School Year: **2023-24**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Andrew N. Christensen Middle School
Address	5757 Haggin Oaks Avenue Livermore, CA 94551
County-District-School (CDS) Code	01 61200 6085773
Principal	Brian Scharmann
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	10/16/2023
Schoolsite Council (SSC) Approval Date	10/16/2023
Local Board Approval Date	11/14/2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

THE STORY:

Mission - The Christensen Middle School mission is to offer a challenging curriculum and programs that provide all students with the opportunity to communicate and collaborate effectively, become responsible citizens, demonstrate positive relationships, and think critically to solve problems.

Vision - Christensen Middle School's vision is to provide a safe and inclusive environment where ALL students can develop the academic, technical, physical, social, and emotional skills needed to become productive citizens and lifelong learners.

Christensen Middle School will offer a strong academic program where:

- The California standards are the basis for instruction.
- Advancement Via Individual Determination (AVID) strategies are implemented site wide.
- Teachers expect all students to achieve high academic standards.
- Teachers provide a variety of instructional activities that address students′ individual cognitive, developmental, academic, and emotional needs.
- Lessons address a variety of learning styles by differentiation of instruction.
- Support programs for students with Individualized Education Programs (IEPs).
- Multiple assessments are used to gather and communicate information about each student′s strengths and areas for improvement.
- Electives, schoolwide activities, and after-school programs that enrich the mind and body and provide ties to school and community are available to all.
- Students master all basic academic skills according to District and State guidelines.
- Students work toward attaining their maximum potential.
- Students are prepared for the academic rigor of high school.

Christensen Middle School will promote social responsibility:

- Students will model our Positive Behavioral Interventions and Supports (PBIS) core values, which are: Be Respectful, Be Responsible, Be Safe, and Be Kind.
- All adults will model and teach the importance of PBIS.
- Students will leave CMS with the interpersonal skills needed for their future success.
- Students will become lifelong learners.

School Profile

Andrew N. Christensen was a long-time resident of the Livermore Valley and he served on the Board of Trustees of the Green School District for 19 years and was a member of the Board of Trustees of the Livermore Joint Union High School District for 14 years. In addition to his community and civic participation, Mr. Christensen was also a cattle and horse rancher.

On June 29, 1966, the Board of Trustees of the Green Joint School District of Alameda and Contra Costa Counties passed a resolution to rename the Greenville-North Site #1 school site Andrew N. Christensen School.

Established in 1972, Andrew N. Christensen School was a grades 3-6 elementary school in 1972. In 1977 with the closure of Green School, Christensen became a K-6 school. After a school board decision to move grade 6 to middle school, the District established Christensen as a K-5 school. Grade 6 was added back in 1990, grade 7 was added in 1991 and grade 8 was added in 1992. In 1991, the school site completed a remodeling process with the addition of new classrooms and administration building.

With the opening of Leo Croce Elementary School in 1991, Christensen began to transition to a 4-8 school. When Altamont Creek Elementary School opened in 2000, Christensen transitioned to its present configuration serving grades six through eight and became Andrew N. Christensen Middle School.

The site currently houses thirty-nine certificated staff, thirty-five classified staff, three custodians, and approximately 616 students. The CMS student body is diverse and is currently composed 20.8% Asian, .3% Pacific Islander, 26.9% Hispanic/Latino, 1.1% African American, 42.8% White, and 8.0% Two or More Races.19.9% of CMS students are

Socioeconomically Disadvantaged, 24.2% are Students with Disabilities, and 6.3% of CMS students are English Language Learners.

CMS is proud to have thirty-seven spacious classrooms arranged in grade-level or subject matter “clusters.” At the center of each cluster is a mini-courtyard, complete with benches and greenery, where students study, snack, and socialize when class is not in session. The CMS campus includes four science labs, two home economics teaching kitchens, a library, a gymnasium with locker rooms, two music rooms, a multipurpose room, a kitchen, an outdoor eating area, a courtyard, and an administration office.

Educational Partner 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

The SPSA was presented for input at the first School Site Council meeting of the year, which was held on October 16, 2023. The CMS School Site Council is composed of the Principal, one elected other school representative, three elected classroom teachers, three elected parents, and three elected students.

The SPSA was presented for input at the second English Language Advisory Committee meeting of the year, which was held on October 10, 2023.

CMS Staff members have been consulted through the meetings of the Instructional Leadership Team, as well as a multi-step whole staff examination of school data to review last year's goals and establish new goals for the 2023-2024 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.48%	0%		3	0
African American	1.4%	0.80%	2.29%	9	5	14
Asian	16.1%	16.35%	18.79%	103	102	115
Filipino	2.8%	2.40%	2.29%	18	15	14
Hispanic/Latino	27.8%	28.53%	26.47%	178	178	162
Pacific Islander	0.6%	0.48%	0.82%	4	3	5
White	42.2%	42.15%	41.99%	270	263	257
Multiple/No Response	9.1%	8.65%	7.35%	58	54	45
			Total Enrollment	640	624	612

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	208	218	180
Grade 7	201	208	226
Grade 8	231	198	206
Total Enrollment	640	624	612

Conclusions based on this data:

1. Each of the last five school years, CMS has had a slight decline in student enrollment.
2. CMS has remained relatively diverse as the demographics of California the Bay Area have continued to shift.
3. CMS has a positive climate and culture; all staff and students feel at home on campus. Deepening implementation of the PBIS initiative is supporting the goal of maintaining an inclusive and collaborative culture.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	45	44	32	7.00%	7.1%	5.2%
Fluent English Proficient (FEP)	136	141	154	21.30%	22.6%	25.2%
Reclassified Fluent English Proficient (RFEP)	11	100	104	24.4%	16.3%	17%

Conclusions based on this data:

1. Over the last three school years, the number of English Learners (ELs) at CMS has declined. Our EL population has slid from 7% to 5.2% from 2020-2021 to 2021-2022, and then to 5.2% of the overall student body in 2022-2023. The number of students identified as Fluent English Proficient has shown growth each of the last three years: 1.3% growth from 2020-2021 to 2021-2022, and 2.6% growth from 2021-2022 to 2022-2023. The percentage of EL students Reclassified as Fluent English Proficient declined significantly between the 2020-2021 and 2021-2022 school years, and then saw a slight increase of .7% between the 2021-2022 and 2022-2023 school years.
2. CMS has continued with the "Power of One" program, now in its seventh year. As part of this program, each staff member selects a student from the English Learner population to regularly connect with to check in on grades and provide a variety of supports in a one-on-one support and mentoring model.
3. The CMS English Language Development (ELD) Coordinator provides consistent support and regular professional development for teaching staff. The ELD Coordinator continues to push in to classes to support EL students while in their English Language Arts, Math, and Science classes. The ELD Coordinator has also worked to make connections with EL students by encouraging them to attend EL Scholars Club which is offered four days per week after school, pushing into their classes to observe their progress in the English Language Arts (ELA) courses, and ongoing communication with the EL families.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	202	222	179	193	218	178	192	218	178	95.5	98.2	99.4
Grade 7	196	209	222	188	206	220	187	206	220	95.9	98.6	99.1
Grade 8	227	196	203	217	194	202	217	194	202	95.6	99.0	99.5
All Grades	625	627	604	598	618	600	596	618	600	95.7	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2563.	2556.	2584.	29.69	27.06	34.83	38.54	35.78	35.96	18.23	20.18	17.42	13.54	16.97	11.80
Grade 7	2578.	2597.	2575.	24.06	34.95	27.27	44.39	34.95	35.00	13.90	13.11	19.55	17.65	16.99	18.18
Grade 8	2561.	2575.	2580.	17.97	20.62	24.75	35.94	33.51	32.67	18.43	26.29	19.80	27.65	19.59	22.77
All Grades	N/A	N/A	N/A	23.66	27.67	28.67	39.43	34.79	34.50	16.95	19.74	19.00	19.97	17.80	17.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	28.42	24.31	33.15	56.84	58.26	50.56	14.74	17.43	16.29
Grade 7	22.99	33.50	28.64	59.89	53.40	56.82	17.11	13.11	14.55
Grade 8	23.04	25.77	23.76	51.15	55.15	52.48	25.81	19.07	23.76
All Grades	24.75	27.83	28.33	55.72	55.66	53.50	19.53	16.50	18.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	31.41	27.98	39.33	51.31	57.80	53.37	17.28	14.22	7.30
Grade 7	38.50	42.23	27.73	45.99	40.78	51.82	15.51	16.99	20.45
Grade 8	21.40	21.65	25.25	45.58	56.70	52.97	33.02	21.65	21.78
All Grades	30.02	30.74	30.33	47.55	51.78	52.67	22.43	17.48	17.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	24.21	18.35	24.16	67.89	70.18	68.54	7.89	11.47	7.30
Grade 7	16.04	20.87	17.73	72.19	70.87	74.09	11.76	8.25	8.18
Grade 8	15.21	18.04	16.34	70.97	72.16	72.77	13.82	9.79	10.89
All Grades	18.35	19.09	19.17	70.37	71.04	72.00	11.28	9.87	8.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	30.21	24.31	30.34	60.42	65.14	57.30	9.38	10.55	12.36
Grade 7	28.34	32.52	24.09	59.89	55.34	63.18	11.76	12.14	12.73
Grade 8	22.58	24.74	31.68	59.45	63.40	54.95	17.97	11.86	13.37
All Grades	26.85	27.18	28.50	59.90	61.33	58.67	13.26	11.49	12.83

Conclusions based on this data:

1. Since the previous assessments during the 2021-2022 school year, .6% more students met or exceeded the standards overall. There was significant growth in 6th grade with 7.8% more students meeting or exceeding standards, nominal growth in 8th grade with 2.5% more students meeting or exceeding standards, but amongst the 7th grade students there was significant decrease of 7.4% less students meeting or exceeding standards
2. When comparing 2022-2023 CAASPP data to the previous years, the English Language Arts data confirms that some of our grade levels outperformed their peers which is a reflection to managing student behaviors but also the need to improve Tier I instruction in our classes.
3. During the fifth full year of our Reading intervention program, we continue to increase the level of the reading abilities by almost two grade levels on average for the students participating in the program.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	202	222	179	194	220	177	191	220	177	96.0	99.1	98.9
Grade 7	196	209	222	187	204	220	184	204	220	95.4	97.6	99.1
Grade 8	227	196	203	220	194	202	217	194	202	96.9	99.0	99.5
All Grades	625	627	604	601	618	599	592	618	599	96.2	98.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2526.	2527.	2546.	18.32	21.36	24.86	23.04	20.00	22.60	33.51	31.82	25.99	25.13	26.82	26.55
Grade 7	2544.	2547.	2555.	20.65	24.02	23.64	21.74	22.06	25.00	30.98	25.49	28.18	26.63	28.43	23.18
Grade 8	2545.	2543.	2571.	23.50	19.59	25.74	13.36	18.56	21.78	25.81	22.68	22.77	37.33	39.18	29.70
All Grades	N/A	N/A	N/A	20.95	21.68	24.71	19.09	20.23	23.21	29.90	26.86	25.71	30.07	31.23	26.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	17.99	18.18	27.68	55.03	55.45	46.89	26.98	26.36	25.42
Grade 7	26.78	25.98	30.45	49.18	43.63	43.18	24.04	30.39	26.36
Grade 8	21.66	17.53	29.21	46.08	50.00	44.06	32.26	32.47	26.73
All Grades	22.07	20.55	29.22	49.92	49.84	44.57	28.01	29.61	26.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	17.28	17.27	20.90	55.50	53.64	55.37	27.23	29.09	23.73
Grade 7	12.50	23.04	18.18	62.50	54.41	60.45	25.00	22.55	21.36
Grade 8	22.58	20.10	25.25	48.39	50.52	50.00	29.03	29.38	24.75
All Grades	17.74	20.06	21.37	55.07	52.91	55.43	27.20	27.02	23.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	14.66	14.55	23.73	65.97	64.09	58.19	19.37	21.36	18.08
Grade 7	20.65	20.59	20.91	61.41	58.82	62.27	17.93	20.59	16.82
Grade 8	17.97	21.13	21.29	64.06	56.70	56.93	17.97	22.16	21.78
All Grades	17.74	18.61	21.87	63.85	60.03	59.27	18.41	21.36	18.86

Conclusions based on this data:

1. For the second straight year, we have experienced growth in the area of Math. From the 2020-2021 to the 2021-2022 school year, 1.86% more students met or exceeded the standards overall; and from the 2021-2022 to the 2022-2023 school year, 5.99% more students met or exceeded the standards overall. There was growth at all three grade levels: 6.14% more 6th grade students meeting or exceeding standards, 2.52% more 7th grade students meeting or exceeding standards, and in impressive 9.35% more 8th grade students meeting or exceeding standards in Math. Overall students, experienced significantly more growth in Math than in English Language Arts as compared to the previous two years of assessment data.
2. When comparing 2022-2023 CAASPP data to the 2021-2023 CAASPP data, the Math data confirms the implementation of Targeted Math Support classes as well as improved Tier I Math instruction through the use of AVID strategies has improved teaching and learning outcomes.
3. Our Math Professional Learning Community has deepened their implementation of Standards-Based Grading with fidelity which has driven students to better understand the content, to persevere, and to try again when they do not succeed at their first attempt.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	1538.7	*	*	1550.5	*	*	1526.4	*	10	12	8
7	1517.2	1528.4	*	1514.5	1537.0	*	1519.3	1519.6	*	14	17	9
8	1476.3	1537.6	1532.9	1465.5	1536.8	1558.9	1486.6	1537.9	1506.5	12	13	13
All Grades										36	42	30

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	25.00	*	*	33.33	*	*	25.00	*	*	16.67	*	*	12	*
7	15.38	18.75	*	23.08	37.50	*	38.46	31.25	*	23.08	12.50	*	13	16	*
8	0.00	15.38	15.38	8.33	38.46	15.38	50.00	46.15	46.15	41.67	0.00	23.08	12	13	13
All Grades	8.57	19.51	20.00	28.57	36.59	23.33	34.29	34.15	36.67	28.57	9.76	20.00	35	41	30

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	50.00	*	*	25.00	*	*	25.00	*	*	0.00	*	*	12	*
7	38.46	43.75	*	23.08	37.50	*	7.69	6.25	*	30.77	12.50	*	13	16	*
8	8.33	15.38	23.08	25.00	53.85	46.15	25.00	30.77	23.08	41.67	0.00	7.69	12	13	13
All Grades	22.86	36.59	33.33	31.43	39.02	43.33	11.43	19.51	13.33	34.29	4.88	10.00	35	41	30

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	8.33	*	*	25.00	*	*	41.67	*	*	25.00	*	*	12	*
7	0.00	0.00	*	23.08	25.00	*	38.46	50.00	*	38.46	25.00	*	13	16	*
8	0.00	7.69	0.00	8.33	7.69	7.69	8.33	53.85	38.46	83.33	30.77	53.85	12	13	13
All Grades	0.00	4.88	3.33	14.29	19.51	6.67	40.00	48.78	46.67	45.71	26.83	43.33	35	41	30

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	16.67	*	*	50.00	*	*	33.33	*	*	12	*
7	15.38	0.00	*	76.92	87.50	*	7.69	12.50	*	13	16	*
8	16.67	0.00	7.69	41.67	84.62	61.54	41.67	15.38	30.77	12	13	13
All Grades	14.29	4.88	16.67	65.71	75.61	56.67	20.00	19.51	26.67	35	41	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	75.00	*	*	25.00	*	*	0.00	*	*	12	*
7	69.23	75.00	*	0.00	18.75	*	30.77	6.25	*	13	16	*
8	45.45	46.15	69.23	9.09	53.85	23.08	45.45	0.00	7.69	11	13	13
All Grades	61.76	65.85	70.00	2.94	31.71	20.00	35.29	2.44	10.00	34	41	30

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	8.33	*	*	33.33	*	*	58.33	*	*	12	*
7	0.00	6.25	*	38.46	43.75	*	61.54	50.00	*	13	16	*
8	8.33	7.69	0.00	0.00	38.46	30.77	91.67	53.85	69.23	12	13	13
All Grades	2.86	7.32	3.33	25.71	39.02	23.33	71.43	53.66	73.33	35	41	30

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
7	0.00	6.25	*	92.31	75.00	*	7.69	18.75	*	13	16	*
8	0.00	0.00	0.00	90.91	100.00	69.23	9.09	0.00	30.77	11	13	13
All Grades	0.00	2.44	10.00	91.18	87.80	66.67	8.82	9.76	23.33	34	41	30

Conclusions based on this data:

1. 22% of EL students tested during the 2022-2023 school year fall into the Well Developed group and 54% fall into the Somewhat/Moderately Developed groups. These students require moderate linguistic support. The second largest group of students consists of 24% of those tested who are in the Beginning group that require more extensive support, linguistic support.

2. There are fourteen students in Special Education who also are designated as EL. This is evidence of the continued downward trajectory which has seen a decrease over the past several years. The percentage of EL students who are also Special Education has fallen over the last few years from 60% to 50%, 50% to 43.18%, to the current level of 41.18%.

3. After a significant decrease in the number of students who were tested from 2018-2019 to 2020-2021, the number of students tested continues to fluctuate with a relatively stable range year to year. 33 students were tested in the 2022-2023 school year, 37 students were tested in the 2021-2022 school year, and 26 students were tested in the 2020-2021 school year.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

Total student tested = 249	33.3%
Aerobic Capacity	249
Body Composition	249
Abdominal Strength and Endurance	249
Trunk Extensor Strength and Flexibility	249
Upper Body Strength and Endurance	249
Flexibility	249

Conclusions based on this data:

1. The full return to in-person learning allowed us to collect data as a means of assessing the specific physical needs of students.
2. The CMS PE staff consistently goes above and beyond the mandated testing requirements. Though 33.3% of the overall student population formally participated in the formal assessment (7th grade), 98% of of our overall student population participated in components of the Physical Fitness Testing. Collecting and reviewing data during a student's three years at CMS allows the PE staff to help them set goals and track progress in the area of physical fitness.
3. The CMS PE Department has communicated regularly with students and families about the importance of helping create environments for their students to maintain a healthy body and a healthy mind.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	65 %	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	58 %	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	65 %	%

1. The developmental supports that promote positive academic, social, and emotional outcomes, i.e. experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school, are the focus each and every day at CMS.

2. The conclusions are based on the most recent California Healthy Kids Survey data as well as the results of the Panorama Student Supports and Environment student survey, 58% of students feel connected to their school and report that they have caring relationships with the adults on campus. This measurement is down 4% from the previous Spring administration of the Panorama Student Supports and Environment student survey which is indicative of the struggles associated with the return to in-person learning for the duration of a school year.

3. Staff members continue to engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. We are working to implement meaningful changes to reconnect students to their school community.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
624	**20.8**	**7.1**	**0.2**
Total Number of Students enrolled in Andrew N. Christensen 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	44	7.1
Foster Youth	1	0.2
Homeless	11	1.8
Socioeconomically Disadvantaged	130	20.8
Students with Disabilities	100	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.8
American Indian	3	0.5
Asian	102	16.3
Filipino	15	2.4
Hispanic	178	28.5
Two or More Races	54	8.7
Pacific Islander	3	0.5
White	263	42.1

Conclusions based on this data:

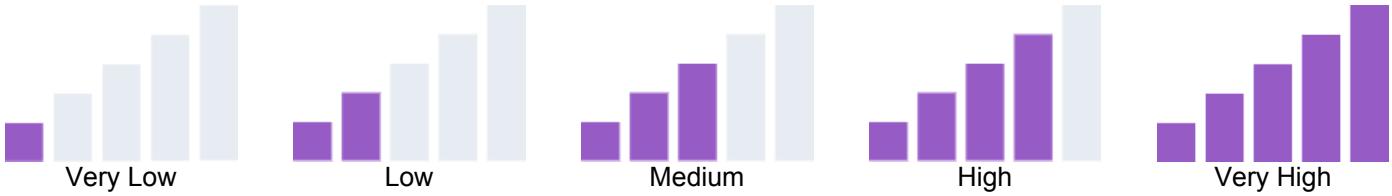
1. Inclusivity on the Christensen campus is a constant focus each day of every school year. Students on the CMS campus present a positive feeling towards diversity and tolerance of those who are different from themselves.
2. The high percentage of Special Education students in the CMS school community has demonstrated the need to support the community with kindness.
3. The demographics of the city and the CMS school community have changed over time. Celebrating the diversity of our student body continues to be one of our primary focal points.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. The trend of improvement in English Language Arts has come to a halt, while the data indicates a significant improvement in Math, almost matching the progress the Math team had been striving for over the past several school years accounting for the setback during the period of distance learning
2. We are in need of targeted Math support as a means of supporting students whose struggles put them significantly behind their peers in Math.

3. Suspension rates increased during the 2022-2023 school year which indicates staff and student struggles to encourage appropriate behavior at school for students who had spent the majority of their time in middle school in various stages of distance and hybrid learning.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

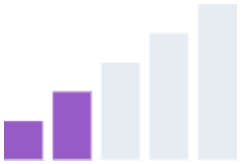
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	1	2

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	No Performance Level
29.8 points above standard	62.2 points below standard	1 Student
596 Students	72 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
56.5 points below standard	44.2 points below standard	77.4 points below standard
11 Students	131 Students	100 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students		Very High 76.6 points above standard 102 Students	No Performance Level 90.4 points above standard 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 14.2 points below standard 168 Students	Very High 49.6 points above standard 50 Students	No Performance Level 3 Students	High 35.1 points above standard 250 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.6 points below standard 36 Students	7.7 points below standard 36 Students	34.4 points above standard 421 Students

Conclusions based on this data:

1. Most student groups maintained their previous levels or had modest decreases. Examples of outliers to this trend include 7% more Black/African American students meeting or exceeded standards, 4% more students with disabilities meeting or exceeded standards, and 5% less Hispanic/Latino students meeting or exceeded standards.
2. Supporting students with disabilities and English Learners in their achievement in the area of English Language Arts is an area of concern and will continue to be an area of focus.
3. While overall remaining relatively flat, there is work to be done to get back on to the upward trajectory of increasing student achievement in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

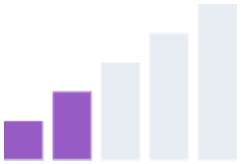
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	1	0	1

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
26.6 points below standard	110.3 points below standard	1 Student
596 Students	72 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
136.5 points below standard	100.3 points below standard	130.0 points below standard
11 Students	130 Students	101 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students		Very High 47.2 points above standard 101 Students	No Performance Level 3.4 points below standard 14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 75.7 points below standard 167 Students	Medium 11.7 points below standard 51 Students	No Performance Level 3 Students	Low 25.1 points below standard 251 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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.8 points below standard 36 Students	59.7 points below standard 36 Students	26.9 points below standard 422 Students

Conclusions based on this data:

1. Overall, the student population that met or exceeded the standards in Math is 4% higher than during the previous test administration.
2. There were gains in the percentage of students who met or exceeded standards in virtually all student groups, but 20% more Native Hawaiian/Pacific Islander performed at or above grade level, 5% more socio-economically disadvantaged students performed at or above grade level, and 4% more students with disabilities performed at or above grade level. The only student group that slid were our Gate students which had a decline of 6% less students who performed at or above grade level.
3. As a result of signs of growth in the area of Math, CMS will continue Targeted Math Support classes in 7th and 8th grade.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

53.3 making progress towards English language proficiency

Number of EL Students: 30 Students

Performance Level: 3

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.

2022 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
20.0%	26.7%	0.0%	53.3%

Conclusions based on this data:

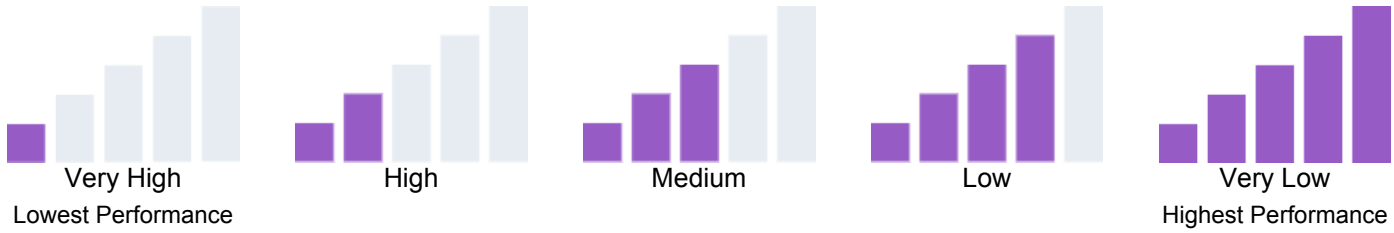
1. CMS is working with our District to increase the attention and support towards the EL community through more support of students and parents. This is year seven of the "Power of One" program at Christensen and the staff is working to increase parental involvement for families of EL students.
2. Mathematics continues to be an area for growth for CMS.
3. As a result of continued stagnant growth for English Learners, CMS is adding an EL Scholars Club after school four days a week to provide small group academic support for our EL students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

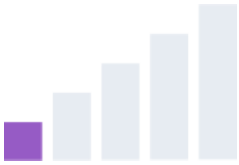
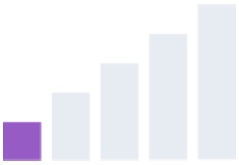
Very High	High	Medium	Low	Very Low
5	1	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
20% Chronically Absent	26.9% Chronically Absent	Less than 11 Students
641 Students	52 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
53.8% Chronically Absent	34.7% Chronically Absent	36.8% Chronically Absent
13 Students	147 Students	106 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		Medium	No Performance Level
27.3% Chronically Absent		9.2% Chronically Absent	0% Chronically Absent
11 Students		109 Students	15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	High
30.4% Chronically Absent	23.1% Chronically Absent	Less than 11 Students	17.8% Chronically Absent
181 Students	52 Students	3 Students	270 Students

Conclusions based on this data:

1. The COVID-19 pandemic and its fallout caused an increase in absenteeism which makes it difficult to compare attendance data to pre-COVID school years. The number of students who were chronically absent improved 2.74% from the 2021-2022 school year where it was 19.9%, to the 2022-2023 school year where it was 17.16%.
2. CMS has incentive programs through the online program, 5 Star, to encourage student attendance.
3. Though 2.74% is a modest improvement, we must continue to focus on bringing school attendance to the same rates that we experienced prior to the COVID-19 pandemic.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	6	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
4.5% suspended at least one day	11.1% suspended at least one day	Less than 11 Students
649 Students	54 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
7.7% suspended at least one day	7.2% suspended at least one day	7.5% suspended at least one day
13 Students	152 Students	107 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 16.7% suspended at least one day 12 Students		Medium 2.7% suspended at least one day 111 Students	No Performance Level 0% suspended at least one day 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 7.6% suspended at least one day 185 Students	Medium 5.8% suspended at least one day 52 Students	No Performance Level Less than 11 Students 3 Students	Medium 2.6% suspended at least one day 271 Students

Conclusions based on this data:

1. The number of students who were suspended from school increased by 2.07% from 5.61% in the 2021-2022 school year to 7.68% in the 2022-2023 school year.
2. Suspension rates increased during the 2022-2023 school year which indicates that school staff struggled to support appropriate behavior at school for students who had spent the majority of their time in middle school in various stages of distance and hybrid learning.
3. Deepening PBIS implementation will continue to be a focus to curtail student behaviors that do not meet expectations.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2022-2023 CAASPP Summative Results 2022-2023 CAASPP Interim Assessment Block Results easyCBM Assessment Results 2023 District Writing Assessment Results ELPAC Scores EL Reclassification Rates Reading Intervention Program Student Data	The overall percentage of students meeting or exceeding the CAASPP standards in ELA will increase by 5%.	The overall percentage of students meeting or exceeding the CAASPP standards in English Language Arts increased by .6%. Thus, we fell short of reaching our goal by 4.4%.
2022-2023 CAASPP Summative Results 2022-2023 CAASPP Interim Assessment Block Results easyCBM Assessment Results District Math Final Results Math Placement Test Results	The overall percentage of students meeting or exceeding the CAASPP standards in Math will increase by 5%.	The overall percentage of students meeting or exceeding the CAASPP standards in Math increased by 5.99%. Thus, exceeding our goal by .99%.
2022-2023 CAASPP Summative Results 2022-2023 CAASPP Interim Assessment Block Results easyCBM Assessment Results 2023 District Writing Assessment Results ELPAC Scores EL Reclassification Rates Reading Intervention Program Student Data District Math Final Results Math Placement Test Results Panorama Survey Results	The process that will be used to monitor and evaluate data is through the use of Illuminate to disaggregate data from formative and benchmark assessments, and teacher-created common aligned assessments. Our staff will analyze this data at monthly Professional Learning Community (PLC) meetings, Coordination Of Services Team (COST) meetings, Grade-Level PLC meetings, as well as whole staff meetings.	Data review cycle completed with fidelity with all stakeholders of the CMS school community.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy: The CMS staff will continue to develop and expand the Reading	Literacy: The CMS staff carried out the Reading Intervention Program,	FTE 1000-1999: Certificated Personnel	FTE 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intervention Program, which is targeted to students directly in a small-group setting during the school day. Data will be collected to measure student progress.	which was targeted to students directly in a small-group setting during the school day. Data were collected to measure student progress."	Salaries General Fund 100,000.00	Salaries General Fund 100,000.00
AVID: In the first full implementation year, the teaching staff will implement AVID strategies site-wide related to Writing, Inquiry, Collaboration, and Organization (WICOR). In addition to site wide implementation, the "Academic Skills" class has been converted to "AVID Readiness," and CMS now offers one section of AVID Middle School for 7th grade.	AVID: In the first full implementation year, the teaching staff implemented AVID strategies site-wide related to Writing, Inquiry, Collaboration, and Organization (WICOR). In addition to site wide implementation, the "Academic Skills" class has been converted to "AVID Readiness," and CMS offered one section of AVID Middle School for 7th grade.	Professional development, AVID membership fees, and supplies for students. 5800: Professional/Consulting Services And Operating Expenditures General Fund 7,500.00	Professional development, AVID membership fees, and supplies for students. 5800: Professional/Consulting Services And Operating Expenditures General Fund 7,500.00
Improved Interventions and Supports outside of the school day: Expanded interventions, including individualized help for all subjects in homework club, and access to software intended to bridge learning gaps.	Enhanced Interventions and Support Beyond School Hours: During the 2022-2023 school year, we expanded our intervention efforts, providing individualized assistance for all subjects through the homework club and granting access to software designed to address learning gaps.	Compensation for teachers and paraeducators to support students outside of the school day. 1000-1999: Certificated Personnel Salaries Admin. discretionary 15,000.00	Compensation for teachers and paraeducators to support students outside of the school day. 1000-1999: Certificated Personnel Salaries LCFF 15,000.00
Targeted Math Support courses offered in 7th and 8th grade.	Targeted Math Support courses offered in 7th and 8th grade.	Math 180 Subscription and Materials 4000-4999: Books And Supplies General Fund 10,000	Registration fees 5800: Professional/Consulting Services And Operating Expenditures General Fund 15,000.00
		.34 FTE for 2 sections of Targeted Math Support 1000-1999: Certificated Personnel Salaries General Fund 35,000	Compensation for Substitute Teachers to allow participants to attend training. 1000-1999: Certificated Personnel Salaries General Fund 2,000.00
Professional Development on English Language Development.	Professional Development on English Language Development offered to all	AVID Professional Development related to ELD instruction,	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	staff members, with a focus on English Language Arts teachers.	Academic Language, and AVID Excel 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1,745.00	

Analysis

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

We implemented the strategies and activities associated with this goal faithfully. Throughout the school year, we seized opportunities to expand our offerings in response to support students who were struggling with appropriate behavior while at school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The data from the 2022-2023 CAASPP summative assessments reveals that most student groups made moderate to negligible gains in overall achievement in English Language Arts, while showing substantial increases in achievement in Math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

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.

While we will make adjustments, our primary goal remains to support learning outcomes for all students in the areas of English Language Arts and Math, with a specific emphasis on aiding English Learners and Students With Disabilities. Details about the changes being made to meet student needs under can be found under 'Planned Improvements: Goal #1.'

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey	CMS will reduce the number of students who experience bullying or harassment while at school by 10%, according to the reports in the office and the Healthy Kids Survey results.	Results of newest Healthy Kids Survey show that the CMS staff has continued to engage students, parents, and educational partners in reviewing and exploring the meaning of the results. The school consistently collaborates and seeks the input of students and their families into how the school might better meet the identified needs of students. Checking the district Monthly reports of discipline in SWIS and PowerSchool Log Entries.
Attendance Reports	Decrease the percentage of students who are chronically absent to under 1%.	Chronic absenteeism rates decreased from 16.4% to 15.5% from the 2021-2022 school year to the 2022-2023 school year.
PE teacher pre-test and post-test evaluation of students 2022-2023 FitnessGram Results	Improved Physical Fitness scores by all students in all grades by 3%.	+/-98% participation in FitnessGram.
Suspension data SWIS Data Discipline incident outcome data Log entries in PowerSchool	Use of conflict resolution, restorative justice practices, and other methods of behavior correction as a means of limiting the time students spend away from school on suspension when possible.	Suspension rates increased from 5.61% to 7.68% from the 2021-2022 school year to the 2022-2023 school year.
Panorama Social-Emotional Survey	Improve the favorable response rate by 3%.	Positive Teacher-Student Relationship rates decreased from 62% to 58% from the 2021-2022 school year to the 2022-2023 school year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS: Positive Behavioral Interventions and Supports during the school day. Activities, lessons and supports delivered in the classroom	PBIS: Positive Behavioral Interventions and Supports were implemented during the school day. Activities, lessons, and supports	Ongoing professional development on the implementation of PBIS practices. 1000-1999: Certificated Personnel	Ongoing professional development on the implementation of PBIS practices. 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to best support students. Positive Behavioral Interventions and Supports have been planned and implemented at CMS; there is clear understanding of expectation of behavior while on campus. Formalizing the Coordination of Services Team (COST) will allow us to better identify students who are in need of support and get them access to needed support as quickly as possible.	were delivered in the classroom to best support students. Positive Behavioral Interventions and Supports were implemented at CMS; there was a clear understanding of the expectation of behavior while on campus. Formalizing the Coordination of Services Team (COST) allowed us to better identify students who were in need of support and get them access to needed support as quickly as possible.	Salaries Title II Part A: Improving Teacher Quality 3,060.00	Salaries Title II Part A: Improving Teacher Quality 2,000.00
Social-emotional learning: The support of a full time counselor has allowed us to address the needs of many students and provide the social-emotional learning that is so greatly needed with the return to in-person learning after the challenges brought on by the COVID-19 pandemic. Continued implementation of Choose Love curriculum in every classroom to create a common vocabulary and common practice for staff and students. The 6th grade program of "Everyone Feels Stuff" by community representatives has supported students to make better decisions socially when interacting with others.	Social-emotional learning: The support of a full-time counselor allowed us to address the needs of many students and provided the social-emotional learning that was greatly needed with the return to in-person learning after the challenges brought on by the COVID-19 pandemic. We continued the implementation of the Choose Love curriculum in every classroom to create a common vocabulary and common practice for staff and students. The 6th-grade program of "Everyone Feels Stuff," led by community representatives, supported students in making better social decisions when interacting with others.	"Everyone Feels Stuff" presentations in 6th Grade classes 5800: Professional/Consulting Services And Operating Expenditures PTA 1,500.00	"Everyone Feels Stuff" presentations to 6th graders 5800: Professional/Consulting Services And Operating Expenditures PTA 1,500.00
Meeting Student Needs: By maintaining a high level of caring relationships with adults at school, CMS staff members hope to meet the needs of students so	Meeting Student Needs: By maintaining a high level of caring relationships with adults at school, CMS staff members hoped to meet the needs of students so	"Pop Up Shop" expenses None Specified PTA 1,000.00	"Pop Up Shop" expenses None Specified PTA 1,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
that they are able to focus on their coursework. PTA will continue to provide a "pop up shop," which provides students toiletries, snacks, school supplies, and other items which they may not have access to due to limited means.	that they could focus on their coursework. PTA continued to provide a 'pop-up shop,' which provided students with toiletries, snacks, school supplies, and other items they may not have had access to due to limited means."		
Attendance: Provide a weekly attendance award for improved attendance through the use of the 5 STAR program. Regular outreach out to families of the students who most frequently miss school. Local and regional partnerships to provide transportation options to allow students to safely get to school via public transportation, walking, or bicycle.	Attendance: Local and regional partnerships provided transportation options to allow students to safely get to school via public transportation, walking, or bicycle	None Specified None Specified 0	None Specified None Specified 0
Physical Fitness: Physical Education rubrics will be used for assessment of all activities in Physical Education. The rubrics will help students to understand what they need to do to master each skill. Use of Illuminate data to determine the needs of the students to be able to pass a minimum of 5 of 6 state assessments on the FitnessGram assessment.	Physical Fitness: Physical Education rubrics were used to assess all activities in Physical Education. The rubrics helped students understand what they needed to do to master each skill. Illuminate data was used to determine the needs of the students to pass a minimum of 5 out of 6 state assessments on the FitnessGram assessment	None Specified None Specified 0	None Specified None Specified 0
Articulation and Collaboration – Visit the sites of the two primary elementary feeder schools to discuss articulation and to determine what has been working well and areas for growth. High school personnel will be brought to the Christensen campus to share with	Articulation and Collaboration – Visits were made to the sites of the two primary elementary feeder schools to discuss articulation and to determine what had been working well and areas for growth. High school personnel were brought to the Christensen campus	Release time for teachers to meet with teachers at other sites for articulation. 1000-1999: Certificated Personnel Salaries Admin. discretionary 2,000.00	Release time for teachers to meet with teachers at other sites for articulation. 1000-1999: Certificated Personnel Salaries Admin. discretionary 2,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students what to expect in high school and how to be successful. Departments and grade levels will collaborate to support one another in best practices.	to share with students what to expect in high school and how to be successful. Departments and grade levels collaborated to support one another in best practices.		

Analysis

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

In recognition of our efforts in the 2022-2023 academic year, we achieved the Bronze PBIS Implementation Award for our commitment to deepening the implementation of Positive Behavioral Intervention Systems and Supports.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent and student meetings were conducted to provide optimal support for students struggling to meet their academic and behavioral goals. Referring students to the school counselor for individual check-ins regarding their needs proved to be highly beneficial for students, teachers, and parents.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

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.

As CMS continues its PBIS implementation work, the school staff will focus on advancing Tier-II supports and the effective utilization of a Coordination of Services Team (COST) on campus, ensuring comprehensive support for all students. Detailed information about these changes can be found under 'Planned Improvements: Goal #2.'

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent participation on site committees	Increase participations rates in PTA and ELAC groups by 10%.	Increase in PTA increased by 5%, and ELAC participation was virtually non-existent.
Data demonstrating staff promotes parental participation in programs	Improved parent participation.	Stagnant parent participation in most areas, with minor increases in the number of parents who joined the CMS PTA.
Schoology parent account information	Maintain 95% parent Schoology account registration rates.	93% of students had at least one parent connected to their Schoology account.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional opportunities for parents to become involved within the school community. Communication through a bi-weekly newsletter, Blackboard, Peachjar, email, phone, and website/app to engage parents to become involved with the school community.	Communication through a bi-weekly newsletter, Blackboard, Peachjar, email, phone, and website/app engaged parents to become involved with the school community.	EL Homework Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily announcements 2000-2999: Classified Personnel Salaries LCFF - Supplemental 28,000	EL Homework Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily announcements 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 4,500.00
		EL Homework Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily announcements 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 1,000	EL Homework Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily announcements 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 15,000
Targeted Parent Communication: Data demonstrating staff promotes parental participation by	Targeted Parent Communication: Data demonstrated that staff promoted parental participation by		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
underrepresented groups in on-campus programs	underrepresented groups in on-campus programs.		
Positive Communication: Teachers will send a physical postcard to the home of each student highlighting something positive they have done during the school year. Teachers will reach out to make positive phone calls, and send emails and text messages regularly.	Positive Communication: Teachers sent physical postcards to the homes of each student, highlighting something positive they had done during the school year. Teachers reached out to make positive phone calls and regularly sent emails and text messages.		

Analysis

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

We utilized newsletters, phone calls, and email communication to engage with families, aiming to encourage their participation in both parent groups and student programs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the CMS parent community displayed a level of engagement in the 2022-2023 school year that was generally consistent with previous years. Participation in the bi-weekly newsletter was positive and increased participation in the CMS PTA was encouraging. However, engaging the families of English Learner (EL) students to participate in the ELAC has remained a persistent challenge.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

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.

While there won't be significant changes to this goal in the future, it's becoming increasingly important to re-establish connections between students and their families with the school. The school staff is actively working to re-engage students with their studies. It was initially assumed that this reconnection might happen naturally as students returned to in-person learning, but, in many ways, it turned out to be the opposite. You can find more details about this in 'Planned Improvements: Goal #3'.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready

Basis for this Goal

CAASPP Interim and Summative Assessments
easyCBM Assessments
District Writing Assessment
ELPAC Assessment
EL Reclassifications
Reading Intervention Program Student Data
Targeted Math Support Program Student Data
Other Local Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2023-2024 CAASPP Summative Results 2023-2024 Interim Assessment Block Results easyCBM Assessment Results 2024 District Writing Assessment Results ELPAC Scores EL Reclassification Rates Reading Intervention Program Student Data	The results from the 2022-2023 CAASPP assessments indicate that 62.31% of students met or exceeded the established standards in English Language Arts. In comparison to prior years, our students have demonstrated relatively stable performance across all four assessment domains: Reading, Writing, Listening, and Research/Inquiry. It is noteworthy, however, that persistent achievement disparities continue to affect specific student groups, including those classified as Socioeconomically Disadvantaged, English Learners, and students with disabilities.	The overall percentage of students meeting or exceeding the CAASPP standards in ELA will increase by 3%
2023-2024 CAASPP Summative Results 2023-2024 CAASPP Interim Assessment Block Results easyCBM Assessment Results District Math Final Results Math Placement Test Results Targeted Math Support Program Student Data	The results of the 2022-2023 CAASPP assessments reveal that 47.9% of students met or exceeded the established standards in Mathematics. Notably, during this period, there were notable improvements observed across all three domains of the assessment: Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. It is noteworthy, however, that persistent achievement disparities continue to	The overall percentage of students meeting or exceeding the CAASPP standards in Math will increase by 3%

Metric/Indicator	Baseline	Expected Outcome
	affect specific student groups, including those classified as Socioeconomically Disadvantaged, English Learners, and students with disabilities.	
2023-2024 CAASPP Summative Results 2023-2024 Interim Assessment Block Results easyCBM Assessment Results 2024 District Writing Assessment Results ELPAC Scores EL Reclassification Rates Reading Intervention Program Student Data Targeted Math Support Program Student Data	During the 2022-2023 school year 91% of grades were passing (A,B,C,) which represents a 1% increase over the 2021-2022 school year.	The overall percentage of passing grades (A,B,C,) will increase remain. at 91% or higher.
ELPAC Scores EL Reclassification Rates	During the 2022-2023 school year 22%, of English Learners progressed at least one ELPAC level, which represents a decline of 20% when compared to the 2021-2022 school year.	The overall percentage of English Learners progressing at least one ELPAC level will increase by 10%.
2023-2024 CAASPP Summative Results 2023-2024 CAASPP Interim Assessment Block Results easyCBM Assessment Results District Math Final Results Math Placement Test Results Targeted Math Support Program Student Data	The results from the 2022-2023 LVJUSD Math Final Examinations indicate that proficiency was attained by 33.1% of the student population. It's important to note that this represents baseline data, as this disaggregated analysis has been conducted in this manner for the first time.	The overall percentage of students proficient on the Math Final will increase by 5%.

Planned Strategies/Activities

Strategy/Activity 1

In the realm of literacy, the CMS staff will maintain their commitment to the development and expansion of the Reading Intervention Program, designed to support students in small-group settings during the school day. Ongoing data collection efforts will be undertaken to measure student progress.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Reading Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	100,000.00
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	FTE

Strategy/Activity 2

AVID: In the second year of implementation, the teaching staff will implement AVID strategies site wide related to Writing, Inquiry, Collaboration, and Organization (WICOR). In addition to site wide implementation, the "Academic Skills" class has been converted to "AVID Readiness," and CMS now offers two sections of AVID Middle School. All Math and Resource Support teachers will receive AVID Professional Development in the area of Math.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, AVID Site Team, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,500.00
Source	General Fund
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development, AVID membership fees, and supplies for students.

Strategy/Activity 3

Improved Interventions and Supports outside of the school day: Expanded interventions, including individualized help for all subjects in Homework Club and EL Scholars Club.

Students to be Served by this Strategy/Activity

English Learners, All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	LCFF - Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Compensation for Instructional Aide to support students outside of the school day.
Amount	5,000.00
Source	General Fund
Description	Compensation for teachers and paraeducators to support students outside of the school day.

Strategy/Activity 4

In the realm of Math, the CMS staff will maintain their commitment to the development and expansion of the Targeted Math Support Program, designed to support students in a period of Math support during the school day. Ongoing data collection efforts will be undertaken to measure student progress.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Math Intervention Teacher, Principal, Vice Principal

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Math 180 Subscription and Materials
Amount	33,333
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.34 FTE for 2 sections of Targeted Math Support

Strategy/Activity 5

Professional Development on English Language Development

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, ELD Coordinator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Title II and discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	GLAD Strategies Professional Devleopment along with AVID Professional Development related to ELD instruction, Academic Language.

Strategy/Activity 6

Articulation and Collaboration – Visit the sites of the two primary elementary feeder schools to discuss articulation and to determine what has been working well and areas for growth. High school personnel will be brought to the Christensen campus to share with students what to expect in high school and how to be successful. Departments and grade levels will collaborate to support one another in best practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Admin. Gift account
Description	Release time for teachers to meet with teachers at other sites for articulation.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Basis for this Goal

FitnessGram – Grades 5, 7 and 9
Healthy Kids Survey – Grades 5, 7, 9 &11 (every other year)
Panorama Social Emotional Survey
Annual Attendance Rate/Chronic Absenteeism
Attention 2 Attendance Data
Powerschool Discipline Data
Suspension Rate
Other Local Measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Healthy Kids Survey	According to the results of the Healthy Kids Survey administered most recently, 35% of the 7th-grade students have experienced harassment or bullying, and 40% have had mean rumors or lies spread about them within the twelve months prior to taking the Healthy Kids Survey.	The overall percentage of students who report that they have experienced bullying or harassment while at school will decrease by 5% as measured by the Healthy Kids Survey.
Attendance Reports	During the 2022-2023 school year, 15.5% of CMS students were chronically absent from school.	The overall percentage of students who are chronically absent will decrease to 10% or less of the overall student population.
PE teacher pre-test and post-test evaluation of students 2023-2024 FitnessGram Results	Teachers using pre-tests and post-tests to identify students who are in need of PFT interventions in cardio, strength and flexibility.	The overall percentage of students who demonstrate proficiency on the FitnessGram exam will increase by 5%.
Suspension data Powerschool Discipline Data Discipline incident Outcome Data	During the 2022-2023 school year, 7.68% of students were suspended from school.	The overall percentage of students who are suspended from school will decrease to 5% or less of the overall student population.
Panorama Social-Emotional Survey	During the 2022-2023 school year 58%, of students responded favorably regarding teacher-student relationships, down from 62% during the 2021-2022 school year.	The overall percentage of students who report a favorable response regarding teacher-student relationships will increase by 7%.
Powerschool Discipline Data Discipline incident Outcome Data	During the 2022-2023 school year, 1.9% of students received 6 or more	The overall percentage of students who receive 6 or more major referrals

Metric/Indicator	Baseline	Expected Outcome
	major referrals for behavior, down from 3.37% during the 2021-2022 school year.	for behavior will decrease to 1.5% or less of the overall student population.

Planned Strategies/Activities

Strategy/Activity 1

PBIS: Positive Behavioral Interventions and Supports during the school day. Activities, lessons and supports delivered in the classroom to best support students. Positive Behavioral Interventions and Supports have been planned and implemented at CMS; there is clear understanding of expectation of behavior while on campus. Formalizing the Coordination of Services Team (COST) will allow us to better identify students who are in need of support, and get them access to needed support as quickly as possible.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,060.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Ongoing professional development on the implementation of PBIS practices.

Strategy/Activity 2

Social-emotional learning: The support of a full time counselor has allowed us to address the needs of many students and provide the social-emotional learning that is so greatly needed with the return to in-person learning after the challenges brought on by the COVID-19 pandemic for our students. Continued implementation of Choose Love curriculum in every classroom to create a common vocabulary and common practice for staff and students. The 6th grade program of "Everyone Feels Stuff" by community representatives has supported students to make better decisions socially when interacting with others.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
Source	PTA
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	"Everyone Feels Stuff" presentations in 6th Grade classes

Strategy/Activity 3

Meeting Student Needs: By maintaining a high level of caring relationships with adults at school, CMS staff members hope to meet the needs of students so that they are able to focus on their coursework. PTA will continue to provide a "pop up shop," which provides students toiletries, snacks, school supplies, and other items which they may not have access to due to limited means.

Students to be Served by this Strategy/Activity

Socio-economically Disadvantaged, English Learners, and Families in Transition.

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Classified Office Staff, PTA

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	PTA
Budget Reference	None Specified
Description	"Pop Up Shop" expenses

Strategy/Activity 4

Attendance: Provide attendance awards for improved attendance through the use of the 5 STAR program. Regular outreach out to families of the students who most frequently miss school. Local and regional partnerships to provide transportation options to allow students to safely get to school via public transportation, walking, or bicycle.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Activities Director, Classified Office Staff, Child Welfare and Attendance Aide

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified

Budget Reference	None Specified

Strategy/Activity 5

Physical Fitness: Physical Education rubrics will be used for assessment of all activities in Physical Education. The rubrics will help students to understand what they need to do to master each skill. Use of Illuminate data to determine the needs of the students to be able to pass a minimum of 5 of 6 state assessments on the FitnessGram assessment.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication.

Basis for this Goal

Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Schoology parent account information
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent participation on site committees	ELAC attendance percentage is 5%, PTA membership is 12%.	Parent PTA membership will increase to 15% of students being represented. Parent attendance and participation in the English Language Advisory Committee will increase by 5%.
Increased parent and family outreach by staff.	During the 2022-2023 school year, 50% of students received a physical recognition postcard from a staff member.	100% of students will receive a physical recognition postcard in the mail from a staff member.
Schoology parent account information	During the 2022-2023 school year, 93% of students had at least one parent registered for Schoology.	Parent Schoology account registration will increase by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Additional opportunities for parents to become involved within the school community. Communication through a bi-weekly newsletter, Blackboard, Peachjar, email, phone, and website/app to engage parents to become involved with the school community.

Students to be Served by this Strategy/Activity

Inclusive and Representative Parent Involvement: Coordinate community and parent events to support students and staff in working together as teams for students. This will include all student groups and their families.

Timeline

2023-2024 School Year

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20745.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EL Scholars Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily announcements

Strategy/Activity 2

Targeted Parent Communication: Data demonstrating staff promotes parental participation by underrepresented groups in on-campus programs

Students to be Served by this Strategy/Activity

African American, Hispanic, SED, SPED, Homeless, and EL student groups

Timeline

2023-2024 School Year

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Positive Communication: Teachers will send a physical postcard to the home of each student highlighting something positive they have done during the school year. Teachers will reach out to make positive phone calls, and send emails and text messages regularly.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, Vice Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	PTA
Budget Reference	5900: Communications

Description	Postage.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	2,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	196,638.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	$70,926	70,926.00
LCFF - Supplemental	$30,745	0.00
Title II Part A: Improving Teacher Quality	$3,060	0.00
Other	$11,016.00	11,016.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	146,393.00
2000-2999: Classified Personnel Salaries	20,745.00
4000-4999: Books And Supplies	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00
5900: Communications	500.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Admin. Gift account	2,000.00
	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	General Fund	133,333.00
4000-4999: Books And Supplies	General Fund	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,745.00
None Specified	None Specified	0.00
5800: Professional/Consulting Services And Operating Expenditures	PTA	1,500.00
5900: Communications	PTA	500.00
None Specified	PTA	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II and discretionary	2,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	3,060.00

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

3 Secondary Students

Name of Members	Role
Brian Scharmann	Principal
Pauline Guerzon	Classroom Teacher
Hien Ngo	Classroom Teacher
Mandie Ramirez	Classroom Teacher
Shenay Yuncuoglu	Classroom Teacher
Stacy Bartholomew	Parent or Community Member
Amber Black	Parent or Community Member
Shamaila Quddusi	Parent or Community Member
Danica Butherus	Secondary Student
Tara Dabu	Secondary Student
Maaz Tapal	Secondary Student
Michelle Gomes	

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 10/16/2023.

Attested:

	Principal, Brian Scharmann on 10/16/2023
	SSC Chairperson, Shamaila Quddusi on 10/16/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to Improve teacher and principal quality*
- ***supporting our District SPSA Goals****.*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting our District SPSA Goals****.*
- *$157,783*

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology,* ***supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$34,456*

Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$3,060
	Total amount of federal categorical funds allocated to this school	$3,060

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$70,926
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$30,745
	Total amount of federal categorical funds allocated to this school	$101,671

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$11,016

Appendix E: Planned Improvements in Student Performance
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds $30,745

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
Improvements or enhancement in instruction:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Stipend for English Learner (EL) support program of EL Scholars Club	2023-2024 School Year	Principal, Instructional Specialist	8.406	
Push-in of English Language Development (ELD) teacher into Math, Science, and English Language Arts classes.	2023-2024 School Year	ELD Liaison	22,339	
		Total:	22,347.41	
Supplemental materials, computers, software, books, supplies may be purchased:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Staff Development and Professional Collaboration, training costs, substitute costs:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Parent Involvement:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Grand Total:	22,347.41	

Appendix H

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds:

PROGRAM DESCRIPTION:

The LVJUSD Technology Plan has been designed to support our District's commitment to innovation, connecting students to a variety of technological resources and expanding and enhancing learning across all content areas. This commitment not only expands student learning within the content areas but also ensures that students are technology users who have the skills needed to navigate in the changing world.

Our District is dedicated to integrating this technology, information literacy, and 21st Century skills into the curriculum and the content area standards in order to improve student achievement, develop lifelong learners, and prepare our children to successfully meet the demands of 21st Century society and a global economy. LVJUSD recognizes that every student also needs access to a variety of effective learning tools, including 1:1 Chromebooks, in order to move them to deeper levels of knowledge (DOK).

Technology is an essential component of ensuring students are learning 21st Century skills and must be structured so that all students are afforded equal access to the use of appropriate electronic and related equipment. Technology use now plays an essential role in the workforce and in classrooms in the curriculum delivery, all students must be able to use technology-based learning systems and develop information literacy skills. The previous routines of textbook lessons and homework have given way to an electronic world in which vast knowledge and resources are available to those who have access, and the ability to analyze and utilize them effectively. This is reflected in the use of technology throughout our District and highlighted as a critical skill in the California State Standards.