



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winton Middle School	01611926056972	5/19/2026	5/27/2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

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Plan Description

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

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

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

Educational Partner Involvement

How, when, and with whom did Winton Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The planning for the SPSA was conducted over several meetings in 2025-2026 school year with the parents as part of ELAC and in SSC meetings. The contents of the plan and the expenditures of funds were approved by votes of members of the SSC, which includes administrators, teachers, staff, and parents.

Resource Inequities

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

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

Winton Middle School has identified resource inequities in the area of targeted academic and intervention support for students who require additional services beyond core instruction. While Title I funds continue to support staffing that serves the broader student population, there are limited resources available to provide more specialized supports for students with the greatest academic needs.

This has impacted the school's ability to expand or implement supplemental programs focused on intervention, enrichment, and targeted skill development. As a result, students who would benefit from more intensive academic support, extended learning opportunities, or differentiated programming may not have consistent access to those resources.

These gaps highlight an inequity in access to targeted supports, particularly for students who require additional academic intervention to meet grade-level expectations.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Winton Middle School is in the Yellow Performance Level for English Language Arts.

We are in the Red Performance Level for Mathematics.

We are in the Green Performance Level for Science.

Our Chronic Absenteeism is in the Orange Performance Level.

Our suspension rate is in the Orange Performance Level.
Our English Learner Progress is in the Red Performance Level.

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

Winton Middle School's 5 subgroups: Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, English Learners and Students with Disabilities.

4 subgroups are in the Orange Performance Level and 1 subgroup is in the Red Performance Level in ELA.

The performance of long term English Learners on the ELA CAASPP is two levels below the overall student performance level.

4 subgroups are in the Red Performance Level and 1 subgroup is in the Orange Performance Level in Mathematics.

2 subgroups are in the Green Performance Level and 3 subgroups are in Yellow Performance Level in Science.

Other Needs

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

4 subgroups are in the Red Performance Level and 1 subgroup is in the Orange Performance Level in Chronic Absenteeism.

All 5 subgroups are in the Orange Performance Level in Suspension Rate.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.19%	0%	%	1		
African American	6.03%	6.53%	6.50%	32	38	38
Asian	5.08%	5.50%	5.81%	27	32	34
Filipino	4.14%	3.09%	3.42%	22	18	20
Hispanic/Latino	76.27%	76.98%	76.41%	405	448	447
Pacific Islander	2.45%	2.58%	3.08%	13	15	18
White	1.69%	0.52%	1.54%	9	3	9
Multiple/No Response	3.20%	3.95%	2.91%	17	23	17
Total Enrollment				531	582	585

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	279	309	283
Grade 8	252	273	302
Total Enrollment	531	582	585

Conclusions based on this data:

1. Winton's student body is averaging 513, 537 students for the last three years. Winton's student population has increased from the previous school year by 23.4 students.
2. Winton's largest subgroup is the Socioeconomically Disadvantaged subgroup with 87.1% which guides our curriculum and the goals of this SPSA.
3. Winton's second largest subgroup is the Hispanic subgroup with 77% which guides our curriculum and the goals of this SPSA.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	116	138	166	22.1%	21.8%	28.4%
Fluent English Proficient (FEP)	240	263	232	44.0%	45.2%	39.7%
Reclassified Fluent English Proficient (RFEP)				35.7%		

Conclusions based on this data:

1. The English Learner population has increased by 1.6% over the last 3 years.
2. Fluent English Proficient (FEP) has fluctuated around 45.2% over the last 3 years.
3. Reclassified Fluent English Proficient (RFEP) data is missing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	247	272	308	243	261	299	243	261	299	98.4	96	97.1
Grade 8	243	242	263	234	237	254	234	237	254	96.3	97.9	96.6
All Grades	490	514	571	477	498	553	477	498	553	97.3	96.9	96.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2489.	2483.	2482.	5.76	4.21	7.02	26.34	20.31	22.07	23.05	29.12	22.74	44.86	46.36	48.16
Grade 8	2494.	2488.	2510.	4.70	5.49	7.48	19.23	18.99	25.20	23.93	28.27	25.59	52.14	47.26	41.73
All Grades	N/A	N/A	N/A	5.24	4.82	7.23	22.85	19.68	23.51	23.48	28.71	24.05	48.43	46.79	45.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	5.35	6.51	6.35	61.73	53.26	57.53	32.92	40.23	36.12
Grade 8	7.69	8.86	9.84	42.74	44.30	50.39	49.57	46.84	39.76
All Grades	6.50	7.63	7.96	52.41	49.00	54.25	41.09	43.37	37.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	11.93	9.65	11.37	48.97	42.08	46.15	39.09	48.26	42.47
Grade 8	8.12	8.44	5.91	46.15	44.30	51.57	45.73	47.26	42.52
All Grades	10.06	9.07	8.86	47.59	43.15	48.64	42.35	47.78	42.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	4.94	4.98	7.36	69.96	73.95	72.91	25.10	21.07	19.73
Grade 8	8.55	5.06	9.45	64.96	64.56	66.54	26.50	30.38	24.02
All Grades	6.71	5.02	8.32	67.51	69.48	69.98	25.79	25.50	21.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	11.52	11.49	10.37	62.55	61.30	56.52	25.93	27.20	33.11
Grade 8	10.26	10.55	17.72	57.69	59.07	56.30	32.05	30.38	25.98
All Grades	10.90	11.04	13.74	60.17	60.24	56.42	28.93	28.71	29.84

Conclusions based on this data:

1. Winton is averaging 7.23% for the students who exceeded the standards.
Winton is averaging 23.51% for the students who met the standards.
Winton is averaging 24.05% for the students who nearly met the standards.
Winton is averaging 45.21% for the students who have not met the standards.
2. Data from the 2024-25 school year, Winton averaged 96.8% of its student population took the CAASPP test. That was a 0.1% decrease from the previous year.
3. Data from the 2024-25 school year, students' test results are averaging 61.6 points below standard. This was an 8.0 point increase from the previous school year.

Data from the 2024-25 school year, Listening is our strongest ELA category, yet there is significant room for improvement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	247	272	308	243	259	301	242	259	301	98.4	95.2	97.7
Grade 8	243	241	265	235	236	258	235	235	258	96.7	97.9	97.4
All Grades	490	513	573	478	495	559	477	494	559	97.6	96.5	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2455.	2479.	2459.	2.07	6.56	7.31	14.46	11.97	9.63	25.21	30.89	22.59	58.26	50.58	60.47
Grade 8	2467.	2475.	2487.	5.53	5.53	5.81	8.51	8.94	13.18	22.13	22.98	25.19	63.83	62.55	55.81
Grade 11															
All Grades	N/A	N/A	N/A	3.77	6.07	6.62	11.53	10.53	11.27	23.69	27.13	23.79	61.01	56.28	58.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	4.55	6.95	6.98	37.60	45.56	32.23	57.85	47.49	60.80
Grade 8	6.38	5.11	7.75	36.17	41.28	41.09	57.45	53.62	51.16
Grade 11									
All Grades	5.45	6.07	7.33	36.90	43.52	36.31	57.65	50.40	56.35

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	3.31	9.65	7.64	47.93	48.26	40.86	48.76	42.08	51.50
Grade 8	6.38	6.38	5.81	46.38	49.36	50.39	47.23	44.26	43.80
All Grades	4.82	8.10	6.80	47.17	48.79	45.26	48.01	43.12	47.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	1.65	5.02	6.98	57.85	59.07	49.17	40.50	35.91	43.85
Grade 8	2.55	2.55	4.26	56.60	60.00	60.47	40.85	37.45	35.27
All Grades	2.10	3.85	5.72	57.23	59.51	54.38	40.67	36.64	39.89

Conclusions based on this data:

1. Winton is averaging 6.62% for the students who exceeded the standards.
Winton is averaging 11.27% for the students who met the standards.
Winton is averaging 23.79% for the students who nearly met the standards.
Winton is averaging 58.32% for the students who have not met the standards.
2. Data from the 2024-25 school year, Winton averaged 97.6% of its student population took the CAASPP test. That was a 1.1% increase from the previous year.
3. Data from the 2024-25 school year, students' test results are averaging 99.2 points below standard. This was a 1.8 point decrease from the previous school year.

Data from the 2024-25 school year shows that all 3 categories have significant room for improvement.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1555.3	1546.1	1515.4	1576.1	1561.0	1514.4	1533.9	1530.5	1515.8	57	73	81
8	1543.0	1537.0	1538.2	1560.9	1548.9	1549.2	1524.6	1524.5	1526.8	47	35	52
All Grades										104	108	133

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	38.60	30.14	14.81	31.58	36.99	35.80	15.79	21.92	27.16	14.04	10.96	22.22	57	73	81
8	19.15	8.57	13.46	42.55	60.00	46.15	27.66	14.29	30.77	10.64	17.14	9.62	47	35	52
All Grades	29.81	23.15	14.29	36.54	44.44	39.85	21.15	19.44	28.57	12.50	12.96	17.29	104	108	133

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	54.39	53.42	32.10	29.82	28.77	41.98	7.02	12.33	8.64	8.77	5.48	17.28	57	73	81
8	48.94	54.29	28.85	38.30	22.86	53.85	6.38	8.57	11.54	6.38	14.29	5.77	47	35	52
All Grades	51.92	53.70	30.83	33.65	26.85	46.62	6.73	11.11	9.77	7.69	8.33	12.78	104	108	133

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	7.02	4.11	3.70	31.58	21.92	19.75	33.33	49.32	45.68	28.07	24.66	30.86	57	73	81
8	2.13	2.86	0.00	19.15	14.29	19.23	44.68	54.29	55.77	34.04	28.57	25.00	47	35	52
All Grades	4.81	3.70	2.26	25.96	19.44	19.55	38.46	50.93	49.62	30.77	25.93	28.57	104	108	133

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	17.54	15.07	16.05	63.16	72.60	58.02	19.30	12.33	25.93	57	73	81
8	6.38	8.57	13.46	85.11	65.71	75.00	8.51	25.71	11.54	47	35	52
All Grades	12.50	12.96	15.04	73.08	70.37	64.66	14.42	16.67	20.30	104	108	133

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	82.46	78.08	64.20	10.53	15.07	16.05	7.02	6.85	19.75	57	73	81
8	82.98	71.43	69.23	6.38	14.29	21.15	10.64	14.29	9.62	47	35	52
All Grades	82.69	75.93	66.17	8.65	14.81	18.05	8.65	9.26	15.79	104	108	133

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	8.77	5.48	3.70	45.61	49.32	28.40	45.61	45.21	67.90	57	73	81
8	8.51	5.71	1.92	31.91	34.29	34.62	59.57	60.00	63.46	47	35	52
All Grades	8.65	5.56	3.01	39.42	44.44	30.83	51.92	50.00	66.17	104	108	133

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	24.56	4.11	7.41	63.16	90.41	71.60	12.28	5.48	20.99	57	73	81
8	8.51	2.86	0.00	76.60	85.71	88.46	14.89	11.43	11.54	47	35	52
All Grades	17.31	3.70	4.51	69.23	88.89	78.20	13.46	7.41	17.29	104	108	133

Conclusions based on this data:

- Winton is averaging 14.29% for the EL students who are on Level 4.
Winton is averaging 39.85% for the EL students who are on Level 3.
Winton is averaging 28.57% for the EL students who are on Level 2.
Winton is averaging 17.29% for the EL students who are on Level 1.
- Winton tested 133 students for the 2024-25 school year, which was an increase of 25 students from the previous year.
- Data from the 2024-25 school year, students' test results are making progress at 44.2 points. This is a 22.2% decline from the previous school year.

Data from the 2024-25 school year shows that all 3 categories have significant room for improvement.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
582	87.1%	23.7%	0.0%
Total Number of Students enrolled in Winton Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	138	23.7%
Foster Youth	0	0.0%
Homeless	8	1.4%
Socioeconomically Disadvantaged	507	87.1%
Students with Disabilities	90	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	6.5%
American Indian	0	0.0%
Asian	32	5.5%
Filipino	18	3.1%
Hispanic	448	77%
Two or More Races	23	4%
Pacific Islander	15	2.6%
White	3	0.5%

Conclusions based on this data:

1. Winton's largest ethnic group is Hispanic at 77%. This is a 0.7% increase from the previous school year.

2. Winton's largest subgroup is Socioeconomically Disadvantaged at 87.1%. This is a 0.1% increase from the previous school year.
The second largest subgroup is English Learners at 23.7%. This is a 1.9% increase from the previous school year.
3. The third largest subgroup is students with disabilities at 15.5%. This is a 14.5% increase from the previous school year.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Winton's overall Academic Performance in ELA is yellow. There was a change from orange to yellow from the previous school year.
Winton's overall Academic Performance in Math is red. There was a change from orange to red from the previous school year.

2. Winton's overall Academic Performance in EL is red. There was a change from blue to red from the previous school year.
 3. Winton's overall Academic Engagement in Chronic Absenteeism is orange. There was a change from yellow to orange from the previous school year.
- Winton's overall Suspension Rate is orange. There was a change from green to orange from the previous school year.

School and Student Performance Data

Academic Performance English Language Arts

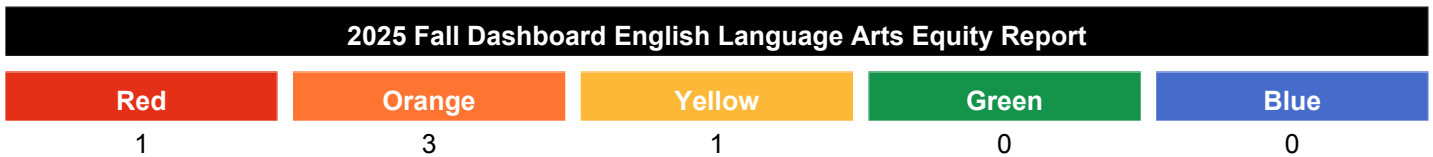
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>61.6 points below standard</p> <p>Increased 8 points</p> <p>541 Students</p>	<p>English Learners</p> <p>Orange</p> <p>97.8 points below standard</p> <p>Increased 8.9 points</p> <p>286 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>122.1 points below standard</p> <p>Maintained 0.5 points</p> <p>110 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>67.9 points below standard</p> <p>Increased 5.2 points</p> <p>481 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>117.5 points below standard</p> <p>Increased 25.1 points</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>80.2 points below standard</p> <p>Increased 14.6 points</p> <p>32 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>9 points below standard</p> <p>Increased 44.1 points</p> <p>29 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>47.1 points above standard</p> <p>Increased 40.1 points</p> <p>16 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>71.4 points below standard</p> <p>Increased 4.2 points</p> <p>424 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>28.1 points below standard</p> <p>Increased 37.5 points</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>33 points below standard</p> <p>Increased 70.5 points</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

- On Average, Winton's 541 students were 61.6 points below standard. This was an increase of 8.0 points from standard from the previous year. Winton is in the Yellow Performance Level
- Hispanic students scored 71.4 points below standard out of 424 students. This was an increase of 4.2 points from the previous year. This subgroup is in the Orange Performance Level.

Long-Term English Learners scored 122.1 points below standard out of 110 students. This was maintained from the previous year. This subgroup is in the Red Performance Level.

Socioeconomically Disadvantaged students scored 67.9 points below standard out of 481 students. This was an increase of 5.2 points from the previous year. This subgroup is in the Yellow Performance Level.

English Learners students scored 97.8 points below standard out of 286 students. This was an increase of 8.9 points from the previous year. This subgroup is in the Orange Performance Level.

Students with Disabilities scored 117.5 points below standard out of 79 students. This was an increase of 25.1 points from the previous year. This subgroup is in the Orange Performance Level.
- The Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities subgroups have increased the points from the previous year.

The Long-Term English Learners have maintained the points from the previous year.

School and Student Performance Data

Academic Performance Mathematics

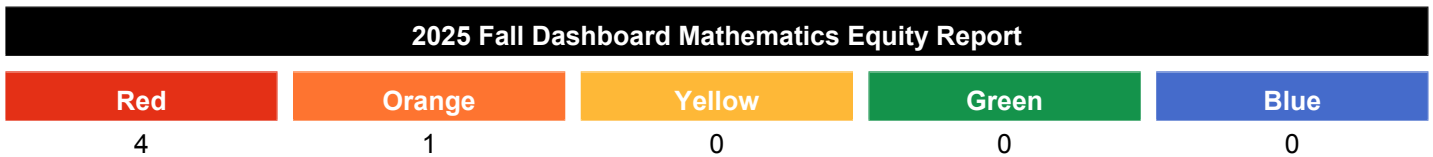
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 99.2 points below standard Maintained -1.8 points 541 Students	<p>English Learners</p>  Red 126.6 points below standard Maintained -0.6 points 286 Students	<p>Long-Term English Learners</p>  Red 147.7 points below standard Declined 6.4 points 109 Students
<p>Foster Youth</p>  No Performance Color 0 Students	<p>Homeless</p>  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	<p>Socioeconomically Disadvantaged</p>  Red 102.6 points below standard Declined 4 points 480 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>151.3 points below standard</p> <p>Increased 17.9 points</p> <p>78 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>126.6 points below standard</p> <p>Declined 8.5 points</p> <p>32 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>49.3 points below standard</p> <p>Increased 14.2 points</p> <p>30 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>27.9 points below standard</p> <p>Increased 18.1 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>105.2 points below standard</p> <p>Declined 3.9 points</p> <p>423 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>107.5 points below standard</p> <p>Maintained -2.2 points</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>76.3 points below standard</p> <p>Increased 70.4 points</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

- On average, Winton's 541 students were 99.2 points below standard. The points were maintained at 1.8 points from standard from the previous year. Winton is in the Red Performance Level.
- Hispanic students scored 105.2 points below standard out of 423 students. This was a decline of 3.9 points from the previous year. This subgroup is in the Red Performance Level.

Long-Term English Learners scored 147.7 points below standard out of 109 students. This was a decline of 6.4 points from the previous year. This subgroup is in the Red Performance Level.

Socioeconomically Disadvantaged students scored 102.6 points below standard out of 480 students. This was a decline of 4.0 points from the previous year. This subgroup is in the Red Performance Level.

English Learner students scored 126.6 points below standard out of 286 students. The points were maintained at 0.6 points from the previous year. This subgroup is in the Red Performance Level.

Students with Disabilities scored 151.3 points below standard out of 78 students. This was an increase of 17.9 points from the previous year. This subgroup is in the Orange Performance Level.
- The Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged subgroups have declined the points from the previous year.

The English Learners subgroup has maintained the points from the previous year.

The Students with Disabilities subgroup has increased the points from the previous year.

School and Student Performance Data

Academic Performance Science

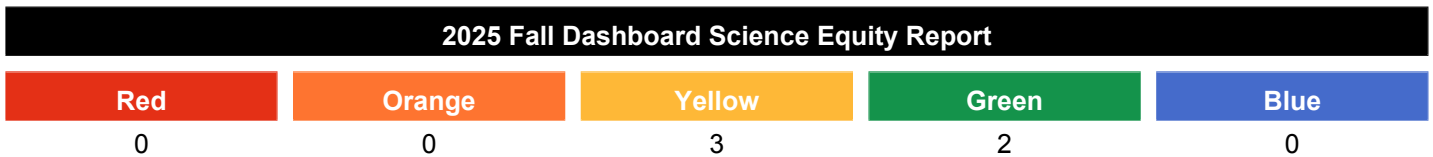
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>49.2 science points</p> <p>Increased 6.7 points</p> <p>252 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>41.9 science points</p> <p>Increased 7.1 points</p> <p>115 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>38.1 science points</p> <p>Increased 6.1 points</p> <p>50 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>48.5 science points</p> <p>Increased 6.7 points</p> <p>217 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>42.3 science points</p> <p>Increased 10.4 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>41.6 science points</p> <p>Increased 6.1 points</p> <p>12 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>58.5 science points</p> <p>Increased 23.2 points</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>55 science points</p> <p>Maintained 0.3 points</p> <p>11 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>48.4 science points</p> <p>Increased 6.2 points</p> <p>193 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>48.7 science points</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>

Conclusions based on this data:

- Overall, Winton scored 49.2 points above standard out of 252 students. This was an increase of 6.7 points from the previous year. Winton is in the Green Performance Level.
- Hispanic students scored 48.4 points above standard out of 193 students. This was an increase of 6.2 points from the previous year. This subgroup is in the Green Performance Level.

Long-Term English Learner scored 38.1 points above standard out of 50 students. This was an increase of 6.1 points from the previous year. This subgroup is in the Yellow Performance Level.

Socioeconomically Disadvantaged students scored 48.5 points above standard out of 217 students. This was an increase of 6.7 points from the previous year. This subgroup is in the Green Performance Level.

English Learner students scored 41.9 points above standard out of 115 students. The points were maintained at 7.1 points from the previous year. This subgroup is in the Yellow Performance Level.

Students with Disabilities scored 42.3 points below standard out of 39 students. This was an increase of 10.4 points from the previous year. This subgroup is in the Yellow Performance Level.
- The Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, English Learners and Students with Disabilities subgroups have increased the points from the previous year.

The English Learners subgroup has maintained the points from the previous year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 44.2 making progress. Number Students: 129 Students	Long-Term English Learner Progress  Red 41 making progress. Number Students: 78 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.

2025 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
14.8%	41.4%	0.8%	43%

Conclusions based on this data:

- Overall, 44.2% of Winton's 129 English Learners made progress. This was a decline of 22.2% from the previous year. Winton is in the Red Performance Level.
- Overall, Winton's Long-Term English Learners subgroup scored 41.0 points toward making progress out of 78 students. This was a decline of 28.1% from the previous year. Winton is in the Red Performance Level.
- 14.8% of the EL subgroup decreased one ELPI Level.
41.1% of the EL subgroup maintained ELPI Level 1, Level 2, Level 3, or Level 4.
0.8% of the EL subgroup maintained ELPI Level 4.
43% of the EL subgroup progressed at least one ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Orange <p>20.4% Chronically Absent</p> <p>Declined 0.9</p> <p>604 Students</p>	<p>English Learners</p>  Red <p>22.8% Chronically Absent</p> <p>Increased 1.6</p> <p>180 Students</p>	<p>Long-Term English Learners</p>  Red <p>22.2% Chronically Absent</p> <p>Increased 3.5</p> <p>117 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>35.7% Chronically Absent</p> <p>Declined 42.1</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red <p>21.2% Chronically Absent</p> <p>Maintained -0.3</p> <p>534 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>26.6% Chronically Absent</p> <p>Increased 1.6</p> <p>94 Students</p>	<p>African American</p>  <p>Red</p> <p>38.5% Chronically Absent</p> <p>Increased 1.3</p> <p>39 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>9.4% Chronically Absent</p> <p>Declined 9.1</p> <p>32 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>10.5% Chronically Absent</p> <p>Declined 12.2</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>19.5% Chronically Absent</p> <p>Maintained 0</p> <p>461 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>26.7% Chronically Absent</p> <p>Increased 4.9</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>21.1% Chronically Absent</p> <p>Declined 7.5</p> <p>19 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

- Overall, Winton's Chronically Absent score is 20.4% out of 604 students. This was a decline of 0.9% from the previous year. Winton is in the Orange Performance Level.
- Hispanic students scored 19.5% out of 461 students. The points were maintained at 0.0% from the previous year. This subgroup is in the Orange Performance Level.

Long-Term English Learners scored 22.2% out of 117 students. This was an increase of 3.5% from the previous year. This subgroup is in the Red Performance Level.

Socioeconomically Disadvantaged students scored 21.2% out of 534 students. The points were maintained at 0.3% from the previous year. This subgroup is in the Red Performance Level.

English Learners scored 22.8 % out of 180 students. This was an increase of 1.6% from the previous year. This subgroup is in the Red Performance Level.

Students with Disabilities scored 26.6% out of 94 students. This was an increase of 1.6% from the previous year. This subgroup is in the Red Performance Level.
- The Long-Term English Learners, English Learners and Students with Disabilities subgroups have increased their percentages from the previous year.

The Hispanic and Socioeconomically Disadvantaged subgroups have maintained their percentages from the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

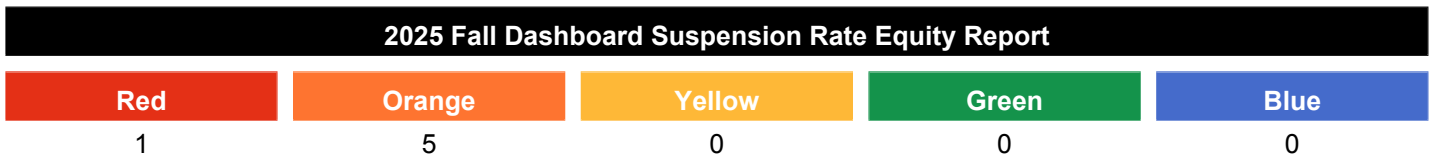
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 1.7%</p> <p>618 Students</p>	<p>English Learners</p> <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Increased 4.1%</p> <p>187 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>5.8% suspended at least one day</p> <p>Increased 4.2%</p> <p>121 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>13.3% suspended at least one day</p> <p>Increased 3.8%</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 1.8%</p> <p>545 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Increased 2.8%</p> <p>95 Students</p>	<p>African American</p>  <p>Red</p> <p>12.2% suspended at least one day</p> <p>Increased 9.4%</p> <p>41 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>3% suspended at least one day</p> <p>Declined 0.5%</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 1.2%</p> <p>470 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>10% suspended at least one day</p> <p>Increased 5.7%</p> <p>30 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 7.1%</p> <p>21 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

- Overall, Winton's Suspension Rate score is 4.2% out of 618 students. This was an increase of 1.7% from the previous year. Winton is in the Orange Performance Level.
- Hispanic students scored 3.6% out of 470 students. This was an increase of 1.2% from the previous year. Winton is in the Orange Performance Level.

Long-Term English Learners scored 5.8% out of 121 students. This was an increase of 4.2% from the previous year. Winton is in the Orange Performance Level.

Socioeconomically Disadvantaged students scored 4.4% out of 545 students. This was an increase of 1.8% from the previous year. Winton is in the Orange Performance Level.

English Learner students scored 5.3% out of 187 students. This was an increase of 4.1% from the previous year. Winton is in the Orange Performance Level.

Students with Disabilities scored 5.3% out of 95 students. This was an increase of 2.8% from the previous year. Winton is in the Orange Performance Level.
- The Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, English Learners and Students with Disabilities subgroups have increased their percentages from the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We analyzed the 2024-25 CAASPP baseline data. We found that Winton scored 61.6 points below standard in ELA. This was an increase of 8.0 points from the previous year.

The Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities subgroups have increased the points from the previous year.

The Long-Term English Learners have maintained the points from the previous year.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standard Points	61.6 Points Below Standard	Increase distance from standard by 5 points to -56.6.

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	Title I funds will support a BILINGUAL INSTRUCTIONAL ASSISTANT who works directly with students, including newcomers and English learners, to provide targeted support in English Language Arts. This includes assistance with reading and writing assignments, homework, and	All students along with our subgroups: Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, English	10,334.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries

	<p>skill-building activities. The aide also facilitates communication with students and families as needed, ensuring that all students can fully access and engage with ELA instruction.</p> <p>Title I funds will support a BEHAVIOR SUPPORT SPECIALIST who works directly with students to promote positive behavior, build self-regulation skills, and support a safe and productive learning environment. This includes providing targeted interventions, coaching students through conflict resolution, and reinforcing schoolwide expectations. The specialist also collaborates with teachers and staff to implement behavior strategies and supports, ensuring that students are able to fully access instruction and remain engaged in their learning.</p> <p>LCFF funds will provide TECHNOLOGY resources such as chromebooks that enhance ELA instruction. This includes devices, software, and online platforms that allow students to practice reading, writing, and vocabulary skills. Technology also enables teachers to differentiate instruction and monitor progress, ensuring students receive the support they need to grow in ELA.</p>	Learners, and Students with Disabilities.	<p>33.33% FTE of Bilingual Instructional Aide 19,334.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries 33.33% FTE of Behavior Support Specialist 6584.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology-Chromebooks-Supplies</p>
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We analyzed the 2024-25 CAASPP baseline data. We found that Winton scored 99.2 points below standard in Math. The points were maintained at 1.8 points from the previous year.

The Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged subgroups have declined the points from the previous year.

The English Learners subgroup has maintained the points from the previous year.

The Students with Disabilities subgroup has increased the points from the previous year.

All five subgroups struggled for success in the following domains: 1) Concepts & Procedures, 2) Problem Solving & Modeling/Data Analysis, and 3) Communicating Reasoning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Standard Points	99.2 points below standard	Increase distance from standard by 5 points to -94.2.

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	Title I funds will support a BILINGUAL INSTRUCTIONAL ASSISTANT who works directly with students, including newcomers and English learners, to provide targeted support in English Language Arts. This includes assistance with	All students along with our subgroups: Hispanic, Long-Term English Learners, Socioeconomically	10,334.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected

	<p>reading and writing assignments, homework, and skill-building activities. The aide also facilitates communication with students and families as needed, ensuring that all students can fully access and engage with ELA instruction.</p> <p>Title I funds will support a BEHAVIOR SUPPORT SPECIALIST who works directly with students to promote positive behavior, build self-regulation skills, and support a safe and productive learning environment. This includes providing targeted interventions, coaching students through conflict resolution, and reinforcing schoolwide expectations. The specialist also collaborates with teachers and staff to implement behavior strategies and supports, ensuring that students are able to fully access instruction and remain engaged in their learning.</p> <p>LCFF funds will provide TECHNOLOGY resources such as chromebooks that enhance ELA instruction. This includes devices, software, and online platforms that allow students to practice reading, writing, and vocabulary skills. Technology also enables teachers to differentiate instruction and monitor progress, ensuring students receive the support they need to grow in ELA.</p>	<p>Disadvantaged, English Learners, and Students with Disabilities.</p>	<p>2000-2999: Classified Personnel Salaries 33.33% FTE of Bilingual Instructional Aide 19334.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries 33.33% FTE of Behavior Support Specialist 6584.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology and Supplies</p>
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

As of the 2024-25 school year, Winton Middle School has a more comprehensive array of ELD offerings. We now provide two courses for our English Learners and emergent bilingual students as well as a supplemental course in Study Skills. ELD 1 is for newcomer students or early emergent bilinguals with an overall ELPAC score of 1 on last year's Summative ELPAC or the current year's Initial ELPAC. The goal of the course is to provide fundamental English skills in the four domains: listening, speaking, writing, and reading, while affirming and drawing from these student's cultural and linguistic heritage. The ELD 1 teacher consults with the EL Specialist to ensure that appropriate research-based strategies are used for this subset of ELs. Among these is the use of sentence frames, personal dictionaries, and pair shares, with a stronger emphasis on production of language via speaking and simple writing. The ELD teacher reaches out to teachers in other departments to draw vocabulary and concepts from those content areas in order to maximize exposure and comprehension for students to be better prepared for the work in other content areas. Our bilingual paraeducator provides primary language support in Spanish to those students for whom Spanish is their first language.

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

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

Identified Need

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

As of the 2024-25 school year, Winton Middle School provides two courses for our English Learners and emergent bilingual students. ELD 1 is for those students who are newcomers or early emergent bilinguals with an overall ELPAC score of 1 on the 2024-25 Summative ELPAC or the 2024-25 Initial ELPAC. ELD 2 is for those students who are emergent bilinguals or Long Term English Learners (LTELs) with an overall ELPAC score of 2 on the 2024-25 Summative ELPAC or the 2024-25 Initial ELPAC. The focus of the former is to provide fundamental English skills in the four domains: listening, speaking, writing, and reading, while affirming and drawing from these student's cultural and linguistic heritage. The goal of ELD 2 is to continue building on the four domains to ensure that students have access to content areas in their other courses. In both courses, direct instruction is enhanced by the use of a variety of research based strategies that allow teachers to check for understanding, improve comprehension, and draw from the students' primary language. While HUSD encourages all Level 1 and Level 2 EL students to attend World House at Chavez Middle School, many families prefer to attend their home school and these students also take advantage of ELD 1 here at Winton.

55 of our 129 EL students are enrolled in our ELD 1 class. Another 54 are enrolled in ELD 2. We have 129 EL students out of a total student population of 582, representing 22% of the student body.

9.4% of our EL students are at levels 1 and 2. Our goal for non-dual-identified students (i.e. students who are EL and identified as special education students) is to meet state and federal indicators of annual progress. This means that all students in this category at ELPAC Level 1 score an Overall Level 2, and that Overall Level 2 students score an Overall Level 3 every school year.

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

In 2018-19, we reclassified 7 students.
 In 2019-20, we reclassified 18 students.
 In 2020-21, we reclassified 31 students.
 In 2021-22 we reclassified 26 students.
 In 2022-23 we reclassified 38 students.
 In 2023-24 we reclassified 38 students.
 In 2024-25 we reclassified 54 students.
 This is an increase of 42% of students reclassified.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level 1	7th Grade 25 and 8th Grade 13 = 38	Move 12 students to Level 2
Level 2	7th Grade 21 and 8th Grade 18 = 39	Move 15 students to Level 3
Level 3	7th Grade 35 and 8th Grade 25 = 60	Reclassify 15 students
Level 4	7th Grade 1 and 8th Grade 1 = 2	Reclassify 4 students

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The ESSA Title I funds will be used to support the addition of a Bilingual Aide, a critical role in ensuring equitable access to education for all students, particularly newcomers, English Language Learners (ELLs), and long-term English learners. This aide will provide targeted, individualized support to help students successfully	EL Students	10,334.00 ESSA Title I , Part A , Basic Grants Low Income and Neglected 2000-2999: Classified Personnel Salaries

<p>navigate academic expectations, including assistance with classroom assignments, homework, and skill-building activities that prepare them for reclassification. By working closely with students, the Bilingual Aide ensures that each learner receives the guidance needed to strengthen their English language proficiency and engage fully in core academic instruction. Additionally, the Bilingual Aide will lead workshops on Wednesdays, providing targeted small-group or one-on-one sessions to reinforce language development, literacy skills, and study strategies. These workshops offer students additional opportunities to practice academic skills, ask questions, and receive guidance in a supportive environment. By combining academic support, family communication, social-emotional guidance, and targeted workshops, the Bilingual Aide ensures that ELLs and newcomers are not only able to access the curriculum but also thrive academically, socially, and emotionally. This position is an essential investment in closing opportunity gaps, promoting equity, and supporting long-term student success.</p> <p>LCFF funds will provide TECHNOLOGY resources such as Chromebooks and software that enhance ELD instruction. This includes devices, software, and online platforms that allow students to practice reading, writing, and vocabulary skills. Technology also enables teachers to differentiate instruction and monitor progress, ensuring students receive the support they need to grow in ENGLISH LANGUAGE DEVELOPMENT.</p>		<p>33.33% FTE of Bilingual Instructional Aide 6584.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology and Supplies</p>
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

EL Para-educator assists with supporting beginner ELs.

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Our local data and student interest trends highlight a continued need to expand access to engaging, school-connected experiences that support both academic motivation and overall school climate. In response, we have prioritized a strong Visual and Performing Arts program as a key strategy to address these areas. Winton offers five sections of music daily, including chorus, orchestra, guitar, and band, providing consistent opportunities for student involvement and skill development. In addition, students have access to introductory dance as an elective, as well as theatre, both of which broaden participation in the arts and create inclusive entry points for students who may not yet be connected to school through traditional academic pathways. These offerings are intentionally designed to increase student engagement, strengthen school connectedness, and support positive outcomes across student groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in music classes (5 sections)	140 students	150 students
Students enrollment in theatre classes (2 section)	60 students	3 sections
Students enrollment in dance classes (1 sections)	30 students	2 sections
Increase performances	3 per year	6 per year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Winton Middle School will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after-school enrichment, etc.	All students.	6584.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures

	<p>Data supporting evaluation of current programs, advocacy, and outreach.</p> <p>An extended menu of professional development offerings aimed at building teachers' capacity for facilitating sustainable, equitable, quality VAPA and integrated learning in the classroom.</p> <p>Schedule, agenda, and minutes of regular meetings with arts partners.</p> <p>Dialogue with SCCOE and regional arts partners and examine structural models that provide consistency, continuity, and sustainability.</p> <p>LCFF funds will also provide technology resources to enhance VAPA instruction, with a focus on our robust music program, yearly talent show, annual school play, and dance classes during the school day. This includes devices, software, and digital platforms that support music composition, rehearsal planning, choreography, recording performances, and multimedia presentations. Technology allows students to explore new tools and methods in performing arts, differentiates instruction to meet diverse learning needs, and provides teachers with ways to track progress, organize performances, and showcase student creativity throughout the year.</p>		Technology and Supplies
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Each year, we have been increasing our number of VAPA classes offered to the students. We offer Chorus, Concert Band, Orchestra, and Guitar. This year, we added 3 classes of drama. Next year, we are offering 2 classes of Dance.

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

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

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

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

A review of Dashboard and local data shows that while overall school climate indicators reflect areas of strength, there remains a need to continue strengthening student connectedness and ensuring that all student groups feel a strong sense of belonging. In particular, data suggests that some student groups experience lower levels of engagement and connection to school, which can impact attendance, behavior, and overall success. To address this, Winton continues to prioritize student engagement as a central strategy for improving school climate and supporting social-emotional learning.

Winton has intentionally built a wide range of opportunities for students to connect, lead, and feel part of the school community. Our strong Visual and Performing Arts program includes five sections of music offered daily, including chorus, orchestra, guitar, and band, along with elective options such as dance and theatre. In addition, our Winton Middle School ATOMS Family science program provides leadership opportunities for our students, who serve as mentors to fourth grade students at our feeder schools through hands-on, engaging science lessons. Students can also participate in our Student Ambassador program, helping lead school events and build community.

To further strengthen school culture, we host bi-monthly Wildcat Wednesdays, which bring students together through assemblies that celebrate achievement, share important updates, and build school pride. Beyond this, Winton offers over 20 student clubs, an active Ballet Folklórico program that performs and travels, a wide range of athletic opportunities, and signature events such as our annual talent show and school plays. These efforts are designed to foster connection, increase student voice, and build a positive, inclusive school environment that supports the social-emotional well-being of 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
Negative Behavior/Bullying complaints	0 per year	0 per year
Suspensions	41 per year	25 per year
Monthly SEL Assembly	12 per year	14 per year
Healthier School Environment	20% of campus has litter and graffiti	10% of the campus has litter and graffiti

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	LCFF funding will support a Behavior Support Specialist to help cultivate a positive, safe, and inclusive school climate for all students. This specialist will provide direct support to students, helping them develop social-emotional skills, self-regulation strategies, and conflict-resolution techniques. By working with students individually and in small groups, the specialist promotes behaviors that foster respect, collaboration, and responsibility, which are essential for a healthy school environment. In addition, the Behavior Support Specialist will partner with teachers and staff to implement proactive behavior strategies, classroom supports, and school-wide initiatives that reinforce positive behavior. This includes coaching, modeling interventions, and providing resources to staff to ensure consistent expectations and support across the campus. Through these efforts, the Behavior Support Specialist will also help address challenges that can disrupt learning, allowing	All students	19,334.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures 33.33% of Behavior Support Specialist

	<p>students to remain engaged in their academic and extracurricular activities. By investing in this role, LCFF funds contribute directly to reducing behavioral disruptions, increasing student engagement, and strengthening connections between students and the school community.</p> <p>LCFF funds will support a BEHAVIOR SUPPORT SPECIALIST to provide targeted social-emotional and behavioral support for students participating in VAPA classes and activities. By promoting positive behavior, self-regulation, and engagement, the specialist ensures that students are able to fully participate in collaborative projects, performances, and art-making activities. This support is critical for maintaining a safe, focused, and productive learning environment in VAPA, where creativity, collaboration, and participation are essential to student success.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have seen a decrease in our suspension rates. Last year, we had 41 suspensions and this year we are only at 17 suspensions.

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

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The CDE Dashboard showed that our student population was 604 students and our subgroups consists of Hispanic, Logn-Term English Learners, Socioeconomically Disadvantaged, English Learners and Students with Disabilities. Winton's chronic absenteeism for the 2024-25 school year was 20.4%. This was a 0.9% decline from the previous school year.

The Hispanic subgroup is in the orange level. The other subgroups are in the red level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement for academic and extra currilur activities	60%	70%
Parent accessing Infinite Campus	45%	55%
Chronic Absenteeism	20.4%	10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	HUSD pays for a Family Engagement Specialist (FES) funds from CENTRAL FUNDS. A school Family Engagement Specialist (FES) guides all efforts to implement an effective plan for family engagement. In addition to the 50% Family Engagement specialists, there will be funding for Extra hours to support the FAMILY ENGAGEMENT SPECIALIST TO SUPPORT THE FOLLOWING WORK:	All students and their families.	6584.00 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology and Supplies

<p>FES receives training and support to carry out the following:</p> <p>Support parents participate in parent education classes to strengthen their capacity to support learning at home. Work with parents in the parent center to ensure there is adequate support for parent and community engagement activities.</p> <p>Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families.</p> <p>Respond to parent concerns and/or complaints to meet the child's educational needs.</p> <p>Support to ensure that</p> <ul style="list-style-type: none"> -parents and staff are knowledgeable about the Parents' Bill of Rights and Responsibilities, which are posted in key areas of the campus. -Rights of parents and children are respected and communicated to promote trust. -Staff is respectful and informative in interactions with parents. -Resolution of parent concerns is timely and supportive of student learning. -the school has a defined process for parents to express their concerns or complaints. -School follows these protocols in a fair and consistent manner. <p>LCFF funds will provide TECHNOLOGY resources such as chromebooks and supplies that enhance ELA and MATH instruction. This includes devices, software, and online platforms that allow students to practice reading, writing, vocabulary skills, math skills and math concepts. Technology also enables teachers to differentiate instruction and monitor progress, ensuring students receive the support they need to grow in ELA and MATH.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

There are no changes at this time.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Overall, 20.4% of Winton's students were chronically absent during the 2024-25 SY. This was a decline of 0.9% from the previous year. Winton is in the Orange Performance Level.

Hispanic students scored 19.5 points out of 461 students. The points were maintained at 0.0 from the previous year. This subgroup is in the Orange Performance Level.

Long-Term English Learners scored 22.2 points out of 117 students. This was an increase of 3.5 points from the previous year. This subgroup is in the Red Performance Level.

Socioeconomically Disadvantaged students scored 21.2 points out of 534 students. The points were maintained at 0.3 from the previous year. This subgroup is in the Red Performance Level.

English Learners scored 22.8 points out of 180 students. This was an increase of 1.6 points from the previous year. This subgroup is in the Red Performance Level.

Students with Disabilities scored 26.6 points out of 94 students. This was an increase of 1.6 points from the previous year. This subgroup is in the Red Performance Level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance	91.96%	Increase to 96%
Chronic Absenteeism	20.4%	Decrease to 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Winton Middle School staff will continue to partner with the district's Child Welfare and Attendance	All students.	4,000

<p>(CWA) division to reduce barriers to attendance and ensure all students are consistently engaged in school. Through early identification, COST interventions, and ongoing monitoring, we will take a proactive approach to supporting students and families.</p> <p>The strategies to improve attendance include:</p> <ul style="list-style-type: none"> • Implement restorative practices to build relationships and repair harm • Facilitate peer conflict mediation to support student problem-solving • Provide after-school clubs to increase student engagement and connection • Support a strong after-school athletic program • Offer after-school detentions as an intervention and support structure • Provide Saturday School opportunities for attendance recovery and academic support • Maintain ongoing parent communication • Use culturally responsive activities and events to increase student engagement and belonging • Develop and sustain partnerships with community organizations, outside agencies, and local colleges • Implement the SARB process, including multiple parent communications and meetings • Offer enrichment opportunities through the Youth Enrichment Program (YEP) • Conduct monthly reviews of attendance data to monitor trends and identify students in need of support • Collaborate with CWA to review data, align strategies, and monitor progress <p>Additional strategies include:</p> <ul style="list-style-type: none"> • Develop individualized attendance support plans for students with chronic absenteeism • Increase student recognition and incentives for improved attendance • Strengthen connections through mentoring, counseling, and student support services • Utilize COST to provide early intervention and wraparound supports • Conduct home visits when appropriate to re-engage students and families <p>The LCFF Supplemental and Concentration Funds WILL PAY FOR INCENTIVES TO ENCOURAGE consistent attendance and increase attendance. The incentives will focus on providing support to the Tier 1 students who are chronically absent.</p> <p>LCFF funds will support a Behavior Support Specialist who will work directly with students to address barriers to consistent attendance. The specialist will provide individualized support, help</p>		<p>LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Purchase attendance incentives</p>
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	<p>students develop positive behaviors and self-regulation strategies, and collaborate with families to create plans that encourage regular attendance. By addressing social-emotional and behavioral challenges, the specialist helps students remain engaged in school and reduces chronic absenteeism.</p> <p>LCFF funds will also be used to purchase incentives to reward consistent attendance. These incentives serve to motivate and recognize students who meet attendance goals, reinforcing positive habits and encouraging accountability. Incentives can include certificates, small rewards, or recognition at school-wide assemblies, helping to create a culture where regular attendance is valued and celebrated.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

There are no changes at this time.

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

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$128,821.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,924.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$69,670.00
LCFF Supplemental and Concentration Funds	\$56,254.00

Subtotal of state or local funds included for this school: \$125,924.00

Total of federal, state, and/or local funds for this school: \$125,924.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	36,923.00	36,923.00
Title I	91,898.00	91,898.00

Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	69,670.00
LCFF Supplemental and Concentration Funds	56,254.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	69,670.00
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	52,254.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	69,670.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	52,254.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,252.00
Goal 2	36,252.00

Goal 3	16,918.00
Goal 4	6,584.00
Goal 5	19,334.00
Goal 6	6,584.00
Goal 7	4,000.00

School Site Council Membership

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

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

Name of Members	Role
Lisa Tess	Principal
Erik Waite	Classroom Teacher
Rebecca Bell	Classroom Teacher
Ian Baker	Classroom Teacher
Teresa Ruiz	Other School Staff
Angelica Figueroa	Parent or Community Member
Yesenia Lopez	Parent or Community Member
Elizabeth Montelongo	Parent or Community Member
Melina Mariscal	Parent or Community Member
Deysi R. Figueroa Perez	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

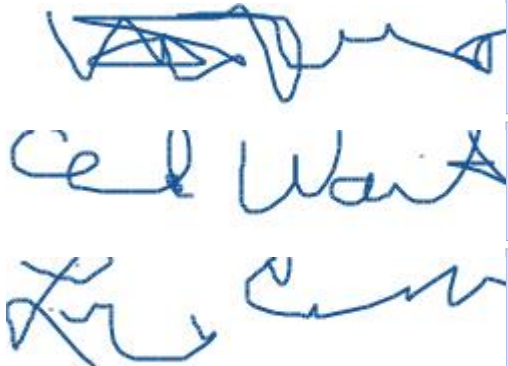
Committee or Advisory Group Name

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 5/19/2026.

Attested:

Three handwritten signatures in blue ink are visible on the left side of the page, corresponding to the three attestation boxes on the right.

Principal, Lisa Tess on 5/19/2026

SSC Chairperson, Erik Waite on 5/19/2026

ELAC Representative, Luis Covarrubias on 5/19/2026