



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	11/17/2020	11/17/2020

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)

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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.

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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

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on -----
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate: 96.98% Year to Date

Synchronous learning weekly percentage rate:

Asynchronous engagement - weekly assignment completion rate:

Learning loss - to be determined.

iReady Data Analysis (this is baseline data as we have only tested once in the fall and this is a brand new assessment tool):

In looking at our ELA iReady Data, 59.5% of our students were at At/Exceeding in the fall of 2020

Our overall ELA proficiency rates for 6th-grade students in the At/Exceeding level was 63.2%

Our overall ELA proficiency rates for 7th-grade students in the At/Exceeding level was 57.2%

Our overall ELA proficiency rates for 8th-grade students in the At/Exceeding level was 59.3%

Our overall ELA proficiency rates for EL students was 3.3%

Our overall ELA proficiency rates for low-income students was 24.1%

Our overall ELA proficiency rates for Hispanic students was 38.9%

Our overall ELA proficiency rates for African American students was 23.9%

Our overall ELA proficiency rates for Special Education students was 9.4%

In looking at our Math iReady Data, 56.4% of our students were At/Exceeding in the fall of 2020

Our overall math proficiency rates for 6th-grade students in the AT/Exceeding was 65.9%

Our overall math proficiency rates for 7th-grade students in the AT/Exceeding was 50.9%

Our overall math proficiency rates for 8th-grade students in the AT/Exceeding was 55.2%

Our overall math proficiency rates for EL students was 3.3%

Our overall math proficiency rates for low-income students was 24.5%

Our overall math proficiency rates for Hispanic students was 33.7%

Our overall math proficiency rates for African American students was 17.4%

Our overall math proficiency rates for Special Education students was 8.2%

Target groups:

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners.

Analysis prior to COVID 19 Pandemic:

In looking at our ELA CAASPP data, 65.5% of our students were At/Exceeding standards in 2019, compared to 65.3% in 2018. This means that we had a slight growth of 0.2%.

Our overall ELA proficiency rates for 6th-grade students in the At/Exceeding level were 69% which was a decrease of 2% from the previous year.

Our overall ELA proficiency rates for 7th-grade students in the At/Exceeding level were 67% which was a 5% increase from the previous year.**

Our overall ELA proficiency rates for 8th-grade students in the At/Exceeding level were 62% which was a 4% decrease from the previous year.

Our overall ELA proficiency rates for EL students was 4.0% which was a 3.1% increase from the previous year.**

Our overall ELA proficiency rates for low-income students was 35.2% which was a 4.2% increase from the previous year.**

Our overall ELA proficiency rates for Hispanic students was 48.4% which was a 5% increase from the previous year.**

Our overall ELA proficiency rates for African American students was 27.3% which was a 0.6% decrease from the previous year.

Our overall ELA proficiency rates for Special Education students was 7.8% which was a 3.5% increase from the previous year.**

In looking at our math CAASPP data, 58.5% of our students were At/Exceeding standards in 2019, which was unchanged from the previous year

Our overall math proficiency rates for 6th-grade students in the AT/Exceeding was 61% which was a 2% increase from the previous year.**

Our overall math proficiency rates for 7th-grade students in the AT/Exceeding was 59% which was a 3% increase from the previous year.**

Our overall math proficiency rates for 8th-grade students in the AT/Exceeding was 57% which was a 1% decrease from the previous year.

Our overall math proficiency rates for EL students was 5.9% which was a 3.3% increase from the previous year.**

Our overall math proficiency rates for low-income students was 25.9% which was a 3.1% increase from the previous year.**

Our overall math proficiency rates for Hispanic students was 35.1% which was a 3.1% decrease from the previous year.

Our overall math proficiency rates for African American students was 18.5% which was a 0.9% increase from the previous year.**

Our overall math proficiency rates for Special Education students was 7.7% which was a 4.5% increase from the previous year.**

The data tells us that overall, we held steady for our math performance and had a slight uptick in our ELA scores. Although the overall movement is minimal, we had pockets of strong growth. Our 7th grade ELA and math scores both increased by 5% and 3% respectively.

Our low-income population had growth in both ELA and math with increases of 4.2% and 3.1% respectively. Another growth area was for our EL students in both ELA and math with increases of 3.1% and 3.3% respectively. Special Education was another strong growth area with ELA and math scores both going up 3.5% and 4.5% respectively.

Areas of concern were located in our 8th grade ELA and math scores which both dropped by 4% and 1% respectively. Our Hispanic students saw mixed results with a 5% increase in ELA scores, but a 3.1% decrease in math scores. Our African American students showed relatively flat results with a 0.6% drop in ELA and only a small increase of 0.9% in math.

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. In support of our EL students, we will also focus on GLAD strategies.

We had several sections in the parent, student, staff survey that were areas of concern. Only 60.1% of students thought the school climate is positive, nurturing and caring. Another area of concern was related to how students feel about people being respectful to others, with only 45.4% believing that is true. Only 52.6% of students thought that the school listens to student input on important decisions.

Last year we had a 8.06% suspension rate which was a 5.36% decrease over the previous year. We will continue to focus on Positive Behavioral Interventions and Supports.

Last year we had a 98.4% attendance rate which was a 2.4% increase over the previous year.**

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Green	None	None	Green	Green
English Learners	Orange	Yellow	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Orange	None	None	Orange	Orange
Socioeconomically Disadvantaged	Orange	Yellow	None	None	Yellow	Yellow
Students with Disabilities	Red	Orange	None	None	Orange	Orange
African American	Yellow	Red	None	None	Yellow	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Green	Yellow	None	None	Blue	Blue
Filipino	None	None	None	None	None	None
Hispanic	Orange	Green	None	None	Green	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Green	None	None	Green	Green
Two or More Races	Green	Green	None	None	Blue	Green

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by...

Attendance: Students are not attending due to technical issues, having multiple siblings in the same household that are also zooming, being home alone during school hours because parents are at work, lack of motivation and discipline.

Lack of engagement in synchronous learning is attributed to the home environment, access to many distractions (TV, Video Games, etc), surfing the internet while on zoom instead of engaging in the lessons.

Lack of assignment completion stems from not fully comprehending the assignment and expectations, feeling overwhelmed with the workload, submitting blank assignments on google classroom thinking teachers won't see that the document is blank, not having an adult monitor their work and make sure they are turning in assignments.

Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth.

Root Cause Analysis prior to Distance Learning:

Based on stakeholder feedback, several root causes have been identified as impacting our data. The following list is a summary of some of those causes:

- When students enter Churchill, many are admitted into the IB Middle Years Program, which has a high achieving academic requirement. The vast majority of students come to us with above-grade-level performance. Growth for these high achievers often occurs in smaller increments.
- Another group of students that attend Churchill are part of our IB Ambassador Program, which is made up of students who live within our school boundary. These students are often at or below-grade-level and require more supports. Although these students may need more interventions, they can also see more significant growth.
- Our staff is focused on finding a balance between teaching grade-level standards while remediating in both ELA and math. We also want to challenge those students who demonstrate a high motivation for learning and work to help them reach their full potential.
- Students in our Ambassador Program have a more difficult time accessing grade-level material and in some cases they are several grade levels behind. In an effort to support them, we have three math foundations classes that support 6th, 7th & 8th-grade students who have been identified as needing additional math support. We use data from both local and standardized assessments to identify these students.
- Some of our students have social and emotional needs that come from issues at home and can also come from school-related issues. We have multiple ways of helping students emotionally so they are able to be in the right frame of mind to focus on their school work. School counselors and social workers collaborate and respond to students and families who request social/emotional help.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

A discussion of critical issues arose among the planning team while reviewing the data. In particular, the team remains concerned about the persistent achievement gap between white students, and each of the following subgroups: low socioeconomic status, English Learners, African American students, Latino students and students with disabilities. These areas of concern led the team to reaffirm, with revisions, the goals designed to support improvements in student outcomes, alignment of curriculum and instruction to Common Core State Standards (CCSS), and increase student, family and community engagement and connectedness to Churchill Middle School.

We will ensure students receive rigorous, effective, balanced, and differentiated instruction resulting in increased student achievement and goal attainment - this goal is designed to directly address Churchill's persistent achievement gap. As indicated in the data, targeted subgroups, particularly English learners continue to struggle due to language barriers, lack of prior knowledge, and lack of engagement and connectedness to the school community. Goal 1 is focused on providing a variety of instructional configurations in order to meet the needs of all students. Configurations will be determined through review of relevant data and analysis of student work in order to ensure that we are able to personalize the instructional environment and support goal attainment by each student. This work will be supported by content coaches, special education staff, English learner support staff, and MTSS staff.

With an end goal of creating and fostering a caring and culturally responsive learning environment, we will integrate character education and service-learning throughout our curriculum (a key aspect of International Baccalaureate Middle Years Program and curriculum) to help our students become contributing responsible and caring members of our diverse community. Research on school connectedness demonstrates that children who feel connected to school want to come to school each morning. Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them (Goodenow, 1993). Increased school connectedness naturally leads to improved attendance rates, positive classroom behavior, and academic achievement.

Stakeholder Involvement

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

This plan was developed in consultation with teachers, support staff, students, parents and community members throughout the last school year and during the current school year. During the process, the plan was shared out and feedback was gathered from stakeholders to ensure that the plan reflects the current needs of our school based on multiple data points and current climate and survey results. Teachers collaborate on a weekly basis to thoughtfully plan for instruction and discuss teaching and learning best practices as well as meeting to support the social and emotional needs of students. The English Learner Advisory Committee also has a role to ensure that students and families who are learning English as a second language are supported and represented in our school plan. Through clear and effective communication, we will actively increase the engagement of families and community stakeholders as valued partners of our students' education. Parent and community engagement in the education of children and youth is critical to improving the outcomes of all Churchill students. This goal is designed to effectively communicate and engage Churchill's community stakeholders to support student learning through parent capacity building to support at-home learning and engage in decision-making activities on our campus. We intend to use of community resources to expand learning opportunities beyond the school day for Churchill students.

Resource Inequities

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

A discussion of critical issues arose among the planning team while reviewing the data. In particular, the team remains concerned about the persistent achievement gap between white students, and each of the following subgroups: low socioeconomic status, English Learners, African American students, Latino students and students with disabilities. These areas of concern led the team to reaffirm, with revisions, the goals designed to support improvements in student outcomes, alignment of curriculum and instruction to Common Core State Standards (CCSS), and increase student, family and community engagement and connectedness to Churchill Middle School.

We will ensure students receive rigorous, effective, balanced, and differentiated instruction resulting in increased student achievement and goal attainment - this goal is designed to directly address Churchill's persistent achievement gap. As indicated in the data, targeted subgroups, particularly English learners continue to struggle due to language barriers, lack of prior knowledge, and lack of engagement and connectedness to the school community. Goal 3 is focused on providing a variety of instructional configurations in order to meet the needs of all students. Configurations will be determined through review of relevant data and analysis of student work in order to ensure that we are able to personalize the instructional environment and support goal attainment by each student. This work will be supported by content coaches, special education staff, English learner support staff, and MTSS staff.

With an end goal of creating and fostering a caring and culturally responsive learning environment, we will integrate character education and service-learning throughout our curriculum (a key aspect of International Baccalaureate Middle Years Program and curriculum) to help our students become contributing responsible and caring members of our diverse community. Research on school connectedness demonstrates that children who feel connected to school want to come to school each morning. Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them (Goodenow, 1993). Increased school connectedness naturally leads to improved attendance rates, positive classroom behavior, and academic achievement.

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

Connected School Communities

LEA/LCAP Goal

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.

SPSA/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.

2020-21

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

Winter 2020-21 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.

Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.

Create a position(s) for Communication Liaison. This position would be responsible for improving and maintaining school-wide and community-wide communication. This would mainly be

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

done through emails, newsletters, school website and marquee.

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide parental and community involvement through outreach, parent and family events and parent training and information related to college/career readiness.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, Staff & Parents along with Family and Community Engagement Office	LCFF Supplemental Site Allocation	1000.00	School Year 2020-21
1.2	Develop an attendance improvement plan with student and staff incentives. Reward students for improvements in attendance goals.	X All Students English Learners Low-Income Students Foster Youth Other	Attendance Improvement Team, LST, PBIS, Administration & Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000.00	School Year 2020-21
1.3	Provide supplemental	X All Students English Learners	Administration	LCFF Supplemental	153079.00	School Year 2020-21

	instructional administrator to support equitable outcomes for all students. 1.0 FTE	Low-Income Students Foster Youth Other		tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
1.4	Work with Winston Churchill IB PTO to increase parent and community participation at school events: Parent meetings, Back to School Night, Open House, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, Staff & Parent Groups			School Year 2020-21

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

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

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.

SPSA/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.

Annual Review

SPSA Year Reviewed: 2019-20

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

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

1.

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

2.

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

The School Plan for Student Achievement was revised to align to the newly developed 2020-2023 LCAP. The Comprehensive Needs Assessment lead to the identification of --- as an area of focus. To address this, Actions ----, ---- , and ---- were written into the plan.

2020-21

Identified Need

Students need to feel safe at school in order to achieve and they need to feel connected to the school if we want them to have positive attendance and behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Suspension Rate		
District Survey - School Culture Staff. Percent strongly agree/agree overall. District Survey - School Culture Parent. Percent strongly agree/agree overall. District Survey - School Culture Student. Percent strongly agree/agree overall.		Over 70% of students will feel like they are part of their school (feel connected).
Attendance		
District Survey - Safety Staff. Percent strongly agree/agree overall. District Survey - Safety Parent. Percent strongly agree/agree overall. District Survey - Safety Student. Percent strongly agree/agree overall.		

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	<p>Create a student reward system that supports our school-wide 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).</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration, Leadership Team, Staff, LST, PBIS and Parent Groups</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries</p>	<p>1968.00</p>	<p>School Year 2020-21</p>

2.2	Develop and maintain a LST (Learning Support Team) which will focus on meeting the needs of our under-served and at-risk students.	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration & Staff	Other None Specified	200.00	School Year 2020-21
2.3	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	District Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	50239.00	School Year 2020-21

2.4	Provide additional Tier 2 interventions through PBIS strategies to address students of need based on school-wide screening. Check-in/Check-out staff member and class and BSP's.	X All Students English Learners Low-Income Students Foster Youth Other	LST, Administration & Staff	LCFF Supplemental Site Allocation None Specified	300.00	School Year 2020-21
2.5	Pay staff member to input data into our Q system that could then be used by LST and staff.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	200.00	School Year 2020-21
2.6	Hire a second campus monitor to assist with climate and culture. Goal is to improve school climate and students' attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	42208.00	School Year 2020-21

Will be a member of our Site Safety Team, LST Team and Churchill's PBIS Team.

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

Engaging Academics

LEA/LCAP Goal

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.

SPSA/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.

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies (IB, AVID, EL) to increase student achievement. We will continue to focus on whole school IB instructional practices and philosophies with the end goal of all students reaching proficiency on local, state, national and IB standards.

Annual Review

SPSA Year Reviewed: 2019-20

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

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

The overall implementation of actions in 2018-19 was effective in many areas. Last year, the focus continued to be on regularly monitoring student progress, using data to identify student needs and implementing effective and innovative strategies (IB, AVID, EL) to increase student achievement.

We will continue to focus on whole school IB instructional practices and philosophies with the end goal of all students reaching proficiency on local, state, national and IB standards. In looking at our data we can celebrate improvements in the following areas:

The data tells us that overall, we held steady for our math performance and had a slight uptick in our ELA scores. Although the overall movement is minimal, we had pockets of strong growth. Our 7th grade ELA and math scores both increased by 5% and 3% respectively. Our low-income population had growth in both ELA and math with increases of 4.2% and 3.1% respectively. Another growth area was for our EL students in both ELA and math with increases of 3.1% and 3.3% respectively. Special Education was another strong growth area with ELA and math scores both going up 3.5% and 4.5% respectively. Last year we had an 8.06% suspension rate which was a 5.36% decrease over the previous year. We will continue to focus on Positive Behavioral Interventions and Supports.

Last year we had a 98.4% attendance rate which was a 2.4% increase over the previous year.

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

No major changes

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

Last year Churchill focused on whole school IB instructional practices and that work will continue this year as we are preparing for our IB Evaluation. We will also focus on communicating school expectations to our students, families and community members so that the IB program can be better understood and supported. We will also continue to focus on PBIS, school attendance, student suspension and student engagement.

2020-21

Identified Need

Increased achievement in our identified areas of concern: 8th grade English Language Arts (ELA) and math scores dropped by 4% and 1% respectively. Improving our academic performance for Hispanic students who saw a 3.1% decrease in math scores and for African American students who showed relatively flat results with a 0.6% drop in ELA and only a small increase of 0.9% in math. We want to continue to focus on our low-income population who had growth in both ELA and math with increases of 4.2% and 3.1% respectively and EL students who saw growth in both ELA and math with increases of 3.1% and 3.3% respectively. We would also like to continue to focus on Special Education students who saw strong growth areas with ELA and math scores both going up 3.5% and 4.5% respectively.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
ELA CAASPP	ELA 65.5% proficiency rate	ELA 70.5% proficiency rate (5% growth)
Math CAASPP	Math 58.5 proficiency rate	Math 63.5% proficiency rate (5% growth)

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all students (IB, AVID, SPED, EL etc.) through professional development opportunities, workshops, and conferences.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	4000.00	School Year 2020-21
3.2	Provide time for teacher collaboration and lesson planning. Provide supplemental	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team & Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated	4000.00	School Year 2020-21

	instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment.			Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies		
3.3	Provide funding for enrichment activities that support the core curriculum and support student learning. Ex: Plays, productions, field trips, guest speakers and special events for all content areas.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Leadership Team, Teachers & Students	LCFF Supplemental Site Allocation	1472.00	School Year 2020-21
3.4	Develop and implement an after school homework program called Power Hour that is supervised by credentialed teachers and provides a	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Other	50000.00	School Year 2020-21

	positive, quiet and productive learning environment for students needing help in one or more core academic areas. (centrally funded)					
3.5	Provide intervention math instruction for 6th & 7th grade students who have scored below standard. .20 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Intervention Math Teacher	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	24896	School Year 2020-21
3.6	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).	All Students X English Learners Low-Income Students Foster Youth Other	ELD Support teachers and instructional periods	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	136176	School Year 2020-21

	1.0 ELD Teacher positions					
3.7	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 BIA	All Students X English Learners Low-Income Students Foster Youth Other	Bilingual Instructional Assistant/Instructional Assistant	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	26514	School Year 2020-21
3.8	Ensure ELAC coordination: Plan and run ELAC meetings, test EL students, tutor and translate documents into	All Students X English Learners Low-Income Students Foster Youth Other	Administration & EL Support Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500.00	School Year 2020-21

	EL families' home language.			5000-5999: Services And Other Operating Expenditures		
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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

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/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.

Annual Review

SPSA Year Reviewed: 2019-20

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

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

This is a new goal based on proposed LCAP.

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

This is a new goal based on proposed LCAP.

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

This is a new goal based on proposed LCAP.

**2020-21
Identified Need**

Annual Measurable Outcomes

Metric/Indicator Baseline 2019-20 Expected Outcome 2020-21

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	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.	All Students X English Learners X Low-Income Students Foster Youth X Other African American males	Administration and Family and Student Engagement Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	5000.00	School Year 2020-21

4.2	Provide AVID to support students success in high school to prepare them for college/career. .4 FTE AVID	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Centralized Services (District Only)	44958.00	School Year 2020-21
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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	\$549,710.00

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 (\$)
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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 Centralized Services (District Only)	\$273,172.00
LCFF Supplemental English Learner Central	\$162,690.00
LCFF Supplemental Site Allocation	\$63,648.00
Other	\$50,200.00

Subtotal of state or local funds included for this school: \$549,710.00

Total of federal, state, and/or local funds for this school: \$549,710.00

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	63648	0.00
LCFF Supplemental English Learner Central	162,690	0.00
LCFF Supplemental Centralized Services (District Only)	273172	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	273,172.00
LCFF Supplemental English Learner Central	162,690.00
LCFF Supplemental Site Allocation	63,648.00
Other	50,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	376,090.00
2000-2999: Classified Personnel Salaries	68,722.00
4000-4999: Books And Supplies	2,968.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
None Specified	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	44,958.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	228,214.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	136,176.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	26,514.00
	LCFF Supplemental Site Allocation	1,472.00
	LCFF Supplemental Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	11,700.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	42,208.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,968.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00
None Specified	LCFF Supplemental Site Allocation	300.00
	Other	50,000.00
None Specified	Other	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	155,079.00
Goal 2	95,115.00
Goal 3	249,558.00
Goal 4	49,958.00

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

Name of Members	Role
Kimberli Heck	Classroom Teacher
Theresa Hollenbeck	Classroom Teacher
Shelley Jerue	Classroom Teacher
Curtis Robinson	Classroom Teacher
Anne Larsson	Parent or Community Member
John Na	Parent or Community Member
Susan Bassett	Parent or Community Member
Nicole Hou	Secondary Student
Katherine Carroll	Secondary Student
Navya Gottumukkala	Secondary Student
Bailey Kauffman	Secondary Student
Brent Givens	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

Departmental 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 11/17/2020.

Attested:

ON FILE

Principal, Brent Givens on 11/17/2020

ON FILE

SSC Chairperson, Kimberli Heck on 11/17/2020

Budget By Expenditures

Winston Churchill Middle School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$273,172.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .5 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$50,239.00	Healthy Environments for Socio-Emotional Growth	
Provide supplemental instructional administrator to support equitable outcomes for all students. 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$153,079.00	Connected School Communities	
Provide intervention math instruction for 6th & 7th grade students who have scored below standard. .20 FTE	1000-1999: Certificated Personnel Salaries	\$24,896.00	Engaging Academics	
Provide AVID to support students success in high school to prepare them for college/career. .4 FTE AVID		\$44,958.00	Clear Pathways to Bright Futures	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$273,172.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$162,690.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 ELD Teacher positions	1000-1999: Certificated Personnel Salaries	\$136,176.00	Engaging Academics	

Winston Churchill Middle School

Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .75 BIA	2000-2999: Classified Personnel Salaries	\$26,514.00	Engaging Academics
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LCFF Supplemental English Learner Central Total Expenditures:	\$162,690.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation **\$63,648.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure ELAC coordination: Plan and run ELAC meetings, test EL students, tutor and translate documents into EL families' home language.	1000-1999: Certificated Personnel Salaries	\$2,500.00	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.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Clear Pathways to Bright Futures	
Create a student reward system that supports our school-wide 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).	4000-4999: Books And Supplies	\$1,968.00	Healthy Environments for Socio-Emotional Growth	

Winston Churchill Middle School

Provide parental and community involvement through outreach, parent and family events and parent training and information related to college/career readiness.		\$1,000.00	Connected School Communities
Develop an attendance improvement plan with student and staff incentives. Reward students for improvements in attendance goals.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Provide additional Tier 2 interventions through PBIS strategies to address students of need based on school-wide screening. Check-in/Check-out staff member and class and BSP's.	None Specified	\$300.00	Healthy Environments for Socio-Emotional Growth
Pay staff member to input data into our Q system that could then be used by LST and staff.	1000-1999: Certificated Personnel Salaries	\$200.00	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, LST Team and Churchill's PBIS Team.	2000-2999: Classified Personnel Salaries	\$42,208.00	Healthy Environments for Socio-Emotional Growth
Work with the Leadership Team and Department Chairs to ensure quality first instruction in the classroom to meet the needs of all students (IB, AVID, SPED, EL etc.) through professional development opportunities, workshops, and conferences.	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	Engaging Academics
Provide time for teacher collaboration and lesson planning.	1000-1999: Certificated Personnel Salaries	\$4,000.00	Engaging Academics
Provide supplemental instructional materials and supplies, including but not limited to: books and materials, on-line resources, technology and equipment.			
Provide funding for enrichment activities that support the core curriculum and support student learning. Ex: Plays, productions, field trips, guest speakers and special events for all content areas.		\$1,472.00	Engaging Academics

Winston Churchill Middle School

LCFF Supplemental Site Allocation Total Expenditures: \$63,648.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Develop and implement an after school homework program called Power Hour that is supervised by credentialed teachers and provides a positive, quiet and productive learning environment for students needing help in one or more core academic areas. (centrally funded)		\$50,000.00	Engaging Academics	
Develop and maintain a LST (Learning Support Team) which will focus on meeting the needs of our under-served and at-risk students.	None Specified	\$200.00	Healthy Environments for Socio-Emotional Growth	

Other Total Expenditures: \$50,200.00

Other Allocation Balance: \$0.00

Winston Churchill Middle School Total Expenditures: \$549,710.00