

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winship Middle School	California	April 21, 2025	

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

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

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

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

This plan is being used by Winship Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	19
Academic Engagement	26
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	33
Goal 3.....	35
Goal 4.....	37
Goal 5.....	39
Budget Summary	41
Budget Summary	41
Other Federal, State, and Local Funds	41
Budgeted Funds and Expenditures in this Plan.....	42
Funds Budgeted to the School by Funding Source.....	42
Expenditures by Funding Source	42
Expenditures by Budget Reference	42
Expenditures by Budget Reference and Funding Source	42
Expenditures by Goal.....	43
School Site Council Membership	44
Recommendations and Assurances	45
Instructions.....	46
Appendix A: Plan Requirements	53

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements56

Appendix C: Select State and Federal Programs59

Plan Description

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

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

Here's a brief overview:

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

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

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

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

Resource Inequities

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

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

Winship Middle School has demonstrated significant positive growth in key areas according to the 2022-2023, 2023-24, and 2024-25 California Dashboard and no longer qualifies for CSI but continues to monitor and support these areas.

1. ALL Students English Language Arts Proficiency: Green and Blue combined - increased by 5.82 points from 2023-24
Significance: Winship's efforts in the 2024-2025 school year resulted in positive impacts on student achievement, with overall scores increasing. Despite this improvement, a considerable number of students remain below grade level.

2. All Students Math Proficiency: Green and Blue - increased by 4.95 points

Significance-This improvement of 4.95 points shows the positive impacts of Winship's efforts for learners near or at grade level. However, the percentage of students below standard has remained static.

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

1. Students with Disabilities-Math: 2.1 % increase in "Met" or "Exceeded"

Significance: Interventions and specialized academic instruction is resulting in positive impacts

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

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Winship Middle School 2025 Dashboard

ELA:

Students with Disabilities are in the "Red" performance category, declining by -5.3 points from 2024

Long Term English Learners are in the "Orange" performance category, declining by 12.7 points from 2024

White Learners are in the "Orange" performance category, maintained at .6 points change from 2024

MATH:

Students with Disabilities are in the "Red" performance category, declining by -10.3 points from 2024

English Learners are in the "Orange" performance category, increasing by 10 points from 2024

Long-Term English Learners are in the "Orange" Performance category, increasing by 25.8 points from 2024

Two or More Race Learners are in the "Orange" Performance category, maintained at 1.7 points change from 2024

CHRONIC ABSENTEEISM:

Hispanic Learners are in the "Orange" Performance category, declining by -6 points from 2024

Two or More Race Learners are in the "Orange" Performance category, declining by -3.9 points from 2024

Students With Disabilities are in the "Orange" Performance category, declining by -6.8 from 2024

SUSPENSION RATE:

Students with Disabilities are in the "Red" Performance category, increasing by 2.1 points from 2024

Two or More Race Learners are in the "Orange" Performance category, declining by -6.2 points from 2024

Socioeconomically Disadvantaged Learners are in the "Orange" Performance category, declining by -2.4 points from 2024

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.

ELA:

Students with Disabilities

MATH:

Students with Disabilities

SUSPENSION RATE:

Students with Disabilities

Other Needs

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

The Student School Climate Survey through Thought Exchange showed that feelings of closeness and happiness at school are more mixed, with 64% agreeing or strongly agreeing that they feel close to people at school, and 55% expressing happiness to be at school. Overall, 60% feel like they are part of the school community, but there is a notable portion of students who are neutral or disagree with these sentiments.

School Environment:

With 31% of students being neutral about their happiness at school, further investigation is needed to understand the factors contributing to this sentiment and how the school environment can be improved.

Sense of Belonging:

The 28% of students who are neutral about feeling part of the school community suggest a need to explore ways to enhance inclusivity and connection among students.

Emotional Well-being:

Given the mixed responses regarding happiness and closeness to others, it is important to investigate the underlying issues affecting students' emotional well-being and develop strategies to support them.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	6.60%	5.08%	3.52%	27	21	15
African American	1.96%	0.97%	1.17%	8	4	5
Asian	10.02%	9.44%	10.56%	41	39	45
Filipino	0.24%	0.48%	0.70%	1	2	3
Hispanic/Latino	21.76%	24.70%	23.94%	89	102	102
Pacific Islander	1.47%	0.97%	1.41%	6	4	6
White	48.66%	47.94%	45.31%	199	198	193
Multiple/No Response	9.05%	10.41%	13.38%	37	43	57
Total Enrollment				409	413	426

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	91	74	107
Grade 7	164	180	141
Grade 8	154	159	178
Total Enrollment	409	413	426

Conclusions based on this data:

1. Enrollment has increased each of the last three reported years
2. 6th Grade enrollment greatly declined in 2024-25

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	67	55	42	16.3%	16.4%	9.9%
Fluent English Proficient (FEP)	26	31	38	4.3%	6.4%	8.9%
Reclassified Fluent English Proficient (RFEP)	25	27		3.5%	6.1%	

Conclusions based on this data:

1. The number of RFEP students has increased each of the last three reported years.
2. The number of EL students decreased from 23-24 to 24-25

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 6	87	90	77	85	87	76	85	86	76	97.7	96.7	98.7
Grade 7	151	156	177	147	148	170	147	147	170	97.4	94.9	96
Grade 8	143	146	157	138	141	150	138	141	150	96.5	96.6	95.5
All Grades	381	392	411	370	376	396	370	374	396	97.1	95.9	96.4

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 6	2467.	2473.	2481.	4.71	4.65	10.53	23.53	22.09	21.05	27.06	32.56	26.32	44.71	40.70	42.11
Grade 7	2495.	2515.	2533.	7.48	8.16	11.76	23.81	29.93	32.35	28.57	27.21	27.06	40.14	34.69	28.82
Grade 8	2491.	2537.	2541.	2.17	10.64	12.67	23.91	29.08	32.00	24.64	31.21	26.67	49.28	29.08	28.67
All Grades	N/A	N/A	N/A	4.86	8.29	11.87	23.78	27.81	30.05	26.76	29.95	26.77	44.59	33.96	31.31

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 6	8.24	5.81	14.47	49.41	54.65	55.26	42.35	39.53	30.26
Grade 7	9.52	12.93	17.65	60.54	59.86	61.18	29.93	27.21	21.18
Grade 8	5.07	14.89	16.67	52.17	55.32	52.67	42.75	29.79	30.67
All Grades	7.57	12.03	16.67	54.86	56.95	56.82	37.57	31.02	26.52

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 6	5.88	2.33	5.26	49.41	43.02	44.74	44.71	54.65	50.00
Grade 7	8.84	14.29	17.65	48.30	52.38	54.71	42.86	33.33	27.65
Grade 8	4.35	10.64	12.00	39.13	51.77	54.00	56.52	37.59	34.00
All Grades	6.49	10.16	13.13	45.14	50.00	52.53	48.38	39.84	34.34

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 6	14.12	5.81	7.89	65.88	77.91	80.26	20.00	16.28	11.84
Grade 7	5.44	11.56	11.76	69.39	74.15	73.53	25.17	14.29	14.71
Grade 8	7.97	16.31	11.33	68.84	70.21	74.00	23.19	13.48	14.67
All Grades	8.38	12.03	10.86	68.38	73.53	75.00	23.24	14.44	14.14

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 6	8.24	13.95	11.84	64.71	61.63	64.47	27.06	24.42	23.68
Grade 7	10.88	11.56	13.53	54.42	59.18	67.65	34.69	29.25	18.82
Grade 8	10.87	19.15	20.00	67.39	63.12	59.33	21.74	17.73	20.67
All Grades	10.27	14.97	15.66	61.62	61.23	63.89	28.11	23.80	20.45

Conclusions based on this data:

1. The "Standard Exceeded %" for overall achievement has increased for each grade level each of the last three reported years
2. Standard Met increased for 7th and 8th grade learners but not 6th
3. 6th Grade learners "Not Met" grew

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 6	87	90	77	85	88	76	85	88	76	97.7	97.8	98.7
Grade 7	151	156	177	146	148	171	146	148	171	96.7	94.9	96.6
Grade 8	143	146	158	137	139	152	137	139	152	95.8	95.2	96.2
All Grades	381	392	412	368	375	399	368	375	399	96.6	95.7	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 6	2467.	2455.	2451.	3.53	6.82	6.58	14.12	11.36	6.58	34.12	26.14	30.26	48.24	55.68	56.58
Grade 7	2486.	2495.	2515.	6.16	5.41	15.20	11.64	15.54	15.79	34.93	37.16	30.41	47.26	41.89	38.60
Grade 8	2456.	2500.	2516.	2.92	7.91	13.82	8.03	17.27	15.13	22.63	23.74	22.37	66.42	51.08	48.68
Grade 11															
All Grades	N/A	N/A	N/A	4.35	6.67	13.03	10.87	15.20	13.78	30.16	29.60	27.32	54.62	48.53	45.86

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 6	4.71	5.68	3.95	44.71	32.95	35.53	50.59	61.36	60.53
Grade 7	6.85	8.11	10.53	43.15	46.62	51.46	50.00	45.27	38.01
Grade 8	2.92	5.76	9.21	37.23	48.20	48.03	59.85	46.04	42.76
Grade 11									
All Grades	4.89	6.67	8.77	41.30	44.00	47.12	53.80	49.33	44.11

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 6	3.53	4.55	5.26	49.41	38.64	44.74	47.06	56.82	50.00
Grade 7	6.85	6.76	17.54	50.00	58.78	51.46	43.15	34.46	30.99
Grade 8	5.84	10.79	7.89	43.07	52.52	62.50	51.09	36.69	29.61
All Grades	5.71	7.73	11.53	47.28	51.73	54.39	47.01	40.53	34.09

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 6	2.35	5.68	10.53	61.18	51.14	51.32	36.47	43.18	38.16
Grade 7	6.85	5.41	12.28	66.44	68.92	61.40	26.71	25.68	26.32
Grade 8	1.46	7.19	7.89	54.74	58.99	67.11	43.80	33.81	25.00
All Grades	3.80	6.13	10.28	60.87	61.07	61.65	35.33	32.80	28.07

Conclusions based on this data:

1. The "Standard Exceeded %" for overall achievement for all students dramatically increased for 7th and 8th grade students last year.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1560.5	1520.8	1531.2	1561.4	1531.9	1543.5	1559.1	1509.1	1518.3	20	20	11
7	1534.9	1577.5	1562.3	1529.6	1597.4	1588.6	1539.5	1557.1	1535.3	23	17	16
8	1603.5	1594.6	1568.1	1633.7	1633.3	1591.5	1572.8	1555.4	1544.1	18	19	17
All Grades										61	56	44

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
6	45.00	30.00	27.27	30.00	10.00	36.36	25.00	35.00	27.27	0.00	25.00	9.09	20	20	11
7	17.39	47.06	43.75	56.52	47.06	18.75	13.04	5.88	25.00	13.04	0.00	12.50	23	17	16
8	55.56	44.44	41.18	33.33	38.89	29.41	5.56	16.67	11.76	5.56	0.00	17.65	18	18	17
All Grades	37.70	40.00	38.64	40.98	30.91	27.27	14.75	20.00	20.45	6.56	9.09	13.64	61	55	44

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
6	55.00	40.00	45.45	40.00	35.00	36.36	5.00	5.00	18.18	0.00	20.00	0.00	20	20	11
7	39.13	70.59	68.75	43.48	23.53	18.75	8.70	5.88	6.25	8.70	0.00	6.25	23	17	16
8	72.22	66.67	58.82	16.67	33.33	23.53	11.11	0.00	0.00	0.00	0.00	17.65	18	18	17
All Grades	54.10	58.18	59.09	34.43	30.91	25.00	8.20	3.64	6.82	3.28	7.27	9.09	61	55	44

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
6	15.00	10.00	0.00	55.00	5.00	36.36	20.00	35.00	36.36	10.00	50.00	27.27	20	20	11
7	0.00	5.88	6.25	34.78	47.06	37.50	47.83	41.18	25.00	17.39	5.88	31.25	23	17	16
8	5.56	11.11	5.88	61.11	33.33	35.29	22.22	50.00	29.41	11.11	5.56	29.41	18	18	17
All Grades	6.56	9.09	4.55	49.18	27.27	36.36	31.15	41.82	29.55	13.11	21.82	29.55	61	55	44

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
6	30.00	30.00	27.27	55.00	35.00	72.73	15.00	35.00	0.00	20	20	11
7	9.09	29.41	25.00	81.82	64.71	56.25	9.09	5.88	18.75	22	17	16
8	33.33	33.33	29.41	61.11	66.67	58.82	5.56	0.00	11.76	18	18	17
All Grades	23.33	30.91	27.27	66.67	54.55	61.36	10.00	14.55	11.36	60	55	44

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
6	65.00	80.00	81.82	35.00	10.00	18.18	0.00	10.00	0.00	20	20	11
7	78.26	94.12	93.75	13.04	5.88	0.00	8.70	0.00	6.25	23	17	16
8	88.89	100.00	82.35	11.11	0.00	0.00	0.00	0.00	17.65	18	18	17
All Grades	77.05	90.91	86.36	19.67	5.45	4.55	3.28	3.64	9.09	61	55	44

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
6	15.00	10.00	0.00	55.00	20.00	36.36	30.00	70.00	63.64	20	20	11
7	17.39	17.65	12.50	43.48	52.94	43.75	39.13	29.41	43.75	23	17	16
8	33.33	22.22	23.53	55.56	38.89	29.41	11.11	38.89	47.06	18	18	17
All Grades	21.31	16.36	13.64	50.82	36.36	36.36	27.87	47.27	50.00	61	55	44

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
6	30.00	20.00	9.09	70.00	60.00	81.82	0.00	20.00	9.09	20	20	11
7	8.70	17.65	18.75	82.61	82.35	68.75	8.70	0.00	12.50	23	17	16
8	0.00	5.56	0.00	94.44	94.44	88.24	5.56	0.00	11.76	18	18	17
All Grades	13.11	14.55	9.09	81.97	78.18	79.55	4.92	7.27	11.36	61	55	44

Conclusions based on this data:

1. Winship's "Overall" scores for "Summative Assessment Data" have remained relatively static for the last three reporting years.

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.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
413	59.6%	13.3%	0.7%
Total Number of Students enrolled in Winship Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	13.3%
Foster Youth	3	0.7%
Homeless	21	5.1%
Socioeconomically Disadvantaged	246	59.6%
Students with Disabilities	58	14%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1%
American Indian	21	5.1%
Asian	39	9.4%
Filipino	2	0.5%
Hispanic	102	24.7%
Two or More Races	43	10.4%
Pacific Islander	4	1%
White	198	47.9%

Conclusions based on this data:

1. Winship has a high (59.6) percentage of socioeconomically disadvantaged students.

2. The number of Foster Youths is low for 400+ students

School and Student Performance Data

Overall Performance

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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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."



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- None of these indicators are in the "Orange" or "Red" ratings
- English Learner progress is in the "Blue" category

School and Student Performance Data

Academic Performance English Language Arts

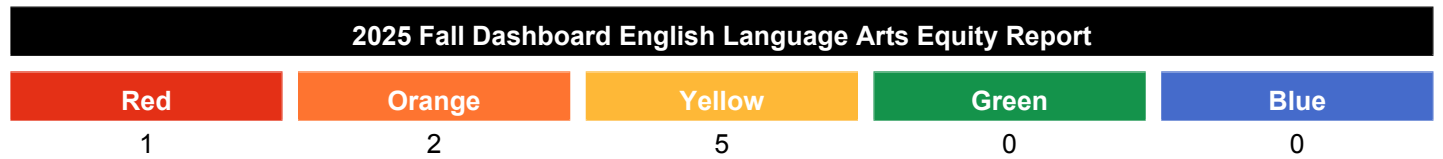
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Yellow</div> <div>24.1 points below standard</div> <div>Increased 14.1 points</div> <div>381 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>51.4 points below standard</div> <div>Increased 4.9 points</div> <div>71 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>65.1 points below standard</div> <div>Declined 12.7 points</div> <div>35 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>83.9 points below standard</div> <div>Increased 58.9 points</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>37.9 points below standard</div> <div>Increased 18.9 points</div> <div>272 Students</div>

Students with Disabilities  Red 120.2 points below standard Declined 5.3 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 60.2 points below standard Increased 44.7 points 19 Students
Asian  Yellow 12.3 points below standard Increased 19.9 points 37 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 45.6 points below standard Increased 20 points 90 Students
Two or More Races  Yellow 7.9 points below standard Increased 36.1 points 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Orange 15.4 points below standard Maintained 0.6 points 182 Students

Conclusions based on this data:

1. Long Term English Learners and White subgroups are both in the "Orange" rating

School and Student Performance Data

Academic Performance Mathematics

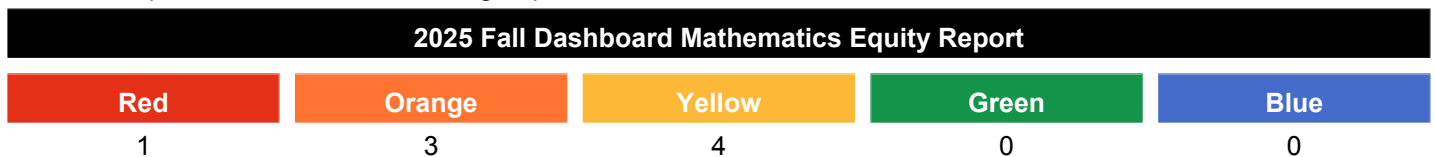
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 65 points below standard Increased 15.7 points 383 Students	English Learners  Orange 103 points below standard Increased 10 points 72 Students	Long-Term English Learners  Orange 106.1 points below standard Increased 25.8 points 35 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 145.3 points below standard Declined 6.7 points 18 Students	Socioeconomically Disadvantaged  Yellow 82.9 points below standard Increased 14.8 points 273 Students

Students with Disabilities  Red 150.4 points below standard Declined 10.3 points 61 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 98.4 points below standard Increased 39.2 points 19 Students
Asian  Yellow 47.9 points below standard Increased 35.6 points 38 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 94.8 points below standard Increased 19.8 points 90 Students
Two or More Races  Orange 77.5 points below standard Maintained 1.7 points 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 47.4 points below standard Increased 10.2 points 183 Students

Conclusions based on this data:

1. Students with Disabilities is the only subgroup in the "Red" category
2. EL, LTEL, Two or More Race learners were in the "Orange" category
3. LTEL had a significant increase

School and Student Performance Data

Academic Performance Science

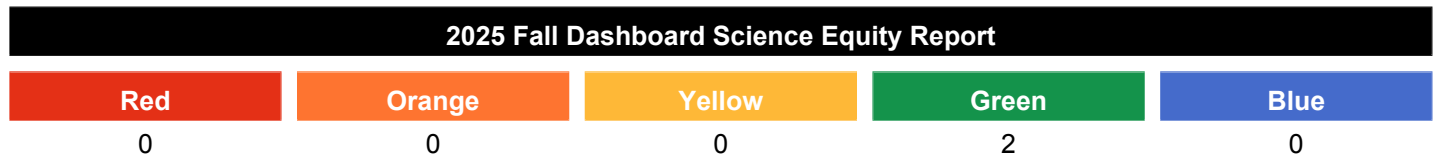
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<div>All Students</div> <div></div> <div>Green</div> <div>51.6 science points</div> <div>Increased 2.2 points</div> <div>144 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>46.6 science points</div> <div>Increased 8 points</div> <div>26 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>47.1 science points</div> <div>Increased 9.6 points</div> <div>17 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>49.7 science points</div> <div>Increased 3.9 points</div> <div>96 Students</div>

Students with Disabilities  No Performance Color 35.7 science points Increased 8.6 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 33.6 science points 11 Students
Asian  No Performance Color 61.9 science points Increased 22.1 points 11 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 40 science points Declined 2.5 points 34 Students
Two or More Races  No Performance Color 45 science points Declined 5.2 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Green 57 science points Increased 2.8 points 71 Students

Conclusions based on this data:

1. All of our subgroups are in the "Green" category

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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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 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	Long-Term English Learner Progress
 Blue	 No Performance Color
65.9 making progress.	75 making progress.
Number Students: 41 Students	Number Students: 28 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
17.1%	17.1%	12.2%	53.7%

Conclusions based on this data:

1. 53.7% of EL progressed at least one level
2. 17.1% decreased one level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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.

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

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.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Yellow
22.4% Chronically Absent	13.6% Chronically Absent	10.5% Chronically Absent
Declined 5.4	Declined 9.6	Declined 9
437 Students	59 Students	38 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	41.4% Chronically Absent	25.4% Chronically Absent
4 Students	Declined 19.3	Declined 5.7
	29 Students	307 Students

Students with Disabilities  Orange 32.4% Chronically Absent Declined 6.8 68 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 22.7% Chronically Absent Declined 5.8 22 Students
Asian  Green 5.1% Chronically Absent Declined 9.2 39 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 27.7% Chronically Absent Declined 6 112 Students
Two or More Races  Orange 20.5% Chronically Absent Declined 3.9 44 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 23.8% Chronically Absent Declined 5 210 Students

Conclusions based on this data:

1. Students with Disabilities have a 32.4% Chronic Absenteeism Rate, the largest of any subgroup with more than 30 students.
2. Asian students are in the "Green" category

School and Student Performance Data

Conditions & Climate Suspension Rate

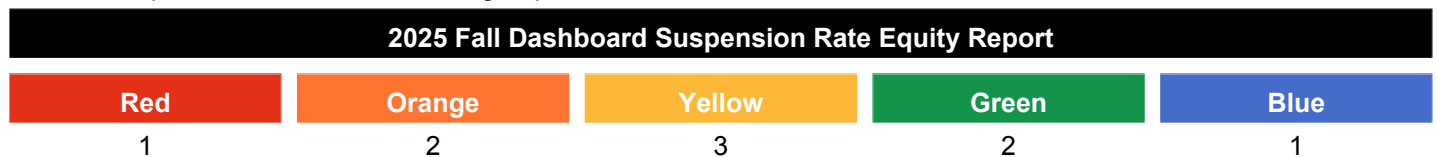
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students	English Learners	Long-Term English Learners
<p>Yellow</p> <p>10.4% suspended at least one day</p> <p>Declined 4.1%</p> <p>443 Students</p>	<p>Green</p> <p>3.4% suspended at least one day</p> <p>Declined 8%</p> <p>59 Students</p>	<p>Green</p> <p>5.3% suspended at least one day</p> <p>Declined 10%</p> <p>38 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Yellow</p> <p>9.7% suspended at least one day</p> <p>Declined 16.1%</p> <p>31 Students</p>	<p>Orange</p> <p>12.8% suspended at least one day</p> <p>Declined 2.4%</p> <p>313 Students</p>

Students with Disabilities  Red 23.2% suspended at least one day Increased 2.1% 69 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 22.7% suspended at least one day Increased 5.5% 22 Students
Asian  Blue 0% suspended at least one day Declined 4.8% 39 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 9.6% suspended at least one day Declined 6% 114 Students
Two or More Races  Orange 18.2% suspended at least one day Declined 6.2% 44 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 9.8% suspended at least one day Declined 3.5% 214 Students

Conclusions based on this data:

1. Students with Disabilities is the only subgroup in the "Red" category, with a suspension rate of 23.2%
2. American Indian rate was 22.7% and increased by 5.5%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement

90% or more of the students, including subgroups, will have progressed toward meeting or exceeding state grade-level standards in both ELA and Mathematics. During the 2025-2026 school year Winship will implement school-wide multi-tiered systems of supports to address the needs of students in the areas of Math and Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Points above/below California Dashboard in the area of English Language Arts and Mathematics.	On the most recent CAASPP assessment (24-25), Winship students scored 24.1 points below the standard keeping them in the Yellow range in English Language Arts on the California Dashboard. Winship students scored 65 points below standard in Mathematics keeping them in the Yellow range on the California Dashboard.	In order to move to the next color band on the CA Dashboard, Winship students will need to increase their scores by 24.1 points in English Language Arts (Yellow to Green) and by 65 points in Mathematics (Yellow to Green).

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development for staff to support students in meeting grade level standards.	All Students	5,000 Title I 5000-5999: Services And Other Operating Expenditures

1.2	Provide opportunities for students to access instructional materials, fiction and non fiction reading materials and a quiet work space. Increase library operating hours to 40 hours per week.	All Students	18,462 Title I 2000-2999: Classified Personnel Salaries Library tech (pos 747 = 0.25 FTE)
1.3	Provide materials and supplies. Purchase supplemental educational materials to support students and staff.	All Students	4581.00 Title I 4000-4999: Books And Supplies 16276 Title I 4000-4999: Books And Supplies Unallocated funds
1.4	CARE Specialist	All Students	33,738 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Pos 770 = 0.30 FTE
1.6	Provide Intervention section	All Students	23,365 Title I 1000-1999: Certificated Personnel Salaries Manually added to budget
1.7	Parent and Family Engagement	All Students	2,886 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
1.8			

Annual Review

SPSA Year Reviewed: 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.

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

However, significant challenges remain. Winship students continue to score substantially below state standards in both ELA (24.1 points) and Mathematics (65 points) on the most recent CAASPP assessment. This highlights the need for continued and intensified interventions to accelerate student learning and close persistent achievement gaps. While strategies such as math intervention and professional development are contributing to improvement, particularly in mathematics, a deeper analysis of their implementation and effectiveness is warranted to determine if they are sufficient

to meet the needs of all learners. Furthermore, the school should examine the distribution of these results across student subgroups to identify and address any widening equity gaps.

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

n/a

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

n/a

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Climate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Thought Exchange, CHKS, and CA Dashboard data indicate a need for additional support in these areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	On the 24-25 CA Dashboard, 10.4% of all students were suspended placing Winship in the Yellow color band.	To reduce all student suspensions by 5% moving Winship from the Yellow color band to the Green color band.

Strategies/Activities

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

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

2.9			
2.15			

Annual Review

SPSA Year Reviewed: 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.

Winship Middle School has demonstrated a positive shift in school climate, as evidenced by the decrease in the suspension rate from 14.4% to 10.4% and the school's placement in the Yellow color band on the 24-25 CA Dashboard. This improvement is a result of a comprehensive approach that integrates PBIS strategies with several key initiatives: PBIS as a Foundation: Positive Behavioral Interventions and Supports (PBIS) establishes a proactive framework for fostering a safe and positive environment. By emphasizing the teaching and reinforcement of positive behaviors, PBIS effectively reduces behavioral issues and contributes to an improved overall school climate. The decrease in suspensions strongly suggests the efficacy of PBIS in promoting positive conduct. Consistent Discipline Systems: The implementation of clear and consistent discipline systems ensures that rules and consequences are applied equitably, promoting student understanding of expectations and appropriate behavior. This consistency cultivates a sense of order and predictability, further enhancing the school climate. Student Buy-in and Leadership: Cultivating student buy-in and providing opportunities for student leadership empower students to take ownership of the school environment. This may involve student participation in rule development, leadership roles, and the recognition of positive behavior, all of which contribute to a more positive and respectful atmosphere. Leadership Team Collaboration: Strong leadership and effective collaboration among the leadership team are crucial for successful PBIS implementation. This collaborative approach ensures consistent implementation of PBIS strategies across the school, reinforcing a unified commitment to positive behavior. Improved Communication: Open and transparent communication among staff, students, and families is essential for building trust and understanding. Clear communication of expectations and consequences minimizes confusion and conflict, fostering a more positive and harmonious environment. Parent Outreach and Engagement: The school's efforts to engage parents through proactive outreach initiatives strengthen the home-school connection. This collaboration ensures that positive behavior is reinforced both at school and at home, creating a consistent support system for students and contributing to a more positive and supportive school community. Enrichment and Extended Learning: Providing enrichment activities and extended learning opportunities demonstrates a commitment to student well-being and development beyond the classroom. These experiences can foster a sense of belonging, increase student engagement, and provide positive outlets for student energy, all of which contribute to a more positive school climate. Social-Emotional Support: Winship is a Community School and has benefited from the support of a Wellness Center on campus. Integrating social-emotional support into the school environment addresses the emotional and social needs of students, promoting their overall well-being. This can involve counseling services, mindfulness practices, and programs that teach conflict resolution and empathy, creating a more caring and supportive school climate.

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

n/a

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

n/a

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

ELD and Multi-tiered systems of support

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	65.9% of English Language Learners making progress towards English proficiency, yet on the CA Dashboard in English Language Arts our Long Term English Language Learners are in the Orange color band and are 65.1 points below the standard.	By June 2027, English Learners will increase their ELA proficiency by 51.4 points, moving their color band from Yellow to Green as measured by the CA Dashboard.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	ELD Technician	English Language Learners	24,205 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Pos 1082 = 0.50 FTE 26,164 Title I

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

SPSA Year Reviewed: 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.

Winship Middle School demonstrates a mixed picture regarding the progress and achievement of its English Language Learners. While 65.9% of English Language Learners are making progress towards English proficiency, a key indicator of positive language development, their overall performance in English Language Arts, as measured by the California Dashboard, remains a significant concern. Specifically, English Language Learners are in the Yellow color band and are 51.4 points below the standard, highlighting a substantial gap in their academic achievement in ELA. This disparity suggests that while language acquisition is occurring, it is not translating sufficiently into grade-level academic performance in ELA. Additionally, Long Term English Language Learners are in the Orange color band and are 65.1 points below standard.

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

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

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

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

By June 2027, English Learners will increase their ELA proficiency 51.4 points, moving their color band from Yellow to Green as measured by the CA Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Decrease rates of Chronic Absenteeism and Increase Overall Attendance rates.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the provided data, chronic absenteeism remains a significant concern across the student population, with 22.4% of all students being chronically absent.

Of particular concern are the higher rates students of two or more races, with 20.5% identified as chronically absent, Hispanic students, at 27.7% and students with disabilities, at 32.4% indicating these students need support accessing their education.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard, A2A Data, Powerschool	Chronic absenteeism rate 22.4% of all students, Yellow band on the CA Dashboard. 32.4% of Students with Disabilities (SWD), placing them in the Yellow color band on the CA Dashboard.	By Spring 2027, the Chronic Absenteeism rate for all students will decrease by 3% as measured by the CA Dashboard, A2A, and Powerschool Attendance data.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The counseling clerk assists in the monitoring of student academic, behavioral, and attendance progress. The clerk is responsible for scheduling and organizing Student Study Team (SST) and Student Attendance Review Team (SART) meetings, ensuring timely communication with families and staff. By maintaining accurate records	All Students	14,444 Title I 2000-2999: Classified Personnel Salaries Pos 311 = 0.25025 FTE

and coordinating intervention meetings, the counseling clerk plays a key role in supporting early identification and response to student needs, contributing to a schoolwide system of support focused on student success.		
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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.

Winship Middle School has been actively addressing the issue of chronic absenteeism, which affects 22.4% of all students and a disproportionately high 32.4% of Students with Disabilities (SWD), placing them in the Orange color band on the CA Dashboard. To combat this, the school has implemented a multi-faceted approach centered on proactive identification and intervention. Daily attendance huddles are used to target specific students exhibiting patterns of absenteeism, allowing for timely support and intervention. When necessary, students are referred to the Student Attendance Review Team (SART) or Student Attendance Review Board (SARB) for more intensive support and accountability. This proactive approach is strengthened through collaboration between the attendance clerk typist, who manages attendance records and communications, and the community schools liaison, who facilitates connections with families and community resources. Increased home visits further enhance this effort by providing opportunities for direct engagement with families to understand barriers to attendance and offer support. These combined strategies aim to improve student attendance and reduce chronic absenteeism by addressing it at multiple levels, from early identification to intensive intervention and family engagement.

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

N/A

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

By Spring 2027, the Chronic Absenteeism rate for all students will decrease by 3% as measured by the CA Dashboard, A2A, and Powerschool Attendance data.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Reduce suspension rates and increase sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Winship's overall suspension rate for 2024-2025 was 14.4% which places them at the very high level and in the Orange of the CA Dashboard (CA state average 3.2%) This is an area in need of significant improvement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard and Local Data	Suspension Rate 2023-2024 10.4%, Suspension Rate SWD 23.2%	5% decrease in suspension rates
California Healthy Kids Survey (CHKS)	65% of 7th grade students on the 24-25 CHKS indicated that they feel a sense of connectedness to Winship Middle School.	10% increase in sense of belonging/connectedness.

Strategies/Activities

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

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

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

Annual Review

SPSA Year Reviewed: 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.

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

The implementation of the reflection room, combined with other systemic improvements, is contributing to a positive shift in school climate and a reduction in suspension rates. The school's emphasis on belonging is further supported by the incorporation of daily behavior huddles and monthly monitor meetings to proactively address behavioral concerns and ensure consistent implementation of disciplinary systems. The addition of a full-time campus supervisor enhances these efforts by providing increased supervision and support throughout the school, creating a safer and more inclusive environment. Data from the 24-25 California Healthy Kids Survey (CHKS) indicates that 65% of 7th grade students report feeling a sense of connectedness to Winship Middle School, providing an important measure of the effectiveness of these belonging-focused initiatives. As a result of these combined efforts, the overall suspension rate for the 2024-2025 school year is 10.4%, and the suspension rate for Students with Disabilities is 23.2%, demonstrating a move towards less punitive disciplinary practices, a greater emphasis on restorative and supportive interventions, and a commitment to ensuring all students feel a sense of belonging at Winship Middle School.

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

N/A

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

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$265,808.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$121,488.00
Title I Part A: Allocation	\$141,069.00
Title I Part A: Parent Involvement	\$2,886.00

Subtotal of additional federal funds included for this school: \$265,443.00

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

State or Local Programs	Allocation (\$)
Supplemental & Concentration	\$365.00

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

Total of federal, state, and/or local funds for this school: \$265,808.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supplemental & Concentration	365.00
Title I	121,488.00
Title I Part A: Allocation	141,069.00
Title I Part A: Parent Involvement	2,886.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,299.00
2000-2999: Classified Personnel Salaries	166,766.00
4000-4999: Books And Supplies	28,743.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Supplemental & Concentration	365.00
1000-1999: Certificated Personnel Salaries	Title I	26,561.00
2000-2999: Classified Personnel Salaries	Title I	59,070.00
4000-4999: Books And Supplies	Title I	25,857.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00

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

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,308.00
Goal 2	10,000.00
Goal 3	50,369.00
Goal 4	14,444.00
Goal 5	86,687.00

School Site Council Membership

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

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

Name of Members	Role
Edwin Garcia	Principal
Rachel De Mario	Classroom Teacher
Alyssa Biesecker	Classroom Teacher
Robert Budwig	Classroom Teacher
Jerry Blackburn	Other School Staff
Christina Baxter	Parent or Community Member
Ryan Boyd	Parent or Community Member
Stephanie Brown	Parent or Community Member
Dakota Boyd	Secondary Student
Open Seat	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Community Schools Liaison

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

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

This SPSA was adopted by the SSC at a public meeting on 3-9-2026.

Attested:



Principal, Edwin Garcia Jr. on 3-09-26



SSC Chairperson, Christina Baxter on 3-09-26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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