

2017-2018

The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Christensen Middle School

District: Livermore Valley Joint Unified School District

County-District School (CDS) Code: 01 61200 6085773

Principal: Pat Avilla

Date of this revision: November 14, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Pat Avilla

Position: Principal

Telephone Number: (925) 606-4702 #6574

Address: 5757 Haggin Oaks Avenue Livermore, CA 94551

E-mail Address: pavilla@lvjUSD.k12.ca.us

The District Governing Board approved this revision of the SPSA on November 14, 2017.



THE STORY:

Mission

Christensen Cougars will be creative, collaborative, critical thinkers, and citizens of character in an ever-changing community.

Vision

Christensen Middle School will provide a safe environment of acceptance, tolerance, and respect for others and oneself. We recognize the importance of connecting students to a solid academic program where excitement for learning is universal. Positive efforts that foster learning and growing are recognized and encouraged. Christensen Middle School is a Character Counts school.

Christensen Middle School will offer a strong academic program where:

- The Common Core State standards are the basis for instruction.
- 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 IEP's with the Gold Ribbon award co-teaching program and Inclusion programs.
- Multiple assessments are used to gather and communicate information about each student's strengths and areas for improvement.
- Electives, school-wide 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 be taught the six pillars of character through the Character Counts program: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
- All adults will model and teach the importance of the six pillars of character.
- Students will leave with the interpersonal skills needed for their future success.
- Students will become life-long learners.

Christensen Middle School

School Profile

Andrew N. Christensen was a long-time resident of the Livermore Valley and 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.

Andrew N. Christensen School was established as a K-5 elementary school in 1977. The first sixth grade class was added in 1990. The remodeling of existing buildings and the addition of new classrooms was completed in 1991. Over the next several years, Christensen transitioned to its present configuration serving grades six through eight and became Andrew N. Christensen Middle School. We are able to accommodate more than 900 students, a capacity we haven't reached.

The site currently houses 35 certificated staff, 25 classified staff, 3 custodians, and approximately 717 students. Our student body is diverse and is currently composed of 0.5% American Indian/Alaskan Native, 16% Asian, 0.4% Pacific Islander, 26% Hispanic/Latino, 3.0% African American, 4% Filipino 48% White, and 10% Two or more races. 22% of our students receive free or reduced school lunch, 18% Students with Disabilities and 6% of our students are English Language Learners.

We are proud to have 42 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. Our campus includes four science labs, two home economic teaching kitchens, a library, an administration office, a gymnasium with locker rooms, two music rooms, three computer labs, a multipurpose room, a kitchen, a strength training room, an outdoor eating area and a courtyard.

SPSA HIGHLIGHTS:

PROFESSIONAL DEVELOPMENT: Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems.

These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve.

We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. This analysis includes both summative assessment and more diagnostic assessments to target students' specific needs. Analysis results in responsive instruction towards student progress (and accelerated gains for those currently below grade level). Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

The Inclusion and co-teaching program are vital programs to the students with disabilities at access the curriculum more effectively while attending a general education course. Grade levels will be working collaboratively to develop interdisciplinary units and projects. Advisory groups were consulted during the SPSA development, information was shared with staff and community during staff meetings and principal's coffee's and SSC meetings.

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

Dashboard Indicators

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

CELDT Data – Performance Levels for 2 Years: In the 2016-17 school year, 6 students of the 43 EL students (14%) were reclassified to RFEP, advancing the top performers out of this student group. As a result, our percentage of EL students scoring at the proficient level decreased from 58% to 56%. The number of students increased from 1 to 5 students being reclassified from the 2015-16 school year to the 2016-17 school year.

Selected School Level Data
Andrew N. Christense--Livermore Valle--0161200-6085773
for the year 2015-16

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Andrew N. Christensen Middle	01612006085773	615	41 (6.7 %)	98 (15.9 %)	1 (2.6 %)
District Total:		14,052	1,860 (13.2 %)	1,622 (11.5 %)	105 (5.7 %)
County Total:		225,925	48,656 (21.5 %)	54,566 (24.2 %)	7,287 (14.8 %)
State Total:		6,226,737	1,373,724 (22.1%)	1,291,197 (20.7%)	155,774 (11.2%)

Selected School Level Data
Andrew N. Christense--Livermore Valle--0161200-6085773
for the year 2016-17

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Andrew N. Christensen Middle	01612006085773	625	43 (6.9 %)	84 (13.4 %)	6 (14.6 %)
District Total:		14,016	1,858 (13.3 %)	1,651 (11.8 %)	167 (9.0 %)
County Total:		226,904	47,966 (21.1 %)	57,098 (25.2 %)	6,972 (14.3 %)
State Total:		6,228,236	1,332,405 (21.4%)	1,323,837 (21.3%)	183,272 (13.3%)

2015-16 CELDT Student List

Site: Christensen Middle School
Includes: All CELDT Levels

Roster Date: 15-16 | Y
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

58%

Proficient

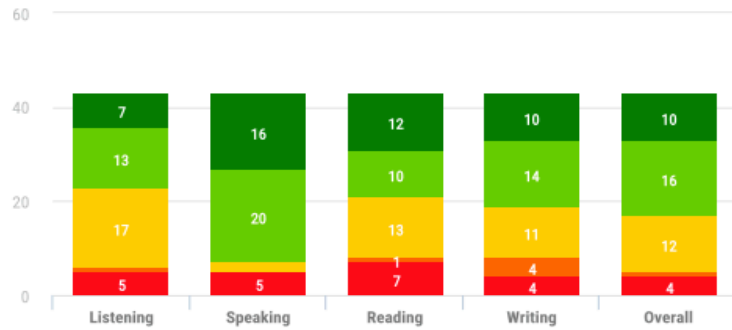
42%

Not Proficient

# Tested	43
# Proficient	25
% Proficient	58
Listening Averages	PL 3.00
	SS 514
Speaking Averages	PL 4.00
	SS 580
Reading Averages	PL 3.00
	SS 530
Writing Averages	PL 2.00
	SS 507
Overall Averages	PL 3.00
	SS 532

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	16.3	7	37.2	16	27.9	12	23.3	10	23.3	10
Early Advanced	30.2	13	46.5	20	23.3	10	32.6	14	37.2	16
Intermediate	39.5	17	4.7	2	30.2	13	25.6	11	27.9	12
Early Intermediate	2.3	1	0.0	0	2.3	1	9.3	4	2.3	1
Beginning	11.6	5	11.6	5	16.3	7	9.3	4	9.3	4

Number of Students at Each Level in Each Domain



The California English Language Development Test (CELDT) is the state's English language proficiency test for all students whose home language is not English. These students must take it within 30 calendar days of enrolling in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). ELs must take it every year thereafter until they are Reclassified as Fluent-English Proficient (R-FEP). A student is considered Proficient on the CELDT only if earning performance level 3 or above in every domain and also 4 or 5 Overall (only then should an EL be considered for reclassification). K-1 students, however, only have to meet this criteria for Listening, Speaking, and Overall in order to score Proficient.

2016-17 CELDT Student List

Site: Christensen Middle School
Includes: All CELDT Levels

Roster Date: 16-17 | Y
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

56%

Proficient

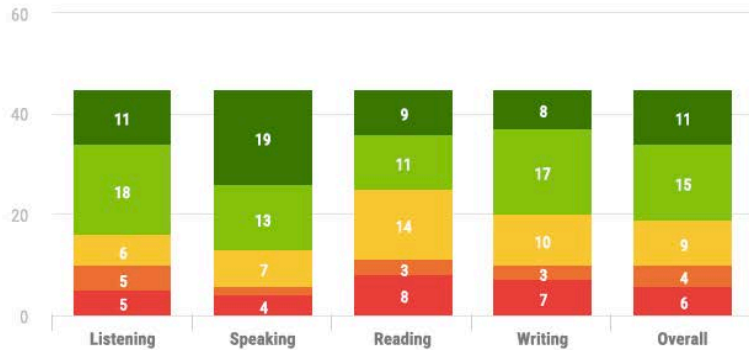
44%

Not Proficient

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	24.4	11	42.2	19	20.0	9	17.8	8	24.4	11
Early Advanced	40.0	18	28.9	13	24.4	11	37.8	17	33.3	15
Intermediate	13.3	6	15.6	7	31.1	14	22.2	10	20.0	9
Early Intermediate	11.1	5	4.4	2	6.7	3	6.7	3	8.9	4
Beginning	11.1	5	8.9	4	17.8	8	15.6	7	13.3	6

# Tested	45	
# Proficient	25	
% Proficient	56	
Listening Averages	PL	4.00
	SS	625
Speaking Averages	PL	4.00
	SS	541
Reading Averages	PL	4.00
	SS	591
Writing Averages	PL	5.00
	SS	637
Overall Averages	PL	4.00
	SS	598

Number of Students at Each Level in Each Domain



Pivot Table Report Band Jumper Data Table

Site: Christensen Middle School

Selected Assessments

2015-16 CELDT
2016-17 CELDT

Student Count: 36

This report compares the student Performance Levels on 2016 CELDT and 2017 CELDT. Only students that have results for both selected data sets are included. Gain(+): Students who increased a PL from 2016 to 2017. Decline(-): Students decreased a PL from 2016 to 2017. No Change: No change in PL from 2016 to 2017.

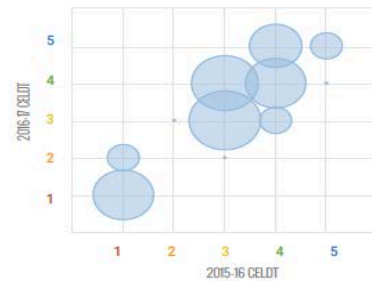
2016-17 CELDT	GAIN (+)		No Change		DROP (-)	
	%	#	%	#	%	#
5	11%	4	6%	2		
4	17%	6	14%	5	3%	1
3	3%	1	19%	7	6%	2
2	6%	2	0%	0	3%	1
1			14%	5	0%	0

Vertical axis is student's most recent performance level. Gain means student's performance level increased. Drop means student's performance level decreased. No Change means the student's performance level is identical for both assessments.

2016-17 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

2015-16 CELDT
5 = Advanced
4 = Early Advanced
3 = Intermediate
2 = Early Intermediate
1 = Beginner

*Mastered



Performance Level Percent Change

	2015-16 CELDT	2016-17 CELDT	CHANGE
Advanced	8% (3)	17% (6)	9%
Early Advanced	31% (11)	33% (12)	2%
Intermediate	39% (14)	28% (10)	-11%
Early Intermediate	3% (1)	8% (3)	5%
Beginner	19% (7)	14% (5)	-5%

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Students: All Students Classes: All Classes Add'l Student Group: All Students

CAASPP – Math Data for 2 Years: We saw an overall increase of 1% in students meeting or exceeding the math standards. Our 6th-grade scores increased 4% and our 7th-grade scores increased 5%. However, our 8th-grade scores decreased by 8%.

Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested

Site: **Christensen Middle School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: 15-16 | Y

Gender(s): **Male & Female**

Reported Race: **All Reported Races**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

English Proficiencies: **All**



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

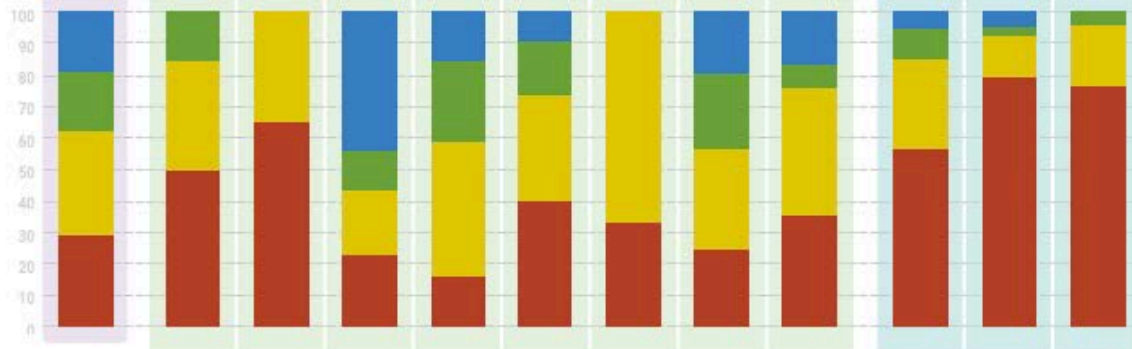
Smarter Balanced Subgroup Summary

2016 Math: All Grade Levels Tested

All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
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Percent of Students Scoring at Each Performance Level

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	602	14	5	62	20	149	3	317	32	123	36	72
Standard Exceeded or Met	39%	21%	0%	56%	40%	26%	0%	45%	28%	16%	8%	4%
Standard Exceeded	19%	0%	0%	42%	15%	9%	0%	20%	19%	6%	6%	0%
Standard Met	21%	21%	0%	15%	25%	17%	0%	25%	9%	11%	3%	4%
Standard Nearly Met	33%	36%	40%	24%	45%	36%	67%	32%	41%	32%	14%	21%
Standard Not Met	28%	43%	60%	19%	15%	38%	33%	23%	31%	52%	78%	75%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count	14	5	62	20	149	3	317	32	123	36	72
Gap	-18%	-39%	17%	1%	-14%	-39%	6%	-11%	-23%	-31%	-35%
	-18		17		-14		6	-11	-23	-31	-35

Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested

Site: **Christensen Middle School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: 16-17 | Y

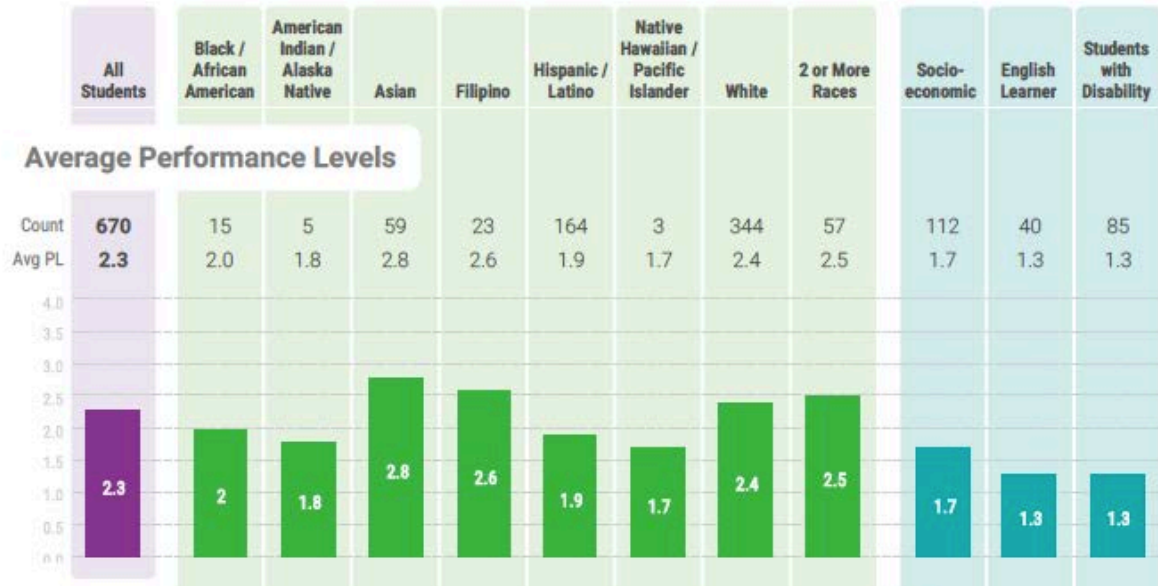
Gender(s): **Male & Female**

Reported Race: **All Reported Races**

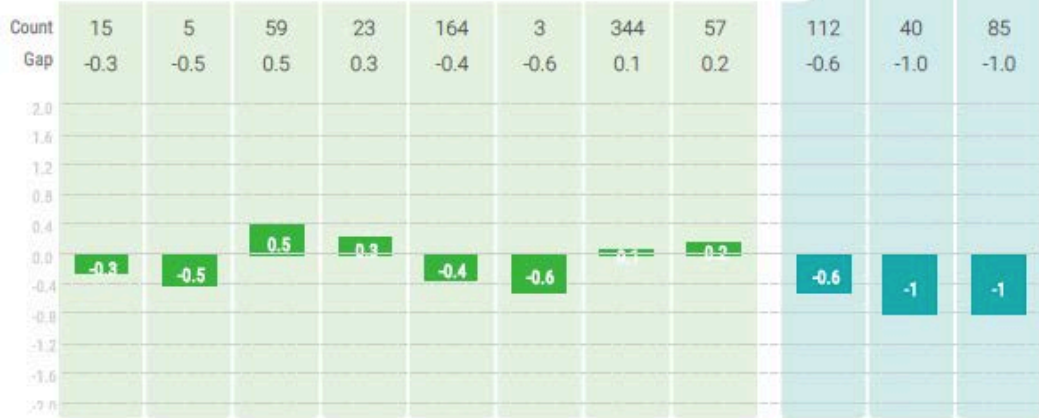
Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

English Proficiencies: **All**



Gaps in Each Subgroup's Difference from 'All Students' Average PL

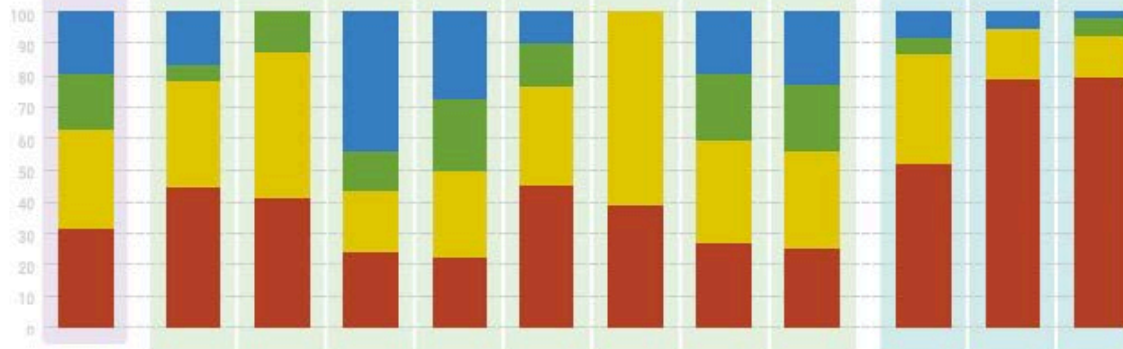


Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

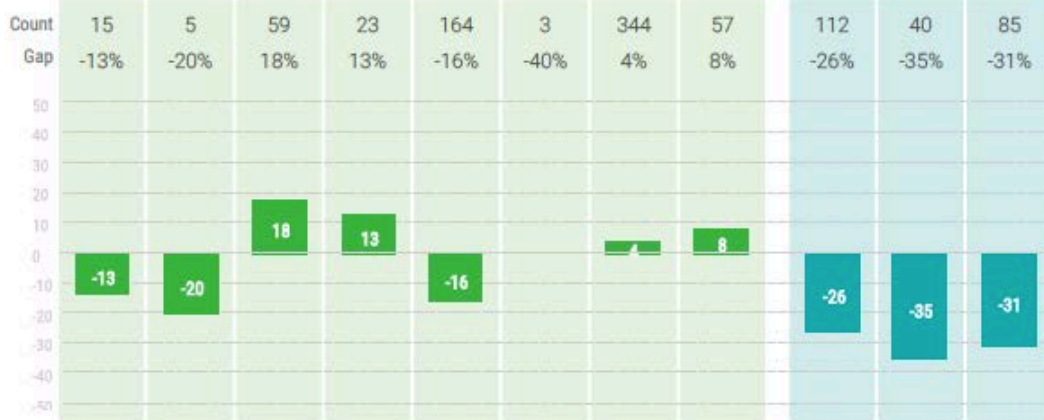
Smarter Balanced Subgroup Summary

2017 Math: All Grade Levels Tested

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count	670	15	5	59	23	164	3	344	57	112	40	85
Standard Exceeded or Met	40%	27%	20%	58%	52%	23%	0%	43%	47%	13%	5%	8%
Standard Exceeded	20%	20%	0%	44%	26%	9%	0%	21%	25%	7%	5%	2%
Standard Met	19%	7%	20%	14%	26%	14%	0%	23%	23%	6%	0%	6%
Standard Nearly Met	31%	27%	40%	20%	26%	33%	67%	33%	30%	37%	18%	15%
Standard Not Met	29%	47%	40%	22%	22%	44%	33%	24%	23%	50%	78%	76%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



CAASPP – ELA Data for 2 Years: We saw an overall increase of 2% in students meeting or exceeding the ELA standards. Our 6th-grade scores decreased 6%, while our 7th-grade scores increased by 7% and 8th-grade scores increased by 2%.

Smarter Balanced Subgroup Summary

2017 ELA: All Grade Levels Tested

Site: **Christensen Middle School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: 16-17 | Y

Gender(s): **Male & Female**

Reported Race: **All Reported Races**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

English Proficiencies: **All**



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested

Site: **Christensen Middle School**
 Department: **All**
 Teacher: **All**
 Grade: **All**

Roster Date: 15-16 | Y

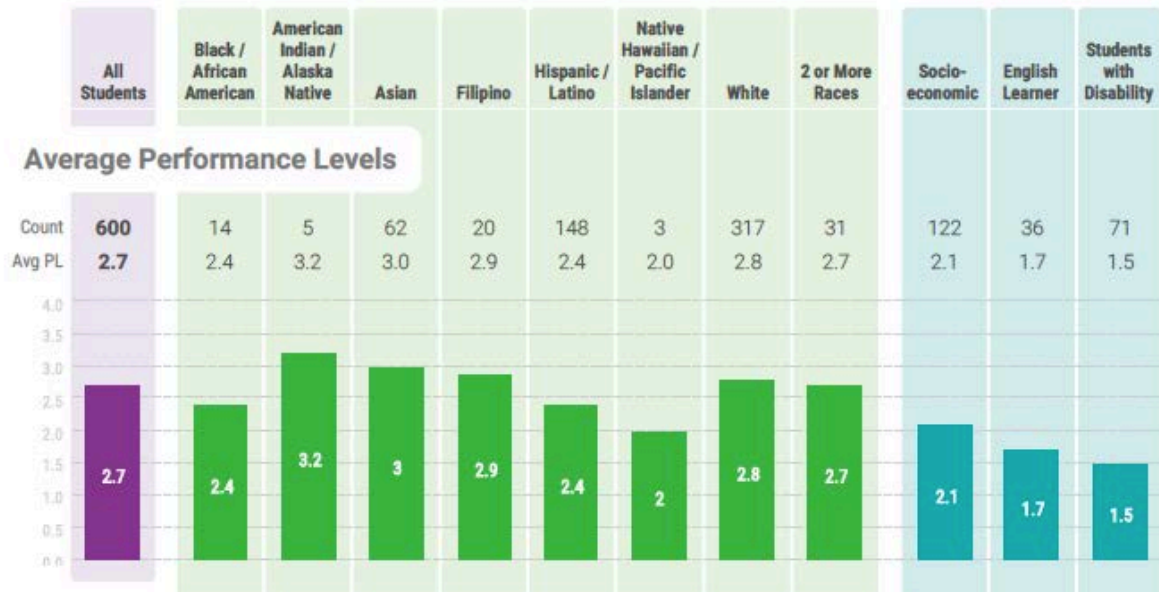
Gender(s): **Male & Female**

Reported Race: **All Reported Races**

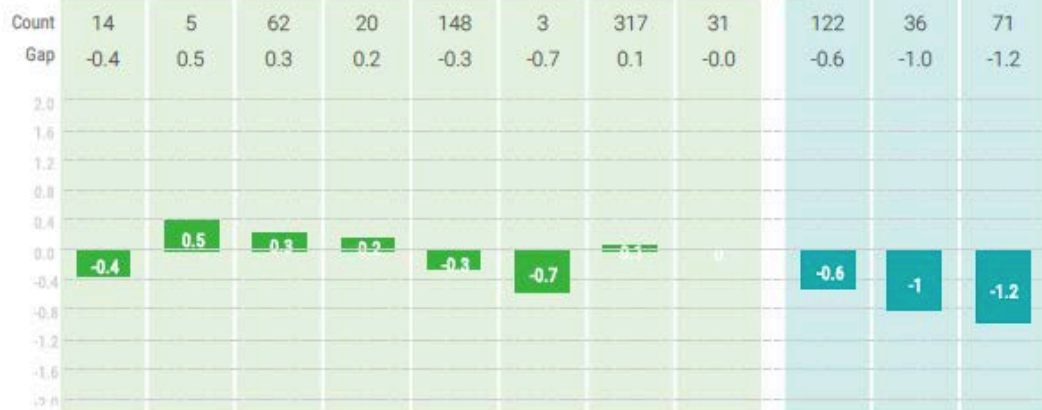
Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

English Proficiencies: **All**



Gaps in Each Subgroup's Difference from 'All Students' Average PL



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

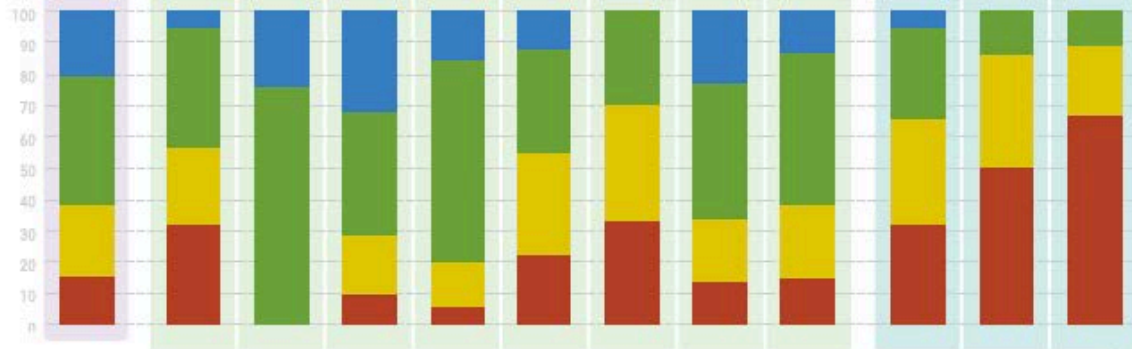
Smarter Balanced Subgroup Summary

2016 ELA: All Grade Levels Tested

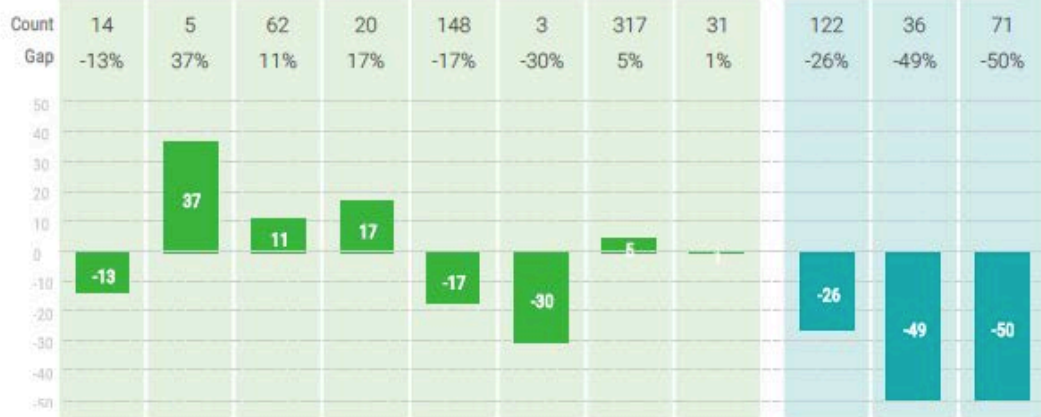
All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
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Percent of Students Scoring at Each Performance Level

Count	600	14	5	62	20	148	3	317	31	122	36	71
Standard Exceeded or Met	63%	50%	100%	74%	80%	47%	33%	68%	65%	37%	14%	13%
Standard Exceeded	21%	7%	20%	32%	15%	11%	0%	26%	16%	6%	0%	0%
Standard Met	42%	43%	80%	42%	65%	35%	33%	42%	48%	31%	14%	13%
Standard Nearly Met	23%	29%	0%	19%	15%	32%	33%	21%	23%	35%	39%	24%
Standard Not Met	14%	21%	0%	6%	5%	21%	33%	12%	13%	28%	47%	63%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard



2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA
 Test(s): All 2016-17 Assessments

Roster Date
 16-17 | Y

Gender(s): Male & Female | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: SED & Not SED | English Proficiencies: All

Overall Performance [Christensen Middle School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	6,917	2540	2.7	+16	61%	39%	28%			33%			20%			19%		
6th Grade	212	2559	2.8	+28	63%	37%	31%			32%			20%			17%		
7th Grade	219	2590	2.8	+38	69%	31%	29%			41%			16%			15%		
8th Grade	240	2590	2.7	+22	63%	37%	23%			41%			22%			15%		

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level. Calculations include students tested out of district.

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Subject: ELA
 Test(s): All 2015-16 Assessments

Roster Date
 15-16 | Y

Gender(s): Male & Female | Reported Race: All Reported Races | Special Education: Special & Non Special | Socio-Economic: SED & Not SED | English Proficiencies: All

Overall Performance [Christensen Middle School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded			PL 3 Standard Met			PL 2 Standard Nearly Met			PL 1 Standard Not Met		
							0	50	100	0	50	100	0	50	100	0	50	100
DISTRICT	6,420	2537	2.7	+12	60%	40%	26%			34%			21%			19%		
6th Grade	176	2557	2.8	+26	69%	31%	24%			45%			20%			11%		
7th Grade	206	2577	2.7	+24	61%	39%	23%			38%			27%			13%		
8th Grade	218	2583	2.6	+15	61%	39%	18%			43%			23%			17%		

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level. Calculations include students tested out of district.

2015-16 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date
15-16 | Y

Subject: **Math**
Test(s): **All 2015-16 Assessments**

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance [Christensen Middle School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,418	2526	2.4	-13	47%	53%	21%		26%		29%		24%	
6th Grade	177	2527	2.4	-24	42%	58%	18%		24%		37%		21%	
7th Grade	207	2534	2.3	-33	38%	62%	14%		24%		34%		28%	
8th Grade	218	2551	2.3	-35	38%	62%	23%		15%		29%		33%	

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

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Calculations include students tested out of district.

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2016-17 Smarter Balanced Assessments (SBA) Grade Level Comparison

Roster Date
16-17 | Y

Subject: **Math**
Test(s): **All 2016-17 Assessments**

Gender(s)
Male & Female

Reported Race
All Reported Races

Special Education
Special & Non Special

Socio-Economic
SED & Not SED

English Proficiencies
All

Overall Performance [Christensen Middle School]

PL = Performance Level

Grade Levels	Total Tested	Avg Scale Score	Avg PL	Avg Dist. from L3	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded		PL 3 Standard Met		PL 2 Standard Nearly Met		PL 1 Standard Not Met	
							0	50	100	0	50	100	0	50
DISTRICT	6,919	2531	2.5	-7	50%	50%	23%		27%		27%		24%	
6th Grade	211	2530	2.4	-21	45%	55%	19%		25%		31%		24%	
7th Grade	218	2553	2.4	-14	43%	57%	24%		19%		31%		26%	
8th Grade	241	2542	2.1	-44	32%	68%	17%		15%		31%		37%	

Average Distance from Level 3 is calculated for grades 3-8 only. Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

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Calculations include students tested out of district.

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CAASPP Data Analysis

CAASP Data - 2017 English Language Arts/Literacy Data

	# Took Test	Not Met	Nearly Met	Met	Exceeded
6th-grade	212	16%	20%	32%	31%
7th-grade	217	15%	15%	41%	28%
8th-grade	240	15%	21%	40%	22%
Total	669				
White	341	14%	16%	39%	30%
Hispanic	166	21%	28%	37%	13%
Asian	59	11%	10%	36%	42%
Black	15	33%	14%	33%	20%
SED	114	35%	27%	27%	10%
SPED	84	69%	13%	14%	4%
ELs	41	61%	23%	9%	5%
*Migrant	3				
*Homeless					

* State does not report results for categories with 10 or fewer students

CAASP Data - 2017 Math Data

	# Took Test	Not Met	Nearly Met	Met	Exceeded
6th-grade	211	24%	31%	25%	20%
7th-grade	217	25%	31%	20%	24%
8th-grade	241	37%	30%	14%	17%
Total	669				
White	343	24%	32%	22%	21%
Hispanic	165	44%	33%	13%	9%
Asian	59	22%	20%	13%	44%
Black	15	46%	26%	7%	20%
SED	113	50%	36%	6%	7%
SPED	84	77%	15%	5%	4%
ELs	41	78%	17%	0%	5%
Migrant*	3				
Homeless*					

* State does not report results for categories with 10 or fewer students

Chronic and Severe Absentee Students – Data for 2 Years: We are seeing an increase in students with anxiety who struggle in a comprehensive school environment. We have been meeting individually with their parents and teachers to determine ways to create a warm and welcoming environment that helps to make students with anxiety feel less overwhelmed. Still, social anxiety continues to manifest itself in chronic absenteeism. The *Power of One* program established this school year is one method to develop relationships with our students to curb the attendance issues for our EL population.

Chronic and Severe Absentee Students 2016-2017

Grade	Gender	Ethnicity	Received Truancy Letter	Received EEA Letter	Chronic Category	Percent Year Missed	Day Equivalent	Total Student Instructional Days
8	M	White		Y	CHRONIC	12.30%	22	180
8	F	White		Y	CHRONIC	11.80%	21	180
6	M	White		Y	CHRONIC	18.50%	33	180
6	F	White		Y	CHRONIC	10.40%	19	180
8	M	White	Y	Y	CHRONIC	14.60%	26	180
6	F	White	Y	Y	SEVERE CHRO	29.10%	29	99
7	F	Black	Y	Y	CHRONIC	18.70%	34	180
7	M	White		Y	SEVERE CHRO	25.40%	30	117
6	F	White			CHRONIC	16.70%	1	6
7	M	White	Y	Y	CHRONIC	15.60%	28	180
6	F	White	Y	Y	CHRONIC	19.70%	36	180
8	M	White		Y	CHRONIC	13.90%	14	102
8	M	White		Y	CHRONIC	10.20%	18	180
6	F	White	Y	Y	CHRONIC	10.80%	19	176
7	F	Hispanic/La			CHRONIC	15.20%	9	56
8	M	White	Y	Y	CHRONIC	10.60%	19	180
8	F	Black	Y		CHRONIC	10.70%	18	164
7	M	Black	Y		CHRONIC	10.10%	17	164
7	M	White		Y	CHRONIC	10.40%	18	168
7	M	White		Y	CHRONIC	10.20%	18	180
8	F	White	Y		CHRONIC	10.80%	20	180
8	M	White		Y	SEVERE CHRO	20.00%	36	180
6	M	Hispanic/La	Y	Y	CHRONIC	10.10%	18	180
8	M	Hispanic/La	Y	Y	CHRONIC	15.60%	28	180
8	F	White			CHRONIC	10.60%	19	180
8	M	Hispanic/La	Y	Y	CHRONIC	16.10%	29	180
8	M	White	Y	Y	CHRONIC	17.00%	31	180
8	F	White		Y	CHRONIC	14.10%	25	180
6	F	Hispanic/La		Y	CHRONIC	11.30%	20	180
8	M	Hispanic/La	Y	Y	CHRONIC	11.20%	20	180
8	M	Asian India	Y	Y	CHRONIC	16.10%	29	180
6	F	White	Y	Y	CHRONIC	11.20%	20	180
7	F	Hispanic/La	Y	Y	SEVERE CHRO	26.10%	37	140
8	M	White			CHRONIC	11.70%	21	180
6	F	Filipino		Y	CHRONIC	11.20%	20	175
6	F	White	Y		CHRONIC	10.40%	12	117
6	F	Hispanic/La		Y	CHRONIC	10.20%	18	180
8	M	Black		Y	CHRONIC	10.20%	18	180
6	F	White	Y	Y	CHRONIC	14.40%	26	180
7	M	Black	Y	Y	CHRONIC	18.60%	30	159
6	M	Hispanic/La	Y	Y	CHRONIC	15.00%	27	180
7	F	Hispanic/La	Y	Y	CHRONIC	11.00%	20	180
6	F	White	Y	Y	CHRONIC	16.60%	24	147
7	M	White	Y	Y	CHRONIC	14.80%	27	180

Chronic and Severe Absences 2015-16

Grade	Age	Gender	Ethnicity	Received Truancy Letter?	Received EEA Letter?	Chronic Category	% Year Missed	Day Equivalent Total
6	14	M	White		Y	CHRONIC	12.0%	22
7	14.4	M	White		Y	CHRONIC	13.4%	24
8	15.5	F	White	Y	Y	CHRONIC	10.1%	18
8	15.3	F	Black	Y	Y	CHRONIC	14.6%	26
8	15.5	M	White		Y	CHRONIC	13.8%	25
6	12.9	M	White		Y	CHRONIC	14.6%	26
8	15.4	F	White		Y	CHRONIC	16.7%	30
7	14.1	F	White	Y	Y	CHRONIC	13.4%	24
7	14.6	M	White		Y	CHRONIC	13.3%	24
7	14.4	M	White		Y	CHRONIC	10.1%	18
6	13.7	F	Native American/Alaskan		Y	CHRONIC	10.4%	19
8	15.5	M	White	Y	Y	CHRONIC	10.9%	20
6	14.5	F	Black	Y	Y	CHRONIC	15.7%	16
8	15.3	M	Native American/Alaskan		Y	CHRONIC	11.6%	21
7	14.9	M	White			SEVERE CHRONIC	24.3%	11
7	14.9	M	Hispanic/Latino	Y	Y	SEVERE CHRONIC	21.1%	20
7	14.7	M	White		Y	CHRONIC	10.5%	19
8	15.7	M	White	Y	Y	CHRONIC	12.0%	22
8	15	F	Hispanic/Latino	Y	Y	CHRONIC	11.0%	20
8	16.1	M	Asian Indian			CHRONIC	10.2%	10
7	14.7	M	Native American/Alaskan			CHRONIC	16.8%	30
7	14.6	M	White	Y		CHRONIC	10.5%	19
7	14.3	M	Hispanic/Latino	Y	Y	CHRONIC	11.0%	20
7	14.8	M	Japanese		Y	CHRONIC	10.6%	19
8	15.6	M	Asian Indian	Y	Y	CHRONIC	11.5%	21
7	14.3	M	White		Y	CHRONIC	10.2%	18
6	14.7	F	Hispanic/Latino	Y	Y	CHRONIC	11.2%	20
8	15	F	Filipino	Y	Y	SEVERE CHRONIC	23.8%	43
8	15.8	M	Hispanic/Latino			CHRONIC	10.5%	12
7	14.4	M	Hispanic/Latino	Y		SEVERE CHRONIC	38.8%	20
6	13.5	F	Hispanic/Latino	Y	Y	CHRONIC	11.8%	21

Physical Fitness – Data for 2 Years: We saw an overall decrease of students passing 5 out of the 6 Fitness tests. Our most challenging areas continue Upper Body Strength, which dropped by 6% to 74% passing, and Body Composition, which dropped by 3% to 68% passing.

Physical Fitness Test

<i>Physical Fitness Test (PFT) 2015-2016</i>			
	% of students achieving the Healthy Fitness Zone		
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 211	23%	44%	67%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	208	75%	25%
Body Composition	210	71%	29%
Abdominal Strength and Endurance	210	82%	18%
Trunk Extensor Strength and Flexibility	211	97%	3%
Upper Body Strength and Endurance	210	80%	20%
Flexibility	210	88%	12%
<i>Physical Fitness Test (PFT) 2016-2017</i>			
	% of students achieving the Healthy Fitness Zone		
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 219	21%	44%	64%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	210	76%	24%
Body Composition	218	68%	32%
Abdominal Strength and Endurance	214	83%	17%
Trunk Extensor Strength and Flexibility	218	93%	7%
Upper Body Strength and Endurance	211	74%	26%
Flexibility	218	91%	9%

Suspension Rate Report

Andrew N. Christensen Middle - Alameda County

Enrollment: 615 Socioeconomically Disadvantaged: 21% English Learners: 7% Foster Youth: N/A Grade Span: 6-8









Reporting Year: **Spring 2017**

Charter School: No

Equity Report Status and Change Report Detailed Reports Student Group Report

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (state indicator). Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more details.

All Blue/Green Yellow Red/Orange

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		678	Medium 4.7%	Increased +0.8%
<u>English Learners</u>		37	High 8.1%	Declined -1.2%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		182	Medium 6%	Declined -2%
<u>Students with Disabilities</u>		107	Very High 14%	Increased Significantly +6.3%
<u>African American</u>		19	Very High 15.8%	Increased Significantly +6.3%
<u>American Indian</u>		5	*	*
<u>Asian</u>		62	Very Low 0%	Declined -1.8%
<u>Filipino</u>		22	Medium 4.6%	Increased Significantly +4.6%
<u>Hispanic</u>		164	Medium 6.7%	Increased +2.3%
<u>Pacific Islander</u>		4	*	*
<u>Two or More Races</u>		34	Medium 5.9%	Declined Significantly -3.5%
<u>White</u>		368	Medium 4.1%	Increased +0.7%

Students, Staff and Parents in action Process – Healthy Kids Survey 15-16

We engage students, staff and parents in reviewing and exploring the meaning of the results and obtain their input into how Christensen might better meet the needs identified and the development of a detailed action plan. We value the input into how to improve the school and give them an opportunity for meaningful participation. This helps enhance school connectedness among students and parent involvement, two of our LCAP priorities.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7 %
<i>Caring Relationships</i>	
who really cares about me.	
Not at all true	9
A little true	25
Pretty much true	37
Very much true	29
who notices when I'm not there.	
Not at all true	10
A little true	25
Pretty much true	34
Very much true	31
who listens to me when I have something to say.	
Not at all true	8
A little true	20
Pretty much true	33
Very much true	38
<i>High Expectations</i>	
who tells me when I do a good job.	
Not at all true	7
A little true	20
Pretty much true	33
Very much true	41
who always wants me to do my best.	
Not at all true	6
A little true	14
Pretty much true	24
Very much true	57
who believes that I will be a success.	
Not at all true	8
A little true	17
Pretty much true	26
Very much true	49

Table A4.5
School Connectedness Scale Questions

	Grade 7 %
I feel close to people at this school.	
Strongly disagree	4
Disagree	5
Neither disagree nor agree	24
Agree	39
Strongly agree	28
I am happy to be at this school.	
Strongly disagree	6
Disagree	4
Neither disagree nor agree	22
Agree	42
Strongly agree	26
I feel like I am part of this school.	
Strongly disagree	6
Disagree	6
Neither disagree nor agree	20
Agree	45
Strongly agree	24
The teachers at this school treat students fairly.	
Strongly disagree	7
Disagree	11
Neither disagree nor agree	26
Agree	32
Strongly agree	24
I feel safe in my school.	
Strongly disagree	5
Disagree	5
Neither disagree nor agree	19
Agree	40
Strongly agree	31

Parent Engagement:

At Christensen, we monitor parent participation on a trimester basis by reviewing parent sign-in sheets for all events. Teachers review parent sign in sheets from Back-to –School, Open House, Pathway to a Bright Future event and other family friendly events and submit them to the administration. The sheets are shared with SSC, ELAC, PTA and ILT and upon request then kept on file. The data is shared with SSC, the staff and all parents at the end of each Trimester. The office staff and administration contact parents by phone, email or mail to provide them with suggestions for activities to assist their student in meeting educational goals or provide additional progress and growth monitoring supports.

Greatest Progress:

Though our English Language Arts and Math scores have “maintained”, and show modest increases (+5.3 points in ELA, and + 1.6 points in Math) the progress that we are most proud of are the steps we have taken to improve the climate and culture on our campus.

- From the first day of the 2016-2017 school year to the first day of the 2017-2018 school year, CMS has added over 100 students and their families, 3 teachers, and 2 paraprofessionals. The additions to our school community came slowly over the course of the last year and the onboarding process has taken an extraordinary amount of time and energy. Rather than simply trying to assimilate this new segment of our school community, we are proud that as we have grown we have stayed true to the mission and vision of our site, while valuing the diversity and perspective of our new community members.
- Though we do not have data to speak to the climate amongst our student population as the California Healthy Kids Survey was not given during the 2016-2017 school year, the CMS staff participated in the Workplace Dynamics survey which provided a great deal of insight regarding the climate amongst staff on our campus. Overall, Christensen Middle School compiled a composite score of 94% in the organizational health survey. Highlights of the survey results showed that 95% of staff felt that there was a lack of negativity in the work place, 94% of staff felt that administration helped them learn and grow, and the vast majority of school employees felt that their work made them feel like they were part of something meaningful. We feel that the positive climate and culture amongst staff on campus translates directly to fostering a positive environment for our students.
- During the 2016-2017 school year school administration held over 250 meetings with students and their families for Individualized Education Plans, 504 Plans, Student Attendance Review Team, Student Study Team, Parent Conferences, and other meetings. Though this does not encapsulate all of the interactions with families we feel that this speaks volumes to our willingness to work with individually with stakeholders to ensure their access to curriculum.

Greatest Need:

Based on a review of the California School Dashboard data from 2016-17, the Suspension Rate is an area of need of significant improvement at Christensen Middle School. Overall, the Suspension Rate category is in the “orange” performance level, but a deeper look into the data for various subgroups sheds light on issues regarding discipline at Christensen. Areas to highlight include that suspensions of English Learners fall within the yellow performance indicator, and the suspension of Socioeconomically Disadvantaged Students falls within the green performance indicator. By looking at the data it is clear that Students with Disabilities are suspended at a disproportionately high rate when compared to their peers. As a school with a Special Education population of 16% the needs of our students can vary greatly.

In order to improve our performance in this category it is imperative that school administration works with teachers and service providers to use the Multi-Tiered System of Supports system to use alternative means of correction. Specific steps include: working with service providers such as behaviorists and counselors regarding the needs of students to intervene prior to suspendable offenses, continue to meet with service providers and the IEP team to provide intervention services to students when they make poor choices, implement alternative means of correction as

discipline issues arise, and the implementation of Positive Behavior Interventions and Support strategies campus wide to keep students in class and encourage a change in behavior.

Performance Gaps:

Through a review of the data contained within the California School Dashboard, data from 2016-17 it is clear that Socioeconomically Disadvantaged students perform two levels below “All Student” performance in both Math and English Language Arts. In order to address the achievement gap the following improvements will be made in services/strategies:

- Efforts made to Increase participation for students who are socioeconomically disadvantaged in Art classes, Music classes, STEM classes, after school enrichment programs such as Girls Who Code, Math Counts, and Science Olympiad.
- Increased access and improved programming for after school academic support programs including Homework Club and E.L. Homework Club.
- Increased access to personal hygiene necessities through the Pop Up Shop program on campus, as well as working with the Child Welfare and Attendance specialist to increase access to public services and support to address students needs so that they are more able to focus on their academics.

Involvement/Governance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the state assessments CAASSP and the English Language Development Test, and include local measures of pupil achievement. The staff and school site council analyzes available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council considers input from the staff and school community.

The ELAC committee meets four times per year, we have been able to increase the attendance beyond 2 to 3 people at each meeting, personal phone calls, letters home, emails home notices on the marquee and encouragement of food at the meetings continues to be provided, the attendance has had an increase. The participation of the ELAC members is limited to a verbal explanation of the plan to the committee. The administration delivers the message given by the ELAC members to SSC. Administration discusses with the ELAC families how the school can better support the EL students.

The administration, teachers, School Site Council monitor the plan throughout the school year. Data is available to staff to monitor students' progress, the results of data is analyzed to drive the classroom instruction. The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, the English Language Development Test, and include local measures of pupil achievement. The staff and school site council analyzes available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council considers input from the staff and school community

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension
Mathematics
Writing

Measures: Smarter Balance Assessment
Completion of A-G requirements
CTE Pathways completion rates
Graduation rates
District Writing Assessment
CELDT
EL Reclassification
Other local assessments

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education
All students feeling safe at school
High level of caring relationships with adults at school
Attendance
Physical Fitness
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures: Fitnessgram – Grades 5, 7 and 9
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making
Data demonstrating staff promotes parental participation in programs

Measures: Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Other local measures

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Literacy/Reading Comprehension (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #1 Christensen Middle School students will increase by 3% in the areas of Reading and English Language Arts as measured by the end of year assessments used in the 17-18 school year in the CAASSP assessment.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>- 2016-17 CAASPP ELA results</p>	<p>- Our 2016-17 CAASPP results indicate that 61% of our students scored above standard in reading comprehension (understanding of literary and non-fictional texts), with achievement gaps evidenced by our Hispanic, Black, SED SPED, and EL student groups scoring significantly lower than their White and Asian counterparts.</p>	<p>The process that we will use to monitor and evaluate the data is the Illuminate website showing results from the formative and benchmark assessment, and teacher created common aligned assessments. We will analyze this data at our monthly department meeting and grade level meetings. Diagnostic assessment training and materials</p> <p>2017-18 CAASPP ELA Results</p>

STRATEGY: We will continue to emphasize effective instructional strategies to support increased student achievement. The five areas of focus will be communicating the objective, student engagement, facilitating student assessment, data analysis and interventions. Also, we will use evidence based conversations as part of collaborative approach in literature groupings in core classes.



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Planned improvements in student performance in the area of Reading, Reading comprehension and Literacy.</p>	<p>All teachers</p>	<p>-Coordinate professional development to be offered. The area of focus is professional development with technology integration, California State Standards. -The site license of NEWSELA program and reinforce student use of the program across all curricular areas.</p>	<p>Site expense - \$2400.00 LCAP -\$5100.00</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
 Focus Area: Mathematics (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #2 The percentage of students meeting or exceeding the CAASPP math standards in all student groups will increase by 5%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2016 Results from the CAASPP Math Assessments.	Our 2016-17 CAASPP Math results show that 40% of our students met or exceeded standards, with achievement gaps evidenced by Black, Hispanic, SED, SPED, and EL student groups scoring significantly lower.	2017 CAASPP Math results District Benchmark assessments District math finals Professional Development for department to align common assessments.

STRATEGY:

Math teachers will work to increase student understanding of math concepts, particularly in the area of concepts and procedures, through implementation of math practices that support the California State Standards. We will use additional collaboration time to create common pacing and common assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Analyze assessment data from both district level and state assessments.	Teachers, CMS Administration.	Continued review of the delivery of instruction to better support student understanding of standards and concepts of math. Teacher collaboration of common assessments to improve instruction.	n/a

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
 Focus Area: Writing (Include all student groups and specifically English Learners.)
SCHOOL GOAL: #3 The percentage of students meeting or exceeding the CAASPP writing standards in all student groups will increase by 5%

<p>What data did you use to form this goal? 2016-17 CAASPP ELA results 2016-2017 District Writing Assessment benchmark results</p>	<p>What were the findings from the analysis of this data? Our 2016-17 CAASPP ELA results show that 40% of our students scored above standard in producing clear and purposeful writing, and 35% scored above standard in investigating, analyzing, and presenting information. Achievement gaps exist, with Black, Hispanic, SED, SPED, and EL student groups scoring significantly lower than their White and Asian counterparts.</p>	<p>How will the school evaluate the progress of this goal? 2017-2018 District Writing Assessment benchmark District-wide CAASPP “block” test benchmarks 2017-18 CAASPP ELA results</p>
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STRATEGY: All teachers will strive to improve student writing skills through California State Standards-aligned writing strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> -Review CAASPP data to adjust strategies to improve students writing. -EL Homework Club -Implementation of expository reading and writing. -ELAC Liaison, EL support class. 	<ul style="list-style-type: none"> -Teachers and Administration -All core teachers - EL support teacher 	<ul style="list-style-type: none"> -Wednesday Department Core meetings twice per month. Aligning the style of assessment to be more of a CAASPP type of writing. -4 days per week after school availability. -Daily EL class support 	<ul style="list-style-type: none"> N/A \$4500.00 - LCAP funding \$15,000.00 - LCAP funding

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Character Education/Suspensions
SCHOOL GOAL: #6 Decrease of 10% in percentage of students who experience harassment or bullying as reported via the Healthy Kids Survey

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Suspensions data Students referrals Healthy Kids Survey Log entries in Powerschool	According to the results of the Healthy Kids Survey, 35% of the 7 th grade students have experienced harassment or bullying and 40% have had mean rumors or lies spread about them within the 12 months prior to taking the Healthy Kids Survey.	Results of newest Healthy Kids Survey District Monthly reports of discipline

STRATEGY: Administrators and teachers collaborating together to inform students about anti-bullying strategies and how to report ways to stop bullying. All students will receive anti-bullying strategies during several daily announcements, Character Counts curriculum imbedded in the daily classroom lessons.



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Student education about bullying and strategies to stop and report bullying. Student created presentation on Anti-Bullying or contracted presentation.	Teachers, administration Middle School Counselor. Administration	Character Counts curriculum is consistently part of the discussions in all classes. Assembly – February 2018	\$2500.00 – ASB/General site funds \$2500.00 (if contracted)

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Attendance/Chronic Absenteeism
SCHOOL GOAL: #7 Increase in school wide ADA to a minimum of 97%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Attendance reports	16-17 CMS ADA was above expectations of 96.53% 15/16 - 97.09 % 14/15 - 96.70 %	The attendance reports monthly as well as the end of the school year.

STRATEGY: Meet with Child Welfare Attendant to make contact with student/families who are not attending. Home visits, phone calls home, letters with encouraging support to be at school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide a monthly attendance award for perfect attendance	Attendance Secretary, Principal	Monthly recognition about the perfect attendance student. Yearly recognition of perfect attendance.	N/A
Work with CWA on a weekly basis and support students who may have special needs with attendance.	Administration and attendance secretary.	Weekly meetings to check on special situations with students.	N/A

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Physical Fitness
SCHOOL GOAL: #8 Increase number of students passing the Fitness Gram by 5%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
2016-2017 Fitness Gram Results	64% of students passed at least 5 of the 6 standards	PE teacher pre- and post-test evaluation of students 2016-2017 Fitness Gram Results

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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.	Physical Education teachers.	Everyday	N/A

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
 Focus Area: Articulation
SCHOOL GOAL: #9 Christensen Middle school will articulate with both high schools and the feeder elementary school teachers within our district.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Effective transition programs help students feel comfortable with the new school setting and decrease their anxiety, allowing them to focus better on their studies.</p>	<p>We need to focus each year on decreasing student anxiety levels when they are moving from elementary to middle school and from middle school to high school.</p>	<p>Continued contact with elementary and high school representatives to gain a sense of how students are feeling about the move to middle school or the move to high school</p>

STRATEGY: Continue positive communication with elementary and high school representatives to ensure a smooth transition for students

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Visit the schools of the two feeder elementary 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.</p>	<p>Principal and VP</p>	<p>The administration from CMS visit both of the feeder schools to CMS to present the vision and expectations of what students may expect in middle school. The families/students are invited to the open house event at the end of the school year for more informational meetings.</p>	<p>N/A</p>

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 3: Enhance parent and community engagement and communication

SCHOOL GOAL: #10 Increase the members of PTA and ELAC groups by 50%

<p>What data did you use to form this goal?</p> <p>Parent meeting attendance during the 16-17 school year.</p>	<p>What were the findings from the analysis of this data?</p> <p>Additional opportunities for parents to become involved within the school community. Communication by email, phone and website to engage parents to become involved with the school community.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The site will use an end of year parent survey requesting directly from parents about the school communication.</p>
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STRATEGY: Make personal phone calls to parents to invite them to participate in school wide activities

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Planned improvements in communication with parents and families of CMS students.	Principal, VP, School staff	Coordinate community and parent events to support students and staff in working together as teams for our students. The SSC, PTA and ELAC are three of the parent groups used to support and educate the parent community about the CA State Standards. Pathways to a Brighter Future event for students/parents to hear the opportunities for incoming high school students.	\$200.00 – General site funds

Christensen Middle School

**2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth**

Projected LCFF Supplemental Funds: \$ 26,715

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	Target Population	Timeline	Person(s) Responsible	Estimated Cost
Improvements or enhancement in instruction: -Stipend for EL support -EL Homework Club (after school) -Push-in of ELD teacher	✓ Socio-econ Disadvantaged ✓ English Learner ✓ Foster Youth	All Year	Principal	\$16,000 \$ 6,000 \$ 1,215
Supplemental materials, computers, software, books, supplies may be purchased: -Four Chromebooks for EL Homework Club -Charging station cart -Repairs for Chromebooks, as needed	✓ Socio-econ Disadvantaged ✓ English Learner ✓ Foster Youth	9/ 2017-5/2018	Principal Vice Principal	\$900 \$600 \$200
Staff Development and Professional Collaboration, training costs, substitute costs: -Training for ALL staff: EL strategies and best practices -Professional Development for EL support teacher (conferences) CABE – March 2018	✓ Socio-econ Disadvantaged ✓ English Learner ✓ Foster Youth	March 2018	EL Liaison Principal	n/a \$1,000

Parental Involvement: ELAC meeting supplies Interpreter costs for parent meetings	✓ Socio-econ Disadvantaged English Learner Foster Youth	9/2017- 5/2018	EL Liaison Principal	\$300 \$500
Total LCFF Supplemental				26,715

Form B: Centralized Services for Planned Improvements in Student Performance

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, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- Centralized Services
- \$450,750

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, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- Centralized Services
- \$333,317

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

- 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.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- Centralized Services
- \$273,390

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
 - Centralized Services
 - \$280,984
-

Form C: 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
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2000
Total amount of federal categorical funds allocated to this school	\$2000

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$77,330
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$26,715
Total amount of state categorical funds allocated to this school	\$104,045

Local Funding	
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$12,546

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Pat Avilla	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Schultz	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cynthia Woodworth	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jim Maloney	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Mukerjee	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electra Goodwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Amy Roach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Matthew Cayado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Colin Perotti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Bryanna Leary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Jasmine Jaura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Kelly Pollard	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	1	3	3

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:¹

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- X English Learner Advisory Committee
- X Special Education Advisory Committee
- X Gifted and Talented Education Advisory Committee
- X Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list)

4. 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.
5. 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.
6. **This SPSA was reviewed by the SSC at a public meeting on: November 6, 2017.**

Attested:

Pat Avilla
Typed name of School Principal


Signature of School Principal

11-3-17
Date

Diane Mukerjee
Typed name of SSC Chairperson


Signature of SSC Chairperson

11/3/17
Date

¹ SSC must review *and* recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

CMS recognizes that gifted and talented students can use their abilities throughout the day. Teachers are provided with a list of GATE students to allow for differentiation of lessons and grouping of students by ability. Our staff is encouraged to nominate students for the GATE program, based on abilities and characteristics displayed at school.

CMS recognizes that students are gifted and talented in many ways, and offer a variety of programs to meet the needs of students. Academic programs include math class placement based on math ability, honors core classes in seventh and eighth grades, honors band and orchestra, Spanish, leadership, art. Differentiation towards accelerated growth is provided at grade levels where honors classes are not available. Extra-curricular activities include sports teams, journal writing club, Yearbook, Maker Club. All students are encouraged to enter the Science Odyssey. Seventh and eighth grade students are encouraged to enter science projects in the Tri-Valley Science and Engineering Fair. Eighth grade teachers will try to match mentors to students who enter the Tri-Valley Science Fair.

CMS will host lunch-time talks for students. The goals of these presentations are to motivate students to aim for excellence at school, and to explore career options.

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Livermore Valley Joint Unified School District
Library School Site Plan – ALL SITES

PROGRAM DESCRIPTION:

Contact Person: Kelly Pollard

Contact: (925) 606-4702

School Library Materials: The goal of the library is to encourage students to read using a variety of books, publications, and resource materials. This year's focus will include the enhancement of a CA State Standards based curriculum and expanding our Accelerated Reader Program as well the purchase of a site license of NEWSELA in order to support the school's movement to common formative assessments. Although the Christensen Middle School library has approximately 14,900 books in its collection, it is our intent to provide our students with updated resources addressing their various reading levels. The library supports student research as well as reading for enjoyment. There are six computers available for students use in our library.

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds: \$12,546

PROGRAM DESCRIPTION

Contact Person: Heather Zichska

Contact: (925) 606-4702

Christensen Middle School is well on its way to providing students a broad digital learning umbrella. We currently have one mobile cart of chrome books per every two classrooms, as well as a PC lab and a Mobile Mac lab. Our staff development program has in the past and currently includes sessions on digital literacy, which are facilitated by the Core teachers. Students will increasingly have access to chrome books within classrooms--with the goal of one chrome book per student--to help build literacy through creating, commenting on, editing, updating, and submitting individual and collaborative writing assignments online.

Students will increasingly have access to PC and Mac computers to ensure exposure to a variety of operating systems and software programs that help prepare them for college and the workplace. Staff development will include a focus on digital literacy in support of student engagement and literacy.

Parcel Tax technology funds are used to support the repair of current chrome book equipment and the purchase of additional chrome books for student use to enhance the technology use of the equipment.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marilyn Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
 - K-8 After-School Academic Support Programs – At Marilyn Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
 - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
 - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and
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presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.

- Parent Advisory Committee (PAC) – PAC meets six times per year at Marilyn Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
 - The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.
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