



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 20th, 2024 | July 30, 2024 |

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)

Schoolwide Program

Additional Targeted Support and Improvement

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).

Winston Churchill met the criteria for ATSI for the following indicators and/or student groups:

- English learners for ELA, Math, and Suspensions

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: 1. Black or African Americans 2. English Learners 3. Homeless 4. Students with Disabilities. 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).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

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).

2023-24 iReady ELA DATA

In looking at our ELA iReady Reading Data, 57% 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 65%. Overall ELA proficiency rates for 7th-grade students in the At or Above Grade Level was 50%. Overall ELA proficiency rates for 8th-grade students in the At or Above Grade Level was 56%.

2023-24 ATSI iReady ELA DATA

Our overall ELA proficiency rates for EL students was 0%
Our overall ELA proficiency rates for low-income students was 23%
Our overall ELA proficiency rates for Hispanic students was 21%
Our overall ELA proficiency rates for African American students was 16%
Our overall ELA proficiency rates for Special Education students was 13%

2023-24 iReady MATH DATA

In looking at our Math iReady Data, 52% 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 65%
Our overall math proficiency rates for 7th-grade students in the At or Above Grade Level was 46%
Our overall math proficiency rates for 8th-grade students in the At or Above Grade Level was 56%

2023-24 ATSI iReady MATH DATA

Our overall math proficiency rates for EL students was 2%

Our overall math proficiency rates for low-income students was 17%
Our overall math proficiency rates for Hispanic students was 29%
Our overall math proficiency rates for African American students was 23%
Our overall math proficiency rates for Special Education students was 11%

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, AA, HIS, SED, and SWD subgroups. The above data was shared with teachers and SSC members throughout SY 23/24.

2023-24 Attendance Data YTD: Attendance Rate 94.29%.

ATSI subgroup data is as follows: AA 92.32%, HIS students at 91.69%, Special Education students at 89.24%, ELL students at 91.2%, SED students at 92.2%

2023-24 Suspension Data YTD: Suspension Rate 7.23%

ATSI subgroup data is as follows: AA 15.31%, HIS 8.29%, SPED 15.44%, ELL students at 9.77%, SED 13.78%

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.33% | 0.11% | 0.60% | 3 | 1 | 6 |
| African American | 7.00% | 7.38% | 6.53% | 63 | 69 | 65 |
| Asian | 21.89% | 21.82% | 23.72% | 197 | 204 | 236 |
| Filipino | 0.44% | 0.53% | 0.60% | 4 | 5 | 6 |
| Hispanic/Latino | 19.11% | 18.61% | 19.30% | 172 | 174 | 192 |
| Pacific Islander | 0.89% | 0.53% | 0.20% | 8 | 5 | 2 |
| White | 40.44% | 40.64% | 38.49% | 364 | 380 | 383 |
| Multiple/No Response | 9.89% | 10.37% | 10.55% | 89 | 97 | 105 |
| Total Enrollment | | | | 900 | 935 | 995 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Grade 6 | 244 | 267 | 262 |
| Grade 7 | 309 | 359 | 371 |
| Grade 8 | 347 | 309 | 362 |
| Total Enrollment | 900 | 935 | 995 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 82 | 105 | 102 | 9.10% | 9.1% | 10.3% |
| Fluent English Proficient (FEP) | 193 | 202 | 225 | 22.20% | 21.4% | 22.6% |
| Reclassified Fluent English Proficient (RFEP) | | | | 5.7% | | |

School and Student Performance Data

Student Population

The 2023 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.

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 935 | 44 | 11.2 | 0.3 |
| 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. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 105 | 11.2 |
| Foster Youth | 3 | 0.3 |
| Homeless | 29 | 3.1 |
| Socioeconomically Disadvantaged | 411 | 44 |
| Students with Disabilities | 90 | 9.6 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 69 | 7.4 |
| American Indian | 1 | 0.1 |
| Asian | 204 | 21.8 |
| Filipino | 5 | 0.5 |
| Hispanic | 174 | 18.6 |
| Two or More Races | 97 | 10.4 |
| Pacific Islander | 5 | 0.5 |
| White | 380 | 40.6 |

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.”



| |
|---|
| 2023 Fall Dashboard Overall Performance for All Students |
|---|

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

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








This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 2 | 3 | 0 | 3 | 0 |

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.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
|  Green 18.4 points above standard Decreased -13.2 points 857 Students |  Red 108.6 points below standard Decreased -10.2 points 145 Students | Less than 11 Students 2 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 110 points below standard Increased Significantly +34.4 points 22 Students |  Orange 57.2 points below standard Decreased -6.2 points 393 Students |  Orange 107.4 points below standard Increased Significantly +30.4 points 78 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|---|---|---|
| African American  Red 72.5 points below standard Maintained +0.7 points 60 Students | American Indian Less than 11 Students 1 Student | Asian  Green 51.2 points above standard Decreased -10.7 points 187 Students | Filipino Less than 11 Students 5 Students |
| Hispanic  Orange 25 points below standard Decreased -5.4 points 159 Students | Two or More Races  Green 41.6 points above standard Decreased -11.2 points 88 Students | Pacific Islander Less than 11 Students 5 Students | White  Green 30.6 points above standard Decreased Significantly - 20.1 points 352 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|--|---|--|
| Current English Learner 189.5 points below standard Decreased Significantly -28.1 points 72 Students | Reclassified English Learners 28.8 points below standard Decreased Significantly -17.7 points 73 Students | English Only 34 points above standard Decreased -9.4 points 582 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.

All students scored 18.4 points above standard which was a decrease from the previous school year. Our lowest performing student groups were English learners and African Americans. English learners scored 108.6 points below standard which was a decrease from the previous school year. African American students scored 72.5 points below standard which was similar to the previous school year.

In comparison to previous data, a significant increase in Chronic Absenteeism and Suspension, as well as lack of student engagement, may have likely contributed to the above results.

Resources that may contribute to an increase in student achievement and attendance, as well as a decrease in suspension could include the following: SCIS, Additional ELL instructional periods, After-school programs (POMS), Release time for instructional staff for literacy planning and professional development (PLI).

School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 2 | 3 | 0 | 3 | 0 |

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.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students | English Learners | Foster Youth |
|  Yellow 4.9 points below standard Decreased -9.5 points 861 Students |  Red 140.5 points below standard Decreased -11.8 points 146 Students | Less than 11 Students 2 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 147.1 points below standard Increased Significantly +15.3 points 23 Students |  Orange 88.6 points below standard Maintained -2.8 points 397 Students |  Red 153.6 points below standard Maintained +1.6 points 80 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| | | | |
|---|---|--|--|
| African American  Orange 105.2 points below standard Increased +10.9 points 60 Students | American Indian Less than 11 Students 1 Student | Asian  Green 53.2 points above standard Decreased -4.3 points 189 Students | Filipino Less than 11 Students 5 Students |
| Hispanic  Orange 70.7 points below standard Decreased Significantly - 15.2 points 160 Students | Two or More Races  Green 7.6 points above standard Increased +4.5 points 89 Students | Pacific Islander Less than 11 Students 5 Students | White  Green 8.4 points above standard Decreased Significantly - 15.4 points 352 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| | | |
|--|---|---|
| Current English Learner 214.9 points below standard Decreased Significantly -18.5 points 73 Students | Reclassified English Learners 66.1 points below standard Decreased Significantly -30.2 points 73 Students | English Only 9.9 points above standard Decreased -4.8 points 584 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.

All students scored 4.9 points below standard which was a decrease from the previous school year. Our lowest performing student groups were English learners and Students with Disabilities. English learners scored 140.5 points below standard which was a decrease from the previous school year. Students with Disabilities scored 153.6 below standard which was similar to the previous year.

In comparison to previous data, a significant increase in Chronic Absenteeism and Suspension, as well as lack of student engagement, may have likely contributed to the above results.

Resources that may contribute to an increase in student achievement and attendance, as well as a decrease in suspension could include the following: SCIS, Additional ELL instructional periods, After-school programs (POMS), Release time for Math instructional staff for planning and professional development (PLI).

School and Student Performance Data

Academic Performance English Learner Progress

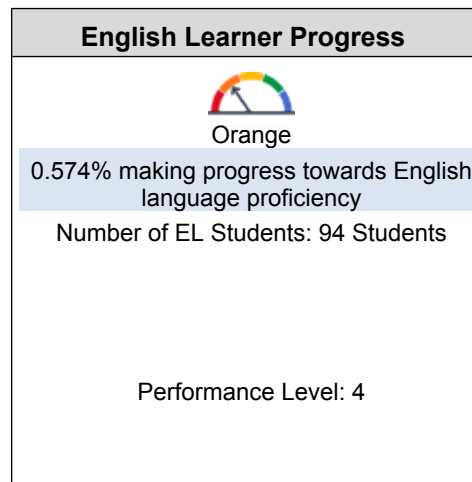
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 8 | 32 | 0 | 53 |

Lowest Performing Group:

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

53 progressed at least one ELPI Level. We had 32 students that maintained their ELPI level and 8 students that decreased.

We hired a SCIS to support a large majority of our ELL students and families with language and access to resources, which we believe may have supported growth in this subgroup. We also needed to open additional ELD sections to help keep class sizes optimal to ensure reading and language instruction was accessible for all students.

Resources that may contribute to an increase in student achievement and attendance, as well as a decrease in suspension could include the following: SCIS, Additional ELL instructional periods, After-school programs (IYT, PO), Release time for ELD instructional staff for planning and professional development (PLI). We also are able to provide student support through a .5 MTSS Social Worker and a .5 MTSS Counselor.

School and Student Performance Data

Academic Performance College/Career Report

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| Very Low | Low | Medium | High | Very High |
|--------------------|-----|--------|------|---------------------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High

High

Medium

Low

Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

N/A

English Learners

N/A

Foster Youth

N/A

Homeless

N/A

Socioeconomically Disadvantaged

N/A

Students with Disabilities

N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

[illegible]

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.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

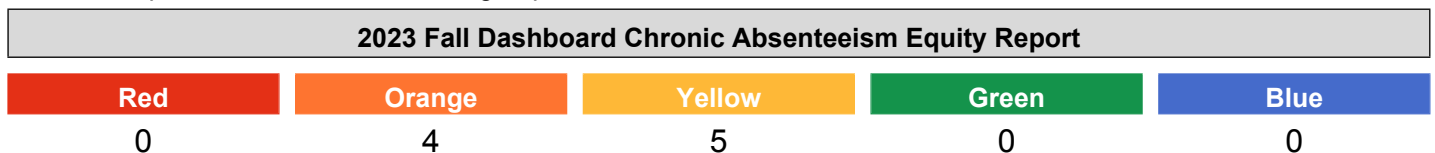
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|---|
| All Students  <p>Yellow</p> <p>19.6% Chronically Absent</p> <p>Declined Significantly -4</p> <p>997 Students</p> | English Learners  <p>Yellow</p> <p>24.5% Chronically Absent</p> <p>Declined Significantly -4.4</p> <p>163 Students</p> | Foster Youth <p>Less than 11 Students</p> <p>3 Students</p> |
| Homeless  <p>Orange</p> <p>53.8% Chronically Absent</p> <p>Declined -13.5</p> <p>39 Students</p> | Socioeconomically Disadvantaged  <p>Yellow</p> <p>28.3% Chronically Absent</p> <p>Declined Significantly -11.1</p> <p>502 Students</p> | Students with Disabilities  <p>Orange</p> <p>41.3% Chronically Absent</p> <p>Declined -14</p> <p>104 Students</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|---|---|--|--|
| African American  Orange 35.1% Chronically Absent Declined -10 77 Students | American Indian Less than 11 Students 2 Students | Asian  Orange 7.9% Chronically Absent Increased 0.8 214 Students | Filipino Less than 11 Students 5 Students |
| Hispanic  Yellow 35.1% Chronically Absent Declined Significantly -7.1 188 Students | Two or More Races  Yellow 18.2% Chronically Absent Declined -5.2 99 Students | Pacific Islander Less than 11 Students 5 Students | White  Yellow 16% Chronically Absent Declined Significantly -3.2 407 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.

19.6% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student groups include English learner, homeless, students with disabilities, African American students, and Asian students. 24.5% of our English learners were chronically absent which was a significant decrease from the previous school year. 41.3% of our students with disabilities were chronically absent which was a decrease from the previous school year. 35.1% of our African American students were chronically absent which was a decrease from the previous school year. 7.9% of our Asian students were chronically absent which was an increase from the previous school year.

There is observed progress in several subgroups, yet overall, we believe a lack of student engagement, both in classrooms and on campus in general amongst these subgroups, as well as a lack of school wide incentives to increase attendance, has negatively contributed to school wide chronic absenteeism.

SCIS, School-wide attendance campaigns, Intervention Team Attendance plan strategies

School and Student Performance Data

Academic Engagement Graduation Rate

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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.

School and Student Performance Data

Conditions & Climate Suspension Rate

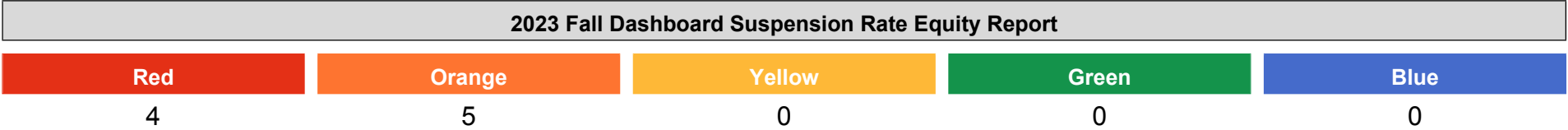
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Orange

8.9% suspended at least one day

Increased 1.6

1032 Students

English Learners



Red

13.8% suspended at least one day

Increased Significantly 8.3

167 Students

Foster Youth

Less than 11 Students

4 Students

Homeless



Orange

14.3% suspended at least one day

Declined -5.7

42 Students

Socioeconomically Disadvantaged



Red

14.3% suspended at least one day

Increased 0.6

525 Students

Students with Disabilities








Orange

16.8% suspended at least one day

Declined -6.1

113 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|---|---|---|
| African American  Orange 17.1% suspended at least one day Declined -4.5 82 Students | American Indian Less than 11 Students 2 Students | Asian  Orange 4.1% suspended at least one day Increased 1.3 218 Students | Filipino Less than 11 Students 5 Students |
| Hispanic  Red 12.6% suspended at least one day Increased 1.1 199 Students | Two or More Races  Red 14.7% suspended at least one day Increased 1 102 Students | Pacific Islander Less than 11 Students 5 Students | White  Orange 6.4% suspended at least one day Increased 2.6 419 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.

8.9% of all students were suspended at least one day which was an increase from the previous school year. Our lowest performing student groups were English learners, Socioeconomically Disadvantaged, Hispanic students, and students identified as two or more races. 13.8% of our English learners were suspended at least one day which was a significant increase from the previous school year. 14.3% of our Socioeconomically Disadvantaged students were suspended at least one day which was an increase from the previous school year. 12.6% of our Hispanic students were suspended at least one day which was an increase from the previous school year. 14.7% of our students identified as two or more races were suspended at least one school day which was an increase from the previous school year.

A lack of school based interventions and resources to help students in developing safe behavior may be contributing to our increase in suspension rates.

SCIS, After school programming, PBIS Professional Development for staff, high quality instruction and student engagement.

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: 2023-24

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 2023-24, the results from 2023-24 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 ATSI subgroups of AA, HIS, ELL, SPED, and SED. Over the course of the year, the ELA and Math iReady scores for students at grade level within each subgroup are as follows:

2023-24 iReady ELA DATA

In looking at our ELA iReady Reading Data, 57% 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 65%.
Overall ELA proficiency rates for 7th-grade students in the At or Above Grade Level was 50%.
Overall ELA proficiency rates for 8th-grade students in the At or Above Grade Level was 56%.

2023-24 ATSI iReady ELA DATA

Our overall ELA proficiency rates for EL students was 0%
Our overall ELA proficiency rates for SED students was 23%
Our overall ELA proficiency rates for Hispanic students was 21%
Our overall ELA proficiency rates for African American students was 16%
Our overall ELA proficiency rates for Special Education students was 13%

2023-24 iReady MATH DATA

In looking at our Math iReady Data, 52% 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 65%
Our overall math proficiency rates for 7th-grade students in the At or Above Grade Level was 46%
Our overall math proficiency rates for 8th-grade students in the At or Above Grade Level was 56%

2023-24 ATSI iReady MATH DATA

Our overall math proficiency rates for EL students was 2%
Our overall math proficiency rates for SED students was 17%
Our overall math proficiency rates for Hispanic students was 29%
Our overall math proficiency rates for African American students was 23%
Our overall math proficiency rates for Special Education students was 11%

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)

Offering after school homework help program (Power Hour) in an effort to provide a positive, quiet and productive learning environment for students needing help in one or more core academic areas has remained a core support to students. 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. We also hired a SCIS to help provide outreach and support to our families that are not historically connected to our school community. Because of our high number of students in our ELL program needing additional support and services, our SCIS has been a significant resource in providing that support.

2023-24

Identified Need

Looking to 2024/25, 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 introducing 4 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 2022-23 | | Expected Outcome 2023-24 |
|--|---------------------------------|-----------------------------|--------------------------|
| ELA State Assessment: Change in scale score | All Students | 18.4 points above standard | +3 scale score points |
| | English Learners | 108.6 points below standard | |
| | Foster Youth | | |
| | Homeless | 110 points below standard | |
| | Socioeconomically Disadvantaged | 57.2 points below standard | |
| | Students with Disabilities | 107.4 points below standard | |
| | African American | 72.5 points below standard | |
| | American Indian | | |
| | Asian | 51.2 points above standard | |
| | Filipino | | |

| Metric/Indicator | Baseline 2022-23 | | Expected Outcome 2023-24 |
|---|---------------------------------|-----------------------------|--------------------------|
| | Hispanic | 25 points below standard | |
| | Two or More Races | 41.6 points above standard | |
| | Pacific Islander | | |
| | White | 30.6 points above standard | |
| Math State Assessment: Change in scale score | All Students | 4.9 points below standard | +3 scale score points |
| | English Learners | 140.5 points below standard | |
| | Foster Youth | | |
| | Homeless | 147.1 points below standard | |
| | Socioeconomically Disadvantaged | 88.6 points below standard | |
| | Students with Disabilities | 153.6 points below standard | |
| | African American | 105.2 points below standard | |
| | American Indian | | |
| | Asian | 53.2 points above standard | |
| | Filipino | | |
| | Hispanic | 70.7 points below standard | |
| | Two or More Races | 7.6 points above standard | |
| | Pacific Islander | | |
| | White | 8.4 points above standard | |
| English Language Learner State Assessment: | 0.574% | | +2% |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|------------------|--------------------------|
| Change in percentage of English language learners making progress on ELPAC | | |
| English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient | 20.61% | +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 English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 750.00 | SY 2024/25 |
| 1.2 | Provide release time for grade-level collaboration teams to develop cross-curricular and interdisciplinary | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | SY 2024/25 |

| | | | | | |
|-----|---|--|--|-------|------------|
| | activities to enhance the learning environment for all students | | | | |
| 1.3 | Implement .2 FTE Math Support Grade Level General Education from General Staffing | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | Other 1000-1999: Certificated Personnel Salaries | 21641 | SY 2024/25 |
| 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 | | | SY 2024/25 |
| 1.5 | Provide Professional Development to all staff in Thursday Collaboration on incorporating GLAD strategies into General Ed instructional strategies | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | | | SY 2024/25 |
| 1.6 | Student supplies and learning | X All Students English Learners | LCFF Supplemental | 8245 | SY 2024/25 |

| | | | | | |
|-----|--|--|---|------|------------|
| | materials to ensure all students have access to course required materials for all subject areas. | Low-Income Students Foster Youth Lowest Performing | Site Allocation 4000-4999: Books And Supplies | | |
| 1.7 | Supplies and materials for ELL students | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1500 | SY 2024/25 |

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: 2023-24

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 2023-24, the results from 2023-24 will be used as 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 ATSI subgroups of AA, HIS, ELL, SPED, and SED. Over the course of the year, the ELA and Math iReady scores for students at grade level within each subgroup are as follows:

2023-24 iReady ELA DATA

In looking at our ELA iReady Reading Data, 57% 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 65%.
Overall ELA proficiency rates for 7th-grade students in the At or Above Grade Level was 50%.
Overall ELA proficiency rates for 8th-grade students in the At or Above Grade Level was 56%.

2023-24 ATSI iReady ELA DATA

Our overall ELA proficiency rates for EL students was 0%
Our overall ELA proficiency rates for SED students was 23%
Our overall ELA proficiency rates for Hispanic students was 21%
Our overall ELA proficiency rates for African American students was 16%
Our overall ELA proficiency rates for Special Education students was 13%

2023-24 iReady MATH DATA

In looking at our Math iReady Data, 52% 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 65%
Our overall math proficiency rates for 7th-grade students in the At or Above Grade Level was 46%
Our overall math proficiency rates for 8th-grade students in the At or Above Grade Level was 56%

2023-24 ATSI iReady MATH DATA

Our overall math proficiency rates for EL students was 2%
Our overall math proficiency rates for SED students was 17%
Our overall math proficiency rates for Hispanic students was 29%
Our overall math proficiency rates for African American students was 23%
Our overall math proficiency rates for Special Education students was 11%

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

In SY 2022/23 we introduced KidTalk Protocols in our Grade Level teams to ensure Tier I instructional/behavioral supports are continuously in place for all students, especially those needing additional support. Safety is an area of focus, and we spend much of our funds hiring an additional campus monitor. We also hired a SCIS 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 program needing additional support and services, our SCIS has been a significant resource in providing that support. We will continue with using ELO funds to hire a SCIS for SY 2024/25.

2023-24 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.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|---|--------------------------|
| Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | <div>All Students 19.6% Chronically Absent</div> <div>English Learners 24.5% Chronically Absent</div> <div>Foster Youth</div> <div>Homeless 53.8% Chronically Absent</div> <div>Socioeconomically Disadvantaged 28.3% Chronically Absent</div> <div>Students with Disabilities 41.3% Chronically Absent</div> <div>African American 35.1% Chronically Absent</div> <div>American Indian</div> <div>Asian 7.9% Chronically Absent</div> <div>Filipino</div> <div>Hispanic 35.1% Chronically Absent</div> <div>Two or More Races 18.2% Chronically Absent</div> <div>Pacific Islander</div> <div>White 16% Chronically Absent</div> | -0.5% |
| Attendance: Percentage of the school year attended for students in TK-12 | 93.60% | 95% |
| High School Dropout Rate: | N/A | N/A |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|--|--------------------------|
| 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. | 0.60% | .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 | . |

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 | Continue our student reward system that supports our | X All Students English Learners Low-Income Students Foster Youth | LCFF Supplemental Site Allocation | 7500 | SY 2024/25 |

| | | | | | |
|--|---|-------------------|-------------------------------|--|--|
| | 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. Develop Homeroom curriculum 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 reward system for our ATSI subgroups to increase achievement and | Lowest Performing | 4000-4999: Books And Supplies | | |
|--|---|-------------------|-------------------------------|--|--|

| | | | | | |
|-----|--|--|---|----------------------|------------|
| | connectedness to school. | | | | |
| 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 English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 27,829 22,426 | SY 2024/25 |
| 2.3 | Enhance Family Engagement through quarterly school events (Celebration Breakfasts, Parent Ed Meetings, etc) in facilitated by admin in order to help students and families feel connected to school and reduce middle school drop-out rates. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 750 | SY 2024/25 |

| | | | | | |
|-----|---|--|---|-----|------------|
| 2.4 | 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 English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | SY 2024/25 |
| 2.5 | Develop a plan with our intervention team to address chronic absenteeism | All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, HIS, ELL, SES, SWD | | | |

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: 2023-24

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 2023-24, the results from 2023-24 will be used as drivers for action in planning for next school year.

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

2023-24 iReady ELA DATA
In looking at our ELA iReady Reading Data, 57% 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 65%.
Overall ELA proficiency rates for 7th-grade students in the At or Above Grade Level was 50%.
Overall ELA proficiency rates for 8th-grade students in the At or Above Grade Level was 56%.

2023-24 ATSI iReady ELA DATA

Our overall ELA proficiency rates for EL students was 0%
Our overall ELA proficiency rates for SED students was 23%
Our overall ELA proficiency rates for Hispanic students was 21%
Our overall ELA proficiency rates for African American students was 16%
Our overall ELA proficiency rates for Special Education students was 13%

2023-24 iReady MATH DATA

In looking at our Math iReady Data, 52% 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 65%
Our overall math proficiency rates for 7th-grade students in the At or Above Grade Level was 46%
Our overall math proficiency rates for 8th-grade students in the At or Above Grade Level was 56%

2023-24 ATSI iReady MATH DATA

Our overall math proficiency rates for EL students was 2%
Our overall math proficiency rates for SED students was 17%
Our overall math proficiency rates for Hispanic students was 29%
Our overall math proficiency rates for African American students was 23%
Our overall math proficiency rates for Special Education students was 11%

We look at attendance and suspension data quarterly in order to align our intervention strategies with the needs of our students.

YTD Churchill Attendance Rate = 94.20%
YTD AA Attendance Rate = 92.18%
YTD HIS Attendance Rate = 91.50%
YTD SPED Attendance Rate = 89.06%
YTD ELL Attendance Rate = 91.15%
YTD SED Attendance Rate = 92.10%

As of 1/8/24 Churchill Suspension Rate = 7.23%
As of 1/8/24 AA Suspension Rate = 15.31%
As of 1/8/24 HIS Suspension Rate = 8.29%
As of 1/8/24 SPED Suspension Rate = 15.44%
As of 1/8/24 ELL Suspension Rate = 10.37%

As of 1/8/24 SED Suspension Rate = 13.78%

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 program needing additional support and services, our SCIS has been a significant resource in providing that support. We will continue with using ELO funds to hire a SCIS for SY 2024/25.

2023-24

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 2022-23 | | Expected Outcome 2023-24 |
|--|------------------|----------------------------------|--------------------------|
| 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 | 8.9% suspended at least one day | -0.3% |
| | English Learners | 13.8% suspended at least one day | |
| | Foster Youth | | |
| | Homeless | 14.3% suspended at least one day | |

| Metric/Indicator | Baseline 2022-23 | | Expected Outcome 2023-24 |
|---|---|--|--------------------------|
| | Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White | 14.3% suspended at least one day 16.8% suspended at least one day 17.1% suspended at least one day 4.1% suspended at least one day 12.6% suspended at least one day 14.7% suspended at least one day 6.4% suspended at least one day | |
| Expulsion Rate: Percentage of students expelled from school. | 0.10% | | .15% |
| Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey. | 62.5% | | 70% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 44.5% | | 50% |
| 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 | After School Programming (IYT, Project Optimism, etc.) | All Students English Learners 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 | 10,000 | SY 2024/25 |
| 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 English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation | | SY 2024/25 |
| 3.3 | Hire a second campus monitor to assist with climate and culture. Goal is to | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation | | SY 2024/25 |

| | | | | | |
|-----|---|--|--|--|------------|
| | improve school climate and students' attendance. Will be a member of our Site Safety Team. PC #33439 | | | | |
| 3.4 | 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. | All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation | | SY 2024/25 |

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 | | |

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$101,641.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-----------------------------------|-----------------|
| LCFF Supplemental Site Allocation | \$80,000.00 |
| Other | \$21,641.00 |

Subtotal of state or local funds included for this school: \$101,641.00

Total of federal, state, and/or local funds for this school: \$101,641.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|-----------------------------------|--------|---------|
| LCFF Supplemental Site Allocation | 80,000 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------------|-----------|
| LCFF Supplemental Site Allocation | 80,000.00 |
| Other | 21,641.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 21,641.00 |
| 2000-2999: Classified Personnel Salaries | 27,829.00 |
| 3000-3999: Employee Benefits | 22,426.00 |
| 4000-4999: Books And Supplies | 18,995.00 |
| 5000-5999: Services And Other Operating Expenditures | 10,750.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------------------------|-----------|
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 27,829.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 22,426.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 18,995.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 10,750.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 21,641.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 32,636.00 |
| Goal 2 | 59,005.00 |
| Goal 3 | 10,000.00 |

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
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

| Name of Members | Role |
|--------------------|----------------------------|
| Theresa Hollenbeck | Classroom Teacher |
| Martha Gutierrez | Classroom Teacher |
| Alexander Paxton | Classroom Teacher |
| Sarah Britton | Parent or Community Member |
| Mary Beth Barber | Parent or Community Member |
| Jennifer Morgan | Parent or Community Member |
| Cammy Sliwa | Other School Staff |
| Leah Lewandowski | Other School Staff |
| 7th Grade Student | Secondary Student |
| 7th Grade Student | Secondary Student |
| Mike Magliola | 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 |
|---|------------------------------------|
|  | 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 20th, 2024.

Attested:

| | |
|---|---|
|  | Principal, Michael Magliola on May 20th, 2024 |
|  | SSC Chairperson, Luis Pacheco on May 20th, 2024 |

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

\$80,000.00 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 | \$750.00 | Connected School Communities | |
| Provide release time for grade-level collaboration teams to develop cross-curricular and interdisciplinary activities to enhance the learning environment for all students | 4000-4999: Books And Supplies | \$500.00 | Connected School Communities | |
| Student supplies and learning materials to ensure all students have access to course required materials for all subject areas. | 4000-4999: Books And Supplies | \$8,245.00 | Connected School Communities | |
| Supplies and materials for ELL students | 4000-4999: Books And Supplies | \$1,500.00 | Connected School Communities | |

Winston Churchill Middle School

| | | | |
|---|--|-------------|---|
| 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. Develop Homeroom curriculum 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 reward system for our ATSI subgroups to increase achievement and connectedness to school. | 4000-4999: Books And Supplies | \$7,500.00 | 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 | \$27,829.00 | Healthy Environments for Socio-Emotional Growth |
| Enhance Family Engagement through quarterly school events (Celebration Breakfasts, Parent Ed Meetings, etc) in 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 | \$750.00 | 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 | \$22,426.00 | Healthy Environments for Socio-Emotional Growth |
| After School Programming (IYT, Project Optimism, etc.) | 5000-5999: Services And Other Operating Expenditures | \$10,000.00 | Engaging Academics |

Winston Churchill Middle School

| | | | |
|--|--|------------|----------------------------------|
| 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: | \$87,500.00 |
|---|-------------|

| | |
|---|--------|
| 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 | |

| | |
|---------------------------|-------------|
| Other Total Expenditures: | \$21,641.00 |
|---------------------------|-------------|

| | |
|---------------------------|--------|
| Other Allocation Balance: | \$0.00 |
|---------------------------|--------|

| | |
|---|--------------|
| Winston Churchill Middle School Total Expenditures: | \$154,110.00 |
|---|--------------|