School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winston Churchill Middle School	34-67447-6034425	May 27, 2026	June 23, 2026

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Winston Churchill Middle School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control Accountability Plan (LCAP). The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.
Goal 2: Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.
Goal 3: Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.
Goal 4: Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Winston Churchill Middle School met the criteria for the following student groups: English Learners. SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, student voice sessions and School Experience data and observations. The analysis reflects data
gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. iReady Data Analysis (this is baseline data as we have only tested twice this year, once in the fall and once in the winter).

2025-26 iReady ELA DATA
In looking at our ELA iReady Reading Data, 63% of our students were at At or Above Grade Level.
Overall ELA proficiency rates for 6th-grade students in the At or Above Grade Level was 69.2%.
Overall ELA proficiency rates for 7th-grade students in the At or Above Grade Level was 64.2%.
Overall ELA proficiency rates for 8th-grade students in the At or Above Grade Level was 56.8%.

2025-26 ATSI iReady ELA DATA
Our overall ELA proficiency rates for EL students was 2.3%, Low SES 30%, African American 39%, SWD 34%.

2025-26 iReady MATH DATA
In looking at our Math Winter iReady Data, 57% of our students were At or Above Grade Level.
Our overall math proficiency rates for 6th-grade students in the At or Above Grade Level was 68.2%
Our overall math proficiency rates for 7th-grade students in the At or Above Grade Level was 58.5%
Our overall math proficiency rates for 8th-grade students in the At or Above Grade Level was 49.5%

2025-26 ATSI iReady MATH DATA
Our overall math proficiency rates for EL students was .8%, Low SES 21%, African American 39%, SWD 28%
Target groups: Based on the above school data, as well as our students impacted in SCOE ATSI data, the staff and School Site Council recognizes a disproportionate rate of achievement with o

ELL student group. The above data was shared with teachers and SSC members throughout SY 25/26.

2025-26 Attendance Data YTD: Attendance Rate 96%, .
Subgroup data is as follows: ELL students at 95.3%, Low SES 94%, African American 93, SWD 94%

2025-26 Suspension Data YTD: Suspension Rate 2%, Low SES 3.5%, African American 12% , SWD 4%
Subgroup data is as follows: ELL students at 2%
*We will continue to focus on Positive Behavioral Interventions and Supports in an effort to reduce our suspension rate and improve our attendance.

Root Cause Analysis

English Learners, Students with Disabilities, and Homeless appear at or near the bottom of every single metric — ELA, Math, absenteeism, and suspension — making them the clearest priorities. Socioeconomically Disadvantaged students are especially urgent because they're 43% of enrollment, their absenteeism is trending upward (the only subgroup rated Red that got worse), and their ELA scores declined. African American students have the most alarming absenteeism trend, having increased 6.2 points this year. Hispanic students show some positive momentum in math but continued ELA decline warrants close monitoring.Our goals for next year need a focus on addressing the instructional gaps in ELA and Math for our subgroups. We have made progress, but there is still need to close the gaps further. Focus on pedagogy and more targeted intervention structures may help to reduce the obvious instructional gaps.Absenteeism and school connectedness are relational and systemic — students are not in seats, or not feeling safe when they are. Research consistently shows you can't close instructional gaps when absenteeism is above 30% for certain groups, so attendance work is a prerequisite, not a parallel track. Goal 5 addresses a warning signal — the White and SED ELA declines are modest now, but declining trajectories compound quickly and are worth arresting before they worsen.

Resource Inequities

The 25-26 plan leans heavily on supplies, field trips, and events. Those have value for culture-building, but the most urgent needs call for structural changes: co-teaching in math, possibly a formal LTEL intervention period, a tiered attendance response protocol, and the use of restorative practices as a behavioral alternative to suspension. These don't necessarily require more money — they require reorganizing how existing time, staff, and PD are deployed.

Input from Educational Partners

How, when, and with whom did the 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

In creating our SPSA date is reviewed from a variety of sources including CAASPP results, iready scores, suspension and absenteeism data, district surveys and student voice reports. This information is share with various school groups such as leadership, department chairs, ELAC and the school site council. Ideas are then generated based on the finding in the analysis and a new plan was submitted, reviewed and voted on by the School Site Council which has students, teachers and parents as member.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.60%	0.20%	0.20%	6	2	2
African American	6.53%	5.27%	4.05%	65	52	41
Asian	23.72%	25.94%	29.35%	236	256	297
Filipino	0.60%	0.51%	0.69%	6	5	7
Hispanic/Latino	19.30%	18.24%	17.29%	192	180	175
Pacific Islander	0.20%	0.30%	0.49%	2	3	5
White	38.49%	38.91%	37.85%	383	384	383
Multiple/No Response	10.55%	10.54%	10.08%	105	104	102
			Total Enrollment	995	987	1012

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	262		295
Grade 7	371		375
Grade 8	362		342
Total Enrollment	995		1,012

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	102	112	153	11.2%	10.3%	15.1%
Fluent English Proficient (FEP)	225	262	246	21.6%	22.6%	24.3%
Reclassified Fluent English Proficient (RFEP)	7				3.87%	

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**
987	**43.3%**	**11.3%**	**0.1%**
Total Number of Students enrolled in Winston Churchill 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	112	11.3%
Foster Youth	1	0.1%
Homeless	45	4.6%
Socioeconomically Disadvantaged	427	43.3%
Students with Disabilities	85	8.6%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	52	5.3%
American Indian	2	0.2%
Asian	256	25.9%
Filipino	5	0.5%
Hispanic	180	18.2%
Two or More Races	104	10.5%
Pacific Islander	3	0.3%
White	384	38.9%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	4	1	1	2

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

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
32.6 points above standard	79 points below standard	127.8 points below standard
Maintained 2 points	Increased 7.6 points	Increased 48.8 points
938 Students	184 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - No Data for Privacy	100.9 points below standard	32.6 points below standard
	Declined 18.9 points	Declined 5.9 points
1 Student	38 Students	430 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
91.5 points below standard	49.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 41.8 points	Increased 6.5 points	1 Student
77 Students	41 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
85.5 points above standard	Fewer than 11 students - No Data for Privacy	23.8 points below standard
Increased 4.5 points	5 Students	Declined 3 points
250 Students		168 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
51.3 points above standard	Fewer than 11 students - No Data for Privacy	25.1 points above standard
Increased 10.2 points	3 Students	Declined 8.4 points
102 Students		367 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Lowest performing groups include El students who did decreased from 86.6 to 79 from the previous year, although our LTE students scored 127.8 an improvement of 48.8.of 38.8 , SWD improved from 133.4 to 91.5. In comparison, all students scored 32.6 points above standard a slight increase of 2 points from the previous year. These particular groups have consistently scored below the overall rate for the last few years, but it appears as if the gap has decreased some what

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Having more sections of EL allowed for more collaboration. We had intervention classes for identified students who needed a more focus on skills.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Release time for teachers to develop similar classroom expectations regarding target skills and achievement. Time to review student performance on common assessment or i-ready. Time to develop remedial lessons to support identified gaps in learning. Use of intervention class if needed. Pay of staff to offer ELA focused after school support for identified students.

School and Student Performance Data

Academic Performance
Mathematics

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	1	2

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	English Learners	Long-Term English Learners
Blue	Orange	No Performance Color
18.5 points above standard	102.3 points below standard	188 points below standard
Increased 16.8 points	Increased 24.8 points	Increased 19.8 points
934 Students	188 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	143.2 points below standard	51 points below standard
1 Student	Increased 4.2 points	Increased 20.2 points
	39 Students	428 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
117.1 points below standard	92.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 63.2 points	Increased 24.7 points	1 Student
77 Students	41 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Yellow
77.6 points above standard	Fewer than 11 students - No Data for Privacy	54.5 points below standard
Increased 4.5 points	5 Students	Increased 21.4 points
251 Students		168 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
41.1 points above standard	Fewer than 11 students - No Data for Privacy	14.9 points above standard
Increased 36.4 points	3 Students	Increased 7.7 points
101 Students		365 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Lowest groups include: EL, LTEL, SWD, AA.
Our LTEL students 188 points below standards which is +19.8 points from last year.
Our EL students scored 102 below standards and improvement from 207 in 24/25.
Our Students with disabilities scored 117.1 which is an improvement from the previous score of 180.3 in 24/25
Our African American students scored 92.8 an increase of 24.7 points from the previous year.
In comparison all students scored 18.5 above standards which is a 16.8 point increase from the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Having and intervention math period may have helped improve over all math scores. In addition, some math teachers were using Building Thinking math curriculum with their students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We need to continue with an intervention math period/s that are filled with students with gaps in their math skills.Math department will be implementing a new math curriculum in 26-27 and will need release time to collaborate about implementation and pacing. Additionally teachers may need time to reflect on math achievement data to identify gaps and develop plan to address specific gaps.

School and Student Performance Data

Academic Performance
Science

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	2

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

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
62 science points	39.4 science points	29.8 science points
Maintained 0.6 points	Increased 3.5 points	Increased 6.2 points
342 Students	72 Students	11 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	38.5 science points	50.9 science points
	Maintained -0.7 points	Maintained 0.1 points
	17 Students	182 Students

Students with Disabilities

No Performance Color

38 science points

Increased 11.2 points

28 Students

African American

No Performance Color

43.1 science points

Maintained -1.3 points

18 Students

American Indian

No Performance Color

0 Students

Asian

Blue

71.9 science points

Increased 3.4 points

81 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Green

54.3 science points

Increased 3.6 points

67 Students

Two or More Races

Blue

68.2 science points

Increased 4.4 points

36 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Green

60.8 science points

Declined 4.7 points

138 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Although there were no groups in the red or orange bands, our lowest groups include EL & SED both yellow.
The EL students scored 39.4 science points
The SED group scored 50.9 science points.
In comparison, all students score 62 science points which is in the green band.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

7th and 8th grade science fhad a greater emphasis on data analysis (interpreting graphs) . This is type of CAASPP questions on the science.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Science department is working to develop standardized performance for all grades. Release time to analyze the the performance task results and development interventions to reduce the achievement gap of identified subgroups.

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
Green	No Performance Color
47.6 making progress.	66.7 making progress.
Number Students: 105 Students	Number Students: 15 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
5.9%	45.1%	2.9%	46.1%

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

We had 46% of our EL students make at least 1 level of progress this year. In comparison, only 5.9% of our students decreased a level. Last year 39.2 % increased one level and 12.7% decreased a level

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Individual conference before major assessments, began using EL Achieve in addition to Inside. Class size reduction helped in Newcomer ELD ! & ELD II classes.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Additional release time to review student data, achievement and placement. Parent education on specific topics for student achievement (ie Parent portal, Q attendance and behavior, Google classroom, new math adoption. etc. Access to supplemental material, ABC English, Inside etc.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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	No Performance Color
16.8% Chronically Absent	29.5% Chronically Absent	41.2% Chronically Absent
Declined 2.5	Declined 6.5	Declined 11.9
1058 Students	156 Students	17 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Red
Fewer than 11 students - No Data for Privacy	49% Chronically Absent	28.3% Chronically Absent
	Declined 4	Increased 0.7
3 Students	51 Students	533 Students

Students with Disabilities

Red

40% Chronically Absent

Maintained -0.4

90 Students

African American

Red

31.6% Chronically Absent

Increased 6.2

57 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Asian

Green

7.8% Chronically Absent

Declined 2.5

281 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Hispanic

Yellow

29.3% Chronically Absent

Declined 3.1

188 Students

Two or More Races

Yellow

13.8% Chronically Absent

Declined 7.3

109 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

White

Yellow

15.3% Chronically Absent

Declined 1

411 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Groups include LTEL,EL, SWD, AA, Homeless
LTEL were chronically absent 41.2% which was a decrease of 11.9% from the previous year.
EL students were chronically absent 29.5%; a decrease from 36% from the previous year.
Our SWD students were 40% chronically absent which is about the same (40.4%) from the previous year.
Our AA students were chronically absent 31.6% compared to 25.4% absenteeism the previous year.
Homeless students were chronically 49% compared to 53^ the previous year.
All student chronic absenteeism declined to 16.8% compared to 19.3% the previous year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Most of our groups showed improvement in chronic absenteeism, however there is definitely room to improve our overall attendance with a more strategic focus on our targeted groups and the gap is quite large.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Earlier intervention, more direct monitoring of attendance,parent meetings concerning attendance, targeted awards/incentives focused on improvement and prevention, Continue use of Scan manager to consistently track attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	4	3	0

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
Green	Yellow	No Performance Color
6.3% suspended at least one day	11.2% suspended at least one day	16.7% suspended at least one day
Declined 5%	Declined 10.2%	Declined 15.7%
1079 Students	161 Students	18 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	12.3% suspended at least one day	11.1% suspended at least one day
3 Students	Declined 3.9%	Declined 4.3%
	57 Students	552 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
12.5% suspended at least one day	11.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 4.6%	Declined 14.2%	
96 Students	63 Students	2 Students

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
3.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	10.4% suspended at least one day
Declined 3.8%		Declined 2.9%
286 Students	5 Students	192 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
6.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.8% suspended at least one day
Declined 3.4%		Declined 4.2%
109 Students	5 Students	417 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Lowest subgroups include LTEL, SWD,AA, SED, EL & Homeless
16.7% of LTEL student were suspended at least one day which was a 15.7% decrease from the previous year.
12.3% of homeless students were suspended at least one day which was a 3.9% decrease from the previous year.
12.5% of SWD students were suspended at least one day which was a 4.6% decrease from the previous year.
11.1% of our SED students were suspended at least one day which was a 4.3% decrease from the previous year.
11.1% percent of AA student were suspended at least one day which was a 14.2% decrease from the previous year.
In comparison, 6.3% of all students were suspended at least one day which was a 5% decrease from the previous year.W

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We increased the number of site-based interventions to suspension such as behavior contracts and cocooning students who demonstrate behavior problems in classrooms and with peers.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Targeted and early identification and intervention with students who exhibit inappropriate and unsafe behavior. More consistent support for students with suspensions such as CICO with teacher mentors and/or counselor support.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Data reviewed to monitor progress includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. While there will be CAASPP testing in 2025-26, the results from 2024-25 will be used a drivers for action in planning for next school year.

What worked and didn't work? Why? (monitoring)

As the year began, our focus was around identified areas of concern within our subgroups of EL, AA, SES. Over the course of the year, the ELA and Math iReady scores for students at grade level within each subgroup are are as follows:

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. iReady Data Analysis (this is baseline data as we have only tested twice this year, once in the fall and once in the winter).

2025-26 iReady ELA DATA
In looking at our ELA iReady Reading Data, 63% of our students were at At or Above Grade Level.
Overall ELA proficiency rates for 6th-grade students in the At or Above Grade Level was 69.2%.
Overall ELA proficiency rates for 7th-grade students in the At or Above Grade Level was 64.2%.
Overall ELA proficiency rates for 8th-grade students in the At or Above Grade Level was 56.8%.

2025-26 ATSI iReady ELA DATA
Our overall ELA proficiency rates for EL students was 2.3%, Low SES 30%, African American 39%, SWD 34%.

2025-26 iReady MATH DATA
In looking at our Math Winter iReady Data, 57% of our students were At or Above Grade Level.
Our overall math proficiency rates for 6th-grade students in the At or Above Grade Level was 68.2%
Our overall math proficiency rates for 7th-grade students in the At or Above Grade Level was 58.5%
Our overall math proficiency rates for 8th-grade students in the At or Above Grade Level was 49.5%

2025-26 iReady MATH DATA
Our overall math proficiency rates for EL students was .8%, Low SES 21%, African American 39%, SWD 28%
Target groups: Based on the above school data, as well as our students impacted in SCOE
data, the staff and School Site Council recognizes a disproportionate rate of achievement with o

*We will continue to focus on Positive Behavioral Interventions and Supports in an effort to reduce our suspension rate and improve our attendance.

Because we have pockets of strength, our focus this year is around teacher collaboration and efficacy focusing on our International Baccalaureate program (IB) along with our AVID program to improve school-wide literacy rates for all students. In support of our ELL students, we will also continue our focus on GLAD and UDL strategies.

We had several sections in the parent, student, staff survey that were areas of strength and opportunities for continued growth. Student results (701) include a strong sense that Churchill has a welcoming and caring culture. Additionally, students also shared respect amongst student to student interactions could improve. Parent results (236) indicate a 80% of our families believe Churchill has a welcoming culture and family engagement are strong at Churchill. Parent results also indicate that it would be appreciated for more input to be solicited from the school when making decisions.

What modification(s) did you make based on the data? (evaluation)

We made adjustments to student schedules based on the need for remediation and lower class sizes which should lead to better outcomes. In addition, our focus on continued professional development to support the teachers in literacy, numeracy, and managing classroom behaviors will help our math growth. We also continued KidTalk Protocols in our Grade Level teams as a measure to ensure Tier I instructional/behavioral supports are continuously in place for all students, especially those students needing additional support. Safety continues to be an area of focus and we continue to spend a large percentage of our funds on hiring an additional campus monitor. Because of our high number of students in our ELL program needing additional support and services, our 2 ELD teachers and staff training in ELD strategies has been a significant resource in providing that support

2025-26

Identified Need

We saw continued poor performance ELA and Math in iReady/CAASPP assessments for EL, AA, SED, and SPED throughout the year. Even though we observed growth in these subgroups, performance across all identifed groups are in the Red or Orange on the CA Dashboard. We continued to make adjustments and offered additional supports to assist in the math department, with further additional supports for next year. Looking to 2025/26, we are continuing to offer our after school homework program (Power Hour) in an effort to provide a positive, quiet and productive learning environment for students needing academic support in one or more subjects. We will also be continuing 2 quarterly family engagement events to celebrate student attendance and academic success every quarter. Finally, we will continue our school-wide professional development with SJUSD Professional Learning and Innovation team around academic literacy.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	32.6 points above standard	+3 scale score points
	English Learners	79 points below standard	
	Foster Youth		
	Homeless	100.9 points below standard	
	Socioeconomically Disadvantaged	32.6 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Students with Disabilities	91.5 points below standard	
	African American	49.8 points below standard	
	American Indian		
	Asian	85.5 points above standard	
	Filipino		
	Hispanic	23.8 points below standard	
	Two or More Races	51.3 points above standard	
	Pacific Islander		
	White	25.1 points above standard	
Math State Assessment: Change in scale score	All Students	18.5 points above standard	+3 scale score points
	English Learners	102.3 points below standard	
	Foster Youth		
	Homeless	143.2 points below standard	
	Socioeconomically Disadvantaged	51 points below standard	
	Students with Disabilities	117.1 points below standard	
	African American	92.8 points below standard	
	American Indian		
	Asian	77.6 points above standard	
	Filipino		
	Hispanic	54.5 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 41.1 points above standard Pacific Islander White 14.9 points above standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	47.6	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	3.87%	+2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide parental and community involvement through outreach, parent and family events every quarter. These events will build school culture around promoting academic achievement and recognition amongst students.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	School Year 2026-2027

1.2	Provide release time for departments and grade-level teams to collaborate and develop common instructional strategies and alignment to enhance the learning environment for all students	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2026-2027
1.3	Implement .2 FTE Math Support Grade Level General Education from General Staffing	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American and Students with Disabilities	Other 1000-1999: Certificated Personnel Salaries	21641	School Year 2026-2027
1.4	Parent Workshops in ELAC meetings focused on strategies to help parents support their child in language development and reclassification.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School Year 2026-2027

1.5	Provide Professional Development to all staff on CFU strategies and using data to understand student achievement and plan support for targeted students	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing			School Year 2026-2027
1.6	Student planners, supplies, and learning materials to ensure all students have access to course required materials for all subject areas.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	6000	School Year 2026-2027
1.7	Supplies and materials for ELL studentst ABC English Curriculum	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School Year 2026-2027
1.8	Reading Curriculum for intervention support	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	1500	School Year 2026-2027

		X Lowest Performing Students with Disabilities	4000-4999: Books And Supplies		
1.9	Mission Springs Science Camp Transportation Cost Reduction for all 6th Grade Students	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	School Year 2026-2027
1.10	SF Exploratorium Science Field Trip Transportation Cost Reduction for all 8th Grade Students	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We primarily used attendance data for this area and listening circles for our students around class engagement. Our PBIS team meets monthly to look at data and brainstorm solutions, including holding conversations with students to find why they aren't engaged in class and what would get them to want to attend and be engaged in their learning.

What worked and didn't work? Why? (monitoring)

As the year began, our focus was around identified areas of concern within our identified EL subgroup.

Attendance improved slightly however we still don't offer many different elective choices or any advanced placement classes for students in our AMB pathway, so engagement still isn't as good as it could be based on student feedback. They would like more options of courses and different learning styles that are more engagement based as opposed to lecture based instruction. Our homeroom curriculum was designed to focus more on the IB learner characteristics for all students.

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. iReady Data Analysis (this is baseline data as we have only tested twice this year, once in the fall and once in the winter).
ll as our students impacted in SCOE ATSI data, the staff and School Site Council recognizes a disproportionate rate of achievement with our ELL student group. The above data was shared with teachers and SSC members throughout SY 24/25.

2024-25 Attendance Data YTD: Attendance Rate 96%.
ATSI subgroup data is as follows: ELL students at 93%

2024-25 Suspension Data YTD: Suspension Rate 3%
ATSI subgroup data is as follows: ELL students at 4%

*We will continue to focus on Positive Behavioral Interventions and Supports in an effort to reduce our suspension rate.. We will implement a more targeted monitoring of our sub groups focusing on attendance, tardies and suspension.
Alternatives to suspension, behvior contracts , ccoccon.,. Scan manager was implemented in the 2nd semester.Consistency.
Attendance academy pulled due to staffing.

We had several sections in the parent, student, staff survey that were areas of strength and opportunities for continued growth. Student results (701) include a strong sense that Churchill has a welcoming and caring culture. Additionally, students also shared respect amongst student to student interactions could improve. Parent results (236) indicate a 80% of our families believe Churchill has a welcoming culture and family engagement are strong at Churchill. Parent results also indicate that it would be appreciated for more input to be solicited from the school when making decisions.

What modification(s) did you make based on the data? (evaluation).

Math department members will be implementing a new math curriculum designed to include more interactive and thinking math instruction. Math teachers who were using Building Thinking Classrooms ieported that students were more engaged in classroom activities.. We tried adding a few more elective classes and are planning to add more.

2025-26

Identified Need

Students need to feel safe and connected to school in order to achieve. Additionally, students also will achieve at a higher rate when they feel connected to their learning and safe while attending their classes. Survey data from SJUSD student survey indicates 48% of

Churchill students Agree or Strongly Agree that Churchill is a safe place for all students. 30% of students surveyed indicate Neutral. New ideas for how teachers can include students in their learning more. Added professional development for teachers to increase engagement strategies for students while increasing rigor for their learning. In addition, increase elective options for students with additional staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students: 16.8% Chronically Absent English Learners: 29.5% Chronically Absent Foster Youth: Homeless: 49% Chronically Absent Socioeconomically Disadvantaged: 28.3% Chronically Absent Students with Disabilities: 40% Chronically Absent African American: 31.6% Chronically Absent American Indian: Asian: 7.8% Chronically Absent Filipino: Hispanic: 29.3% Chronically Absent Two or More Races: 13.8% Chronically Absent Pacific Islander: White: 15.3% Chronically Absent	-0.5%
Attendance: Percentage of the school year attended for students in TK-12	93.9%	95%
High School Dropout Rate:	N/A	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	1	.60%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	NA

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Develop Homeroom curriculum (Positivity Project)	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	4000	School Year 2026-2027

	that supports the IB Learner Profile (include extra duty time for staff to plan, purchase supplies and materials to execute these days, and any student rewards given on the days). We will also focus implementing a recognition program system for increased achievement and connectedness to school.	Lowest Performing	4000-4999: Books And Supplies		
2.2	Hire a second campus monitor to assist with climate and culture. Goal is to improve school climate and students' attendance. Will be a member of our Site Safety Team. PC #33439	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	8965 8447	School Year 2026-2027

2.3	Provide refreshments, materials, translation and supplies to support parent involved committees (ELAC, SSC, etc), teams and groups that further the school's work regarding its mission and SPSA goals.	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School Year 2026-2027
2.4	Enhance Family Engagement through school events such as (Celebration Breakfasts, Parent Ed Meetings, etc) facilitated by admin in order to help students and families feel connected to school and reduce middle school drop-out rates.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1448	School Year 2026-2027
2.5	Develop a plan with our intervention team to address	All Students X English Learners Low-Income Students Foster Youth			School Year 2026-2027

	chronic absenteeism	X Lowest Performing LTEL and TOM			
2.6	Develop an attendance improvement plan, with specific strategies to support AA, SWD, HOM, and EL students. Reward students for making progress in their attendance.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2026-2027
2.7	Develop opportunities to gather student voice from our targeted subgroups regarding improving their school connectedness	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing LTEL, SWD			School Year 2026-2027

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

As the year began, our focus was around identified areas of concern within our ATSI subgroups of EL. Over the course of the year, the ELA and Math iReady scores for students at grade level within each subgroup are are as follows:

Attendance improved slightly however we still don't offer many different elective choices or any advanced placement classes for students in our AMB pathway, so engagement still isn't as good as it could be based on student feedback. They would like more options of courses and different learning styles that are more engagement based as opposed to lecture based instruction.

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. iReady Data Analysis (this is baseline data as we have only tested twice this year, once in the fall and once in the winter).

2024-25 iReady ELA DATA
In looking at our ELA iReady Reading Data, 52% of our students were at At or Above Grade Level.
Overall ELA proficiency rates for 6th-grade students in the At or Above Grade Level was 63%.
Overall ELA proficiency rates for 7th-grade students in the At or Above Grade Level was 51%.
Overall ELA proficiency rates for 8th-grade students in the At or Above Grade Level was 47%.

2024-25 ATSI iReady ELA DATA
Our overall ELA proficiency rates for EL students was 3% (3 students /118 students)

2024-25 iReady MATH DATA
In looking at our Math iReady Data, 39% of our students were At or Above Grade Level.
Our overall math proficiency rates for 6th-grade students in the At or Above Grade Level was 50%
Our overall math proficiency rates for 7th-grade students in the At or Above Grade Level was 37%
Our overall math proficiency rates for 8th-grade students in the At or Above Grade Level was 34%

2024-25 ATSI iReady MATH DATA
Our overall math proficiency rates for EL students was 2% (2 students / 118 students)

Target groups: Based on the above school data, as well as our students impacted in SCOE ATSI data, the staff and School Site Council recognizes a disproportionate rate of achievement with our ELL student group. The above data was shared with teachers and SSC members throughout SY 24/25.

2024-25 Attendance Data YTD: Attendance Rate 96%.
ATSI subgroup data is as follows: ELL students at 93%

2024-25 Suspension Data YTD: Suspension Rate 3%
ATSI subgroup data is as follows: ELL students at 4%

*We will continue to focus on Positive Behavioral Interventions and Supports in an effort to reduce our suspension rate.

Because we have pockets of strength, our focus this year is around teacher collaboration and efficacy focusing on our International Baccalaureate program (IB) along with our AVID program to improve school-wide literacy rates for all students. In support of our ELL students, we will also continue our focus on GLAD and UDL strategies.

We had several sections in the parent, student, staff survey that were areas of strength and opportunities for continued growth. Student results (701) include a strong sense that Churchill has a welcoming and caring culture. Additionally, students also shared respect amongst student to student interactions could improve. Parent results (236) indicate a 80% of our families believe Churchill has a welcoming culture and family engagement are strong at Churchill. Parent results also indicate that it would be appreciated for more input to be solicited from the school when making decisions.

What worked and didn’t work? Why? (monitoring)

Based on the above data, we can see that SPED, SED, AA and ELL subgroups are attending school at a lesser rate than their peers and being suspended at a higher rate than their peers. We further notice the achievement data shared in previous goals may have a direct impact on student behaviors.

What modification(s) did you make based on the data? (evaluation)

KidTalk Protocols in our Grade Level teams ensure Tier I instructional/behavioral supports are continuously in place for all students, especially those needing additional support. Student behavior and school culture amongst students and teachers is also an area of focus. Additionally, we spend much of our funds hiring an second campus monitor to help ensure students are supported in attending class and meeting behavior expectations. We had a SCIS for the second year in a row to help provide outreach and support to families not historically connected to our school community.

Because of the high number of students in our EL, having two additional teachers in our program to support the needs of students will lead to significant improvement in student outcomes.

2025-26

Identified Need

Based on the above data, we recognize that AA, HIS, SPED, SED, and ELL subgroups are negatively impacted at a greater percentage than their peers. We also see a disproportionate rate of academic achievement within these same subgroups. We will continue to help our students feel engaged in academic and extra-curricular clubs and activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	6.3% suspended at least one day	-0.3%
	English Learners	11.2% suspended at least one day	
	Foster Youth		
	Homeless	12.3% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Socioeconomically Disadvantaged: 11.1% suspended at least one day Students with Disabilities: 12.5% suspended at least one day African American: 11.1% suspended at least one day American Indian Asian: 3.5% suspended at least one day Filipino Hispanic: 10.4% suspended at least one day Two or More Races: 6.4% suspended at least one day Pacific Islander White: 5.8% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	58.4%	70%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	56.2%	60%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Increase involvement with our community partners like POMS (Project Optimism)	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Socioeconomically disadvantaged, and Two or more races	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	School Year 2026-2027
3.2	Increase school connectedness for families and students, as well as parent involvement through SSC, ELAC, and PTO by engaging families in weekly publications of ways to be involved.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
3.3	Continue our student reward system that supports our school-wide Tier I PBIS system and behavioral expectations (BARKS), IB	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5500	School Year 2026-2027

	Learner Profile and our Proud to Be Awesome program which recognizes students for academic, citizenship, and attendance achievements.				
3.4	Student Motivational Assembly Speaker	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4500	School Year 2026-2027
3.5	Staff extra assignment time for data collection, input and analysis regarding PBIS impact on student connectedness and behavior improvement. Focus on identified groups.	X All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	School Year 2026-27

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development instructions based on language proficiency levels.	August 2024 - June 2025	2.2 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide students with targeted math instruction	August 2024 June 2025	.2 FTE	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Support students and families through campus, classroom, and community intervention.	August 2024 - June 2025	SCIS	2000-2999: Classified Personnel Salaries		
.2 to .4 FTE VAPA Sections	August 2024 - June 2025	Teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	**Type**	**Funding Source** (itemize for each source)	**Estimated Cost**
Provide additional counseling and social work services, career planning, and community and family engagement.	August 2024 - July 2025	.5 MTSS Counselor	1000-1999: Certificated Personnel Salaries		
		.5 Social Worker	1000-1999: Certificated Personnel Salaries		

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	75,360	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	75,360.00
Other	21,641.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,641.00
2000-2999: Classified Personnel Salaries	8,965.00
3000-3999: Employee Benefits	8,447.00
4000-4999: Books And Supplies	26,448.00
5000-5999: Services And Other Operating Expenditures	29,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,965.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	8,447.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	26,448.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	29,500.00
1000-1999: Certificated Personnel Salaries	Other	21,641.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,141.00

Goal 2	23,860.00
Goal 3	22,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Alicia Murray	Classroom Teacher
Dayna Owen	Classroom Teacher
Dorothy Ramey	Classroom Teacher
Lindsay Tateishi	Other School Staff Parent or Community Member
Sandi Karagianes	Principal Parent or Community Member
Mason Wong 8th grade student	Secondary Student
Lana Al-tee 7th grade student	Secondary Student
Simone Baxter. 7th grade student	Secondary Student
Petra Luhrsen	Parent or Community Member
Bina Vasantharam	
	Principal

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
ON FILE	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 27,2025.

Attested:

	Principal, Sandra Karagianes on May 26
	SSC Chairperson, Mason Wong on May 27

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Winston Churchill Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide AVID to support students success in high school to prepare them for college/career. .4 FTE AVID	1000-1999: Certificated Personnel Salaries	$44,969.00	Clear Pathways to Bright Futures	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$44,969.00
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation **$75,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide parental and community involvement through outreach, parent and family events every quarter. These events will build school culture around promoting academic achievement and recognition amongst students.	5000-5999: Services And Other Operating Expenditures	$1,000.00	Connected School Communities	
Provide release time for departments and grade-level teams to collaborate and develop common instructional strategies and alignment to enhance the learning environment for all students	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Parent Workshops in ELAC meetings focused on strategies to help parents support their child in language development and reclassification.	5000-5999: Services And Other Operating Expenditures	$500.00	Connected School Communities	
Student planners, supplies, and learning materials to ensure all students have access to course required materials for all subject areas.	4000-4999: Books And Supplies	$6,000.00	Connected School Communities	

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Supplies and materials for ELL studentst ABC English Curriculum	4000-4999: Books And Supplies	$2,500.00	Connected School Communities
Reading Curriculum for intervention support	4000-4999: Books And Supplies	$1,500.00	Connected School Communities
Mission Springs Science Camp Transportation Cost Reduction for all 6th Grade Students	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities
SF Exploratorium Science Field Trip Transportation Cost Reduction for all 8th Grade Students	5000-5999: Services And Other Operating Expenditures	$3,000.00	Connected School Communities
Develop Homeroom curriculum (Positivity Project) that supports the IB Learner Profile (include extra duty time for staff to plan, purchase supplies and materials to execute these days, and any student rewards given on the days). We will also focus implementing a recognition program system for increased achievement and connectedness to school.	4000-4999: Books And Supplies	$4,000.00	Healthy Environments for Socio-Emotional Growth
Hire a second campus monitor to assist with climate and culture. Goal is to improve school climate and students' attendance. Will be a member of our Site Safety Team. PC #33439	2000-2999: Classified Personnel Salaries	$8,965.00	Healthy Environments for Socio-Emotional Growth
Provide refreshments, materials, translation and supplies to support parent involved committees (ELAC, SSC, etc), teams and groups that further the school's work regarding its mission and SPSA goals.	5000-5999: Services And Other Operating Expenditures	$500.00	Healthy Environments for Socio-Emotional Growth
Enhance Family Engagement through school events such as (Celebration Breakfasts, Parent Ed Meetings, etc) facilitated by admin in order to help students and families feel connected to school and reduce middle school drop-out rates.	4000-4999: Books And Supplies	$1,448.00	Healthy Environments for Socio-Emotional Growth
Develop an attendance improvement plan, with specific strategies to support AA, SWD, HOM, and EL students. Reward students for making progress in their attendance.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Socio-Emotional Growth

	3000-3999: Employee Benefits	$8,447.00	Healthy Environments for Socio-Emotional Growth	
Increase involvement with our community partners like POMS (Project Optimism)	5000-5999: Services And Other Operating Expenditures	$10,000.00	Engaging Academics	
Continue our student reward system that supports our school-wide Tier I PBIS system and behavioral expectations (BARKS), IB Learner Profile and our Proud to Be Awesome program which recognizes students for academic, citizenship, and attendance achievements.	4000-4999: Books And Supplies	$5,500.00	Engaging Academics	
Student Motivational Assembly Speaker	5000-5999: Services And Other Operating Expenditures	$4,500.00	Engaging Academics	
Staff extra assignment time for data collection, input and analysis regarding PBIS impact on student connectedness and behavior improvement. Focus on identified groups.	1000-1999: Certificated Personnel Salaries	$2,000.00	Engaging Academics	
Continue the Improve Your Tomorrow (IYT) program which focuses on college preparation and the academic and social/emotional supports for African American males and boys of color.	5000-5999: Services And Other Operating Expenditures	$7,500.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures:	$82,860.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement .2 FTE Math Support Grade Level General Education from General Staffing	1000-1999: Certificated Personnel Salaries	$21,641.00	Connected School Communities	

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Other Total Expenditures:	$21,641.00
Other Allocation Balance:	$0.00
Winston Churchill Middle School Total Expenditures:	$149,470.00