.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

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

School and Student Performance Data

Conditions & Climate Suspension Rate

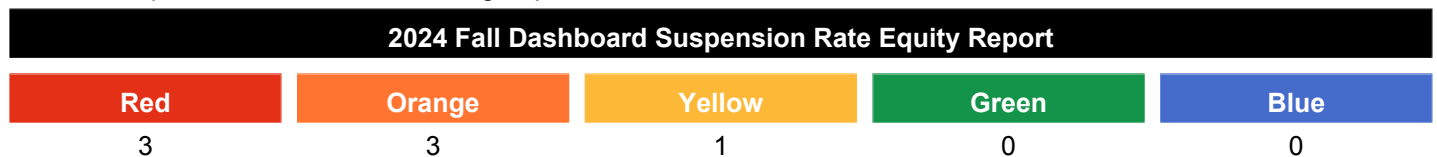
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 14.4% suspended at least one day Declined 1% 436 Students	English Learners Orange 11.4% suspended at least one day Increased 5.4% 70 Students	Long-Term English Learners Red 15.2% suspended at least one day Increased 8.4% 46 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless No Performance Color 25.8% suspended at least one day Declined 8.8% 31 Students	Socioeconomically Disadvantaged Yellow 15.2% suspended at least one day Declined 3.9% 316 Students

Students with Disabilities  Orange 21.1% suspended at least one day Declined 3.5% 71 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color 17.2% suspended at least one day Declined 18.5% 29 Students
Asian  No Performance Color 4.8% suspended at least one day Declined 2.4% 42 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Red 15.6% suspended at least one day Increased 2.8% 96 Students
Two or More Races  Red 24.4% suspended at least one day Increased 4.4% 41 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Orange 13.3% suspended at least one day Declined 1.6% 211 Students

Conclusions based on this data:

1. Suspension rates for all students decreased by 1% but remains well above the state average.
2. These trends may indicate a need for targeted interventions to address alternates to suspensions and promote equity in disciplinary practices.

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.

Academic Achievement

90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards in both ELA and Mathematics. During the 2024-2025 school year Winship will implement school-wide multi-tiered systems of supports to address the needs of students in the areas of Math and Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

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.

On the most recent CAASPP assessment (23-24), Winship students scored 38.2 points below the standard keeping them in the Yellow range in English Language Arts on the California Dashboard. Winship students scored 80.7 points below standard in Mathematics shifting them from Orange to Yellow on the California Dashboard.

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
Points above/below California Dashboard in the area of English Language Arts and Mathematics.	On the most recent CAASPP assessment (23-24), Winship students scored 38.2 points below the standard keeping them in the Yellow range in English Language Arts on the California Dashboard. Winship students scored 80.7 points below standard in Mathematics shifting them from Orange to Yellow on the California Dashboard.	In order to move to the next color band on the CA Dashboard, Winship students will need to increase their scores by 34 points in English Language Arts (Yellow to Green) and by 60 points in Mathematics (Yellow to Green).

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	Professional Development for staff to support students in meeting grade level standards.	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures

1.2	Provide opportunities for students to access instructional materials, fiction and non fiction reading materials and a quiet work space. Increase library operating hours to 40 hours per week.	All Students	18,462 Title I 2000-2999: Classified Personnel Salaries Library tech (pos 747 = 0.25 FTE)
1.3	Provide materials and supplies. Purchase supplemental educational materials to support students and staff.	All Students	5,000.00 Title I 4000-4999: Books And Supplies 16276 Title I 4000-4999: Books And Supplies Unallocated funds
1.4	CARE Specialist	All Students	33,738 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Pos 770 = 0.30 FTE
1.6	Provide Intervention section	All Students	23,365 Title I 1000-1999: Certificated Personnel Salaries Manually added to budget
1.7	Parent and Family Engagement	All Students	2,886 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
1.8			

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.

Winship Middle School has implemented a range of strategies and activities aimed at improving student achievement, including targeted support from a CARE specialist, enhanced library resources, after-school tutoring, math intervention, and a focus on teacher professional development. The data suggests these efforts are yielding some positive results. Specifically, there has been a shift from the "Orange" to the "Yellow" performance band in Mathematics on the California Dashboard, indicating improvement in that core area. Additionally, student scores have increased in both ELA and Math, demonstrating a positive trajectory in overall academic performance. These gains can be attributed to the multi-faceted approach to address student needs.

However, significant challenges remain. Winship students continue to score substantially below state standards in both ELA (38.2 points) and Mathematics (80.7 points) on the most recent CAASPP assessment. This highlights the need for continued and intensified interventions to accelerate student learning and close persistent achievement gaps. While

strategies such as math intervention and professional development are contributing to improvement, particularly in mathematics, a deeper analysis of their implementation and effectiveness is warranted to determine if they are sufficient to meet the needs of all learners. Furthermore, the school should examine the distribution of these results across student subgroups to identify and address any widening equity gaps.

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

n/a

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.

n/a

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.

School Climate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Every student will have access to high-quality instructional materials that are aligned to adopted curriculum while attending school in safe, clean and well maintained facilities.

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.

SWIS data and CA Dashboard data indicate a need for additional support in these areas.

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
SWIS Data, and California Dashboard	On the 23-24 CA Dashboard, 14.4% of all students were suspended placing Winship in the Orange color band.	To reduce all student suspensions by 5% moving Winship from the Orange color band to the Yellow color band.

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	Continued implementation of PBIS strategies and trainings as well as materials and supplies to support reinforcing safe, respectful, and responsible behaviors on campus.	All Students	5,000 Title I 4000-4999: Books And Supplies Instructional materials: additional or supplemental, not adopted textbooks, Positive Behavior Interventions and Supports PBIS materials, Professional Development in PBIS strategies.
2.2	Enrichment and extended learning opportunities	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures

2.9			
2.15			

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.

Winship Middle School has demonstrated a positive shift in school climate, as evidenced by the decrease in the suspension rate from 15.5% to 14.4% and the school's placement in the Orange color band on the 23-24 CA Dashboard. This improvement is a result of a comprehensive approach that integrates PBIS strategies with several key initiatives:

PBIS as a Foundation: Positive Behavioral Interventions and Supports (PBIS) establishes a proactive framework for fostering a safe and positive environment. By emphasizing the teaching and reinforcement of positive behaviors, PBIS effectively reduces behavioral issues and contributes to an improved overall school climate. The decrease in suspensions strongly suggests the efficacy of PBIS in promoting positive conduct.

Consistent Discipline Systems: The implementation of clear and consistent discipline systems ensures that rules and consequences are applied equitably, promoting student understanding of expectations and appropriate behavior. This consistency cultivates a sense of order and predictability, further enhancing the school climate.

Student Buy-in and Leadership: Cultivating student buy-in and providing opportunities for student leadership empower students to take ownership of the school environment. This may involve student participation in rule development, leadership roles, and the recognition of positive behavior, all of which contribute to a more positive and respectful atmosphere.

Leadership Team Collaboration: Strong leadership and effective collaboration among the leadership team are crucial for successful PBIS implementation. This collaborative approach ensures consistent implementation of PBIS strategies across the school, reinforcing a unified commitment to positive behavior.

Improved Communication: Open and transparent communication among staff, students, and families is essential for building trust and understanding. Clear communication of expectations and consequences minimizes confusion and conflict, fostering a more positive and harmonious environment.

Parent Outreach and Engagement: The school's efforts to engage parents through proactive outreach initiatives strengthen the home-school connection. This collaboration ensures that positive behavior is reinforced both at school and at home, creating a consistent support system for students and contributing to a more positive and supportive school community.

Enrichment and Extended Learning: Providing enrichment activities and extended learning opportunities demonstrates a commitment to student well-being and development beyond the classroom. These experiences can foster a sense of belonging, increase student engagement, and provide positive outlets for student energy, all of which contribute to a more positive school climate.

Social-Emotional Support: Winship is a Community School and has benefited from the support of a Wellness Center on campus. Integrating social-emotional support into the school environment addresses the emotional and social needs of students, promoting their overall well-being. This can involve counseling services, mindfulness practices, and programs that teach conflict resolution and empathy, creating a more caring and supportive school climate.

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

n/a

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.

n/a

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.

ELD and Multi-tiered systems of support

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.
Focus Goal 1.1: All students, including subgroups, will make adequate progress on the CA School Dashboard indicators for ELA, math, and science.
Focus Goal 1.2: Ensure all students have access to a multi-tiered system of support for ELD instruction, leading to improved progress and EL Reclassification Rates.

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.

Winship has a significant number of students that are considered LTEL, long term English learners. In addition Winship has a need to support all students in a multi-tiered system of supports model.

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
CA Dashboard	55.8% of English Language Learners making progress towards English proficiency, yet on the CA Dashboard in English Language Arts our English Language Learners are in the Orange color band and are 56.3 points below the standard.	By June 2025, English Learners will increase their ELA proficiency by 51.3 points, moving their color band from Orange to Green as measured by the CA Dashboard.

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	ELD Technician	English Language Learners	24,205 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Pos 1082 = 0.50 FTE 26,164 Title I

		2000-2999: Classified Personnel Salaries Pos 610 = 0.375 FTE
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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.

Winship Middle School demonstrates a mixed picture regarding the progress and achievement of its English Language Learners. While 55.8% of English Language Learners are making progress towards English proficiency, a key indicator of positive language development, their overall performance in English Language Arts, as measured by the California Dashboard, remains a significant concern. Specifically, English Language Learners are in the Orange color band and are 56.3 points below the standard, highlighting a substantial gap in their academic achievement in ELA. This disparity suggests that while language acquisition is occurring, it is not translating sufficiently into grade-level academic performance in ELA.

To address this challenge, Winship Middle School has taken steps to strengthen its support for English Language Learners. The school has increased the number of ELD (English Language Development) sections and hired an ELD technician with increased hours. These are positive interventions aimed at providing more focused and intensive language instruction and support. The increase in ELD sections allows for smaller group instruction and more individualized attention, while the additional support from the ELD technician can provide targeted assistance with language acquisition and academic tasks. However, the continued low performance in ELA indicates that the effectiveness of these additional resources needs to be carefully evaluated and potentially enhanced to ensure that ELs are not only developing English proficiency but also achieving academic success in the broader curriculum.

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

Although Student Study Team meetings were held throughout the school year, a designated SST Coordinator was not identified.

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.

By June 2025, English Learners will increase their ELA proficiency 51.3 points, moving their color band from Yellow to Green as measured by the CA Dashboard.

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.

Decrease rates of Chronic Absenteeism and Increase Overall Attendance rates.

Increase student attendance with an emphasis on improving attendance for targeted groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student attendance with a focus on chronic absenteeism and graduation rates for all 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.

Based on the provided data, chronic absenteeism remains a significant concern across the student population, with 27.9% of all students being chronically absent.

Of particular concern are the higher rates among socioeconomically disadvantaged students, with 31.1% identified as chronically absent, Hispanic students, at 33.7% and students with disabilities, at 39.1% indicating these students need support accessing their education.

These rates underscore the need for targeted interventions and support to address the underlying factors contributing to absenteeism and ensure equitable access to education for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard, A2A Data, Powerschool	Chronic absenteeism rate 27.9% of all students, Orange band on the CA Dashboard. 33.7% of Students with Disabilities (SWD), placing them in the Orange color band on the CA Dashboard.	By Spring 2025, the Chronic Absenteeism rate for all students will decrease by 3% as measured by the CA Dashboard, A2A, and Powerschool Attendance data.

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	The counseling clerk assists in the monitoring of student academic, behavioral, and attendance progress. The clerk is responsible for scheduling and organizing Student Study Team (SST) and	All Students	14,444 Title I 2000-2999: Classified Personnel Salaries

<p>Student Attendance Review Team (SART) meetings, ensuring timely communication with families and staff. By maintaining accurate records and coordinating intervention meetings, the counseling clerk plays a key role in supporting early identification and response to student needs, contributing to a schoolwide system of support focused on student success.</p>		<p>Pos 311 = 0.25025 FTE</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.

Winship Middle School has been actively addressing the issue of chronic absenteeism, which affects 27.9% of all students and a disproportionately high 33.7% of Students with Disabilities (SWD), placing them in the Orange color band on the CA Dashboard. To combat this, the school has implemented a multi-faceted approach centered on proactive identification and intervention. Daily attendance huddles are used to target specific students exhibiting patterns of absenteeism, allowing for timely support and intervention. When necessary, students are referred to the Student Attendance Review Team (SART) or Student Attendance Review Board (SARB) for more intensive support and accountability. This proactive approach is strengthened through collaboration between the attendance clerk typist, who manages attendance records and communications, and the community schools liaison, who facilitates connections with families and community resources. Increased home visits further enhance this effort by providing opportunities for direct engagement with families to understand barriers to attendance and offer support. These combined strategies aim to improve student attendance and reduce chronic absenteeism by addressing it at multiple levels, from early identification to intensive intervention and family engagement.

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

N/A

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.

By Spring 2025, the Chronic Absenteeism rate for all students will decrease by 3% as measured by the CA Dashboard, A2A, and Powerschool Attendance data.

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.

Reduce suspension rates and increase sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.

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.

Winship's overall suspension rate for 2023-2024 was 14.4% which places them at the very high level and in the Orange of the CA Dashboard (CA state average 3.2%) This is an area in need of significant improvement.

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
California Dashboard and Local Data	Suspension Rate 2023-2024 14.4%, Suspension Rate SWD 21.1%	5% decrease in suspension rates
California Healthy Kids Survey (CHKS)	56% of 7th grade students on the 23-24 CHKS indicated that they feel a sense of connectedness to Winship Middle School.	10% increase in sense of belonging/connectedness.

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	Create an alternative to out of school suspension for students. Provide behavior intervention support. Provide access to grade level curriculum, certificated staff, counseling support, restorative opportunities, social skill development, reflective activities and ongoing behavior monitoring.	All Students	83,126 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Restorative Practices Support Specialist (pos 1014 = 1.00 FTE) 365 Supplemental & Concentration

			2000-2999: Classified Personnel Salaries Pos 1014 cost exceeds directed budget
5.2	Saturday School	All Students	3,196 Title I 1000-1999: Certificated Personnel Salaries

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.

Winship Middle School has implemented a reflection room, or in-school suspension alternative, as a key strategy to address student behavior while minimizing the use of out-of-school suspension. This approach is deeply connected to the school's focus on fostering a sense of belonging among all students. The reflection room provides students with targeted behavioral intervention and support, ensuring they remain connected to their education and the school community. Within this structured setting, students can access grade-level curriculum under the supervision of certificated staff, receive counseling support, participate in restorative opportunities and social skill development, and engage in reflective activities. A trained restorative practices support specialist facilitates this process, guiding students in understanding the impact of their actions, developing strategies for positive behavior change, and ultimately, strengthening their connection to the school.

The implementation of the reflection room, combined with other systemic improvements, is contributing to a positive shift in school climate and a reduction in suspension rates. The school's emphasis on belonging is further supported by the incorporation of daily behavior huddles and monthly monitor meetings to proactively address behavioral concerns and ensure consistent implementation of disciplinary systems. The addition of a full-time campus supervisor enhances these efforts by providing increased supervision and support throughout the school, creating a safer and more inclusive environment. Data from the 23-24 California Healthy Kids Survey (CHKS) indicates that 56% of 7th grade students report feeling a sense of connectedness to Winship Middle School, providing an important measure of the effectiveness of these belonging-focused initiatives. As a result of these combined efforts, the overall suspension rate for the 2023-2024 school year is 14.4%, and the suspension rate for Students with Disabilities is 21.1%, demonstrating a move towards less punitive disciplinary practices, a greater emphasis on restorative and supportive interventions, and a commitment to ensuring all students feel a sense of belonging at Winship Middle School.

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

N/A

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.

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$266,227.00
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 (\$)
Title I	\$121,907.00
Title I Part A: Allocation	\$141,069.00
Title I Part A: Parent Involvement	\$2,886.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$265,862.00

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 (\$)
Supplemental & Concentration	\$365.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$365.00

Total of federal, state, and/or local funds for this school: \$266,227.00

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
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Expenditures by Funding Source

Funding Source	Amount
Supplemental & Concentration	365.00
Title I	121,907.00
Title I Part A: Allocation	141,069.00
Title I Part A: Parent Involvement	2,886.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,299.00
2000-2999: Classified Personnel Salaries	166,766.00
4000-4999: Books And Supplies	29,162.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	365.00
1000-1999: Certificated Personnel Salaries	Title I	26,561.00
2000-2999: Classified Personnel Salaries	Title I	59,070.00
4000-4999: Books And Supplies	Title I	26,276.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,738.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	107,331.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,886.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,727.00
Goal 2	10,000.00
Goal 3	50,369.00
Goal 4	14,444.00
Goal 5	86,687.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Kristi Puzz	Principal
Daniel Eden	Other School Staff
Alyssa Biesecker	Classroom Teacher
Robert Budwig	Classroom Teacher
Jerry Blackburn	Other School Staff
Christina Baxter	Parent or Community Member
Monica P. Garcia-Zalik	Parent or Community Member
Stephanie Brown	Parent or Community Member
Thavisak Syphanthong	Parent or Community Member
Jessica Smith	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Community Schools Liaison

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 4-21-25.

Attested:



Principal, Kristi Puzz on 4-21-25



SSC Chairperson, Christina Baxter on 4-21-25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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