School Year: **2019-20**

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	Christensen Middle School
Address	5757 Haggin Oaks Avenue Livermore, CA 94551 Livermore, CA 94551
County-District-School (CDS) Code	01 61200 6085773
Principal	Pat Avilla
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 21, 2019
Local Board Approval Date	November 12, 2019

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 - 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 California 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 Individualized Education Programs (IEPs) 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 three rules of character, Be Respectful, Be Responsible, Be Safe.
- All adults will model and teach the importance of Positive Behavioral Interventions.
- Students will leave with the interpersonal skills needed for their future success.
- Students will become life-long learners.
- Five Star Program to support our PBIS goals

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 689 students. Our student body is diverse and is currently composed of 1.3% American Indian/Alaskan Native, 22.46% Asian, 1.16% Pacific Islander, 25.94% Hispanic/Latino, 3.91% African American, 45.22% White, and 7% Two or more races. 20% of our students receive free or reduced school lunch, 18.26% of Students with Disabilities and 7.97% 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, 17 Chromebooks carts, a multipurpose room, a kitchen, an outdoor eating area, and a courtyard.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The first School Site Council was held September 23rd. Included in the council are four teachers, three parents, three students, one classified staff member and the principal. The framework of the plan will be discussed at the meeting and input will be gathered as well at the ELAC meeting. CMS Staff members have been consulted looking at school data to review last year's goals and establish new goals for the 2019-20 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.8%	0.56%	0.28%	5	4	2
African American	2.1%	2.79%	2.24%	13	20	16
Asian	8.3%	11.85%	11.61%	52	85	83
Filipino	3.8%	3.91%	3.22%	24	28	23
Hispanic/Latino	25.6%	22.32%	24.06%	160	160	172
Pacific Islander	0.5%	0.42%	0.42%	3	3	3
White	51.2%	48.81%	48.95%	320	350	350
Multiple/No Response	0.3%	%	%	2		
			Total Enrollment	625	717	715

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	193	263	236
Grade 7	204	232	253
Grade 8	228	222	226
Total Enrollment	625	717	715

Conclusions based on this data:

1. The student body size has remained the same as prior years with a slight decline in enrollment.
2. The demographics have changed, as our school has become more diverse as the economy changes in the Bay Area.
3. CMS is a positive school in our district due to the positive climate. The PBIS programs school wide are supporting our goal of an inclusive culture.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	43	47	49	6.9%	6.6%	6.9%
Fluent English Proficient (FEP)	84	122	132	13.4%	17.0%	18.5%
Reclassified Fluent English Proficient (RFEP)	6	20	3	14.6%	46.5%	6.4%

Conclusions based on this data:

1. The percentage of EL students of Reclassified as Fluent English Proficient is moving positively for EL students, the number of students in this category is smaller than in the past.
2. The CMS program "Power of One" is in the third year of our program.
3. Consistent support from our EL support teacher with regular Professional development for teaching staff for our EL students. The EL support teacher continues to "push" into classes to support the EL students while in their ELA and Math classes.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	214	258	236	212	256	234	212	254	234	99.1	99.2	99.2
Grade 7	217	227	248	217	226	246	217	226	246	100	99.6	99.2
Grade 8	242	222	221	240	218	219	240	218	219	99.2	98.2	99.1
All Grades	673	707	705	669	700	699	669	698	699	99.4	99	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2559.	2558.	2557.	31.13	24.41	28.63	32.08	39.37	37.61	20.28	20.87	15.81	16.51	15.35	17.95
Grade 7	2590.	2583.	2598.	28.57	31.42	32.11	41.01	33.19	39.43	15.21	18.58	18.29	15.21	16.81	10.16
Grade 8	2589.	2607.	2607.	22.50	31.65	33.79	40.42	37.61	32.88	21.67	17.43	20.09	15.42	13.30	13.24
All Grades	N/A	N/A	N/A	27.20	28.94	31.47	37.97	36.82	36.77	19.13	19.05	18.03	15.70	15.19	13.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	34.91	30.71	38.46	44.81	46.85	35.90	20.28	22.44	25.64
Grade 7	42.40	39.82	40.24	39.17	36.28	43.50	18.43	23.89	16.26
Grade 8	32.92	41.74	40.18	45.83	36.70	42.92	21.25	21.56	16.89
All Grades	36.62	37.11	39.63	43.35	40.26	40.77	20.03	22.64	19.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.65	38.98	29.06	38.86	43.31	51.71	18.48	17.72	19.23
Grade 7	43.32	44.25	46.34	41.94	38.94	40.24	14.75	16.81	13.41
Grade 8	34.58	45.41	39.27	50.00	40.37	46.58	15.42	14.22	14.16
All Grades	39.97	42.69	38.34	43.86	40.97	46.07	16.17	16.33	15.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	23.58	28.35	32.48	65.57	57.87	56.84	10.85	13.78	10.68
Grade 7	22.12	21.68	24.80	65.90	63.72	66.67	11.98	14.60	8.54
Grade 8	22.50	31.19	30.14	65.42	57.80	62.56	12.08	11.01	7.31
All Grades	22.72	27.08	29.04	65.62	59.74	62.09	11.66	13.18	8.87

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	33.96	37.80	36.75	49.53	48.03	45.73	16.51	14.17	17.52
Grade 7	40.55	41.15	38.21	46.54	46.46	50.81	12.90	12.39	10.98
Grade 8	31.67	45.41	41.10	52.08	42.66	42.92	16.25	11.93	15.98
All Grades	35.28	41.26	38.63	49.48	45.85	46.64	15.25	12.89	14.74

Conclusions based on this data:

1. Our data shows that a cohort of students continued to increase as they progressed through our school site.
2. Our data shows over the last few years we have been consistent with room to grow.
3. The Reading intervention program is raising the level of students reading abilities by almost two grade levels. See attachment of ELA results.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	214	258	236	211	256	235	211	256	235	98.6	99.2	99.6
Grade 7	218	227	248	217	226	246	217	226	246	99.5	99.6	99.2
Grade 8	242	222	221	241	218	219	241	218	219	99.6	98.2	99.1
All Grades	674	707	705	669	700	700	669	700	700	99.3	99	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2530.	2538.	2543.	19.43	21.88	27.66	25.12	22.27	22.13	31.28	34.77	27.23	24.17	21.09	22.98
Grade 7	2552.	2558.	2572.	23.96	25.22	28.46	19.35	22.57	23.17	31.34	30.09	29.27	25.35	22.12	19.11
Grade 8	2540.	2582.	2577.	17.43	30.73	28.31	14.11	16.06	20.09	30.71	26.15	20.55	37.76	27.06	31.05
All Grades	N/A	N/A	N/A	20.18	25.71	28.14	19.28	20.43	21.86	31.09	30.57	25.86	29.45	23.29	24.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.54	27.73	32.77	39.81	39.84	34.47	33.65	32.42	32.77
Grade 7	29.95	34.51	38.62	37.33	35.40	31.30	32.72	30.09	30.08
Grade 8	19.17	35.32	32.42	30.00	33.94	30.14	50.83	30.73	37.44
All Grades	25.00	32.29	34.71	35.48	36.57	32.00	39.52	31.14	33.29

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	18.96	23.05	22.98	47.87	50.00	50.21	33.18	26.95	26.81
Grade 7	26.73	24.78	28.05	42.86	48.23	52.03	30.41	26.99	19.92
Grade 8	21.58	32.11	32.88	42.32	44.95	39.27	36.10	22.94	27.85
All Grades	22.42	26.43	27.86	44.25	47.86	47.43	33.33	25.71	24.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	22.27	22.27	26.38	50.24	54.30	51.06	27.49	23.44	22.55
Grade 7	23.96	27.88	31.71	53.92	54.87	51.22	22.12	17.26	17.07
Grade 8	19.50	31.65	31.96	44.40	48.17	44.75	36.10	20.18	23.29
All Grades	21.82	27.00	30.00	49.33	52.57	49.14	28.85	20.43	20.86

Conclusions based on this data:

1. In all three sub categories Concepts & Procedures, Problem Solving & Modeling/Data Analysis, Communicating Reasoning All Grade level cohorts showed significant increases.
2. Achievement levels have risen 5 % each year over the last two years.
3. Standard-Based Grading school wide has driven students to understand math, to persevere in learning math, and to try again when they do not succeed at their first attempt. See attachment of results.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

1. The largest group pf EL students are Expanding level 2 and some 3. These students require moderate linguistic support.
2. The second group of students at CMS are a group of 21 students who are Bridging that require light linguistic support.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% 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 = 249	33%	47%	81%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	246	91%	9%
Body Composition	248	66%	34%
Abdominal Strength and Endurance	247	87%	13%
Trunk Extensor Strength and Flexibility	249	98%	2%
Upper Body Strength and Endurance	245	78%	22%
Flexibility	249	96%	4%

Physical Fitness Test Results (PFT) 2018-2019

% 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 = 226	27%	56%	82%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	226	92%	8%
Body Composition	226	65%	35%
Abdominal Strength and Endurance	226	92%	8%
Trunk Extensor Strength and Flexibility	226	99%	1%
Upper Body Strength and Endurance	226	83%	17%
Flexibility	226	92%	8%

Conclusions based on this data:

1. Upper body strength continues to be an area of weakness, our focus will continue to be an overall fitness, with an emphasis on strength and endurance
2. By using the data collection program, teachers are able to locate the student fitness needs. The teachers addressed the deficiencies of students.
3. Interventions during the school day to meet the standards were implemented to support the students. The teachers informed parents about the improvements needed and the students were able to work at home to improve their skills.

California Healthy Kids Survey

Grade 7										
	School Connectedness			School Preceived as very safe or safe	Caring Adult Relationships	School Connectedness				
	High	Moderate	Low	Survey to be given this school year 19-20	Students responding High and Moderate	High	Moderate	Low		
Andrew N. Christensen Middle School	60%	33%	7%	65%	89%					

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
717	**20.9%**	**6.6%**	**0.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	47	6.6%
Foster Youth	3	0.4%
Homeless	8	1.1%
Socioeconomically Disadvantaged	150	20.9%
Students with Disabilities	120	16.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	2.8%
American Indian	4	0.6%
Asian	85	11.9%
Filipino	28	3.9%
Hispanic	160	22.3%
Two or More Races	67	9.3%
Pacific Islander	3	0.4%
White	350	48.8%

Conclusions based on this data:

1. Students on our campus present a positive feeling towards diversity and tolerance of those who are different from themselves.
2. The large SPED population in our school community has demonstrated the need to support our community with kindness.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. EL and Math achievement of our students continues to grow positively.
2. Our math scores have progressed for all grade levels. The math department, as a whole team, continues to use Standards-Based Grading to support student intervention.
3. Suspensions are up over the past few years after a decline.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	2	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
32.8 points above standard	17.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.9 points	Increased 24.5 points	3 students
681 students	96 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	14.8 points below standard	74.4 points below standard
7 students	Increased 16 points	Maintained -2 points
	149 students	116 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
53.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	71.8 points above standard	55.5 points above standard
Increased 69.9 points	4 students	Increased 19.2 points	Declined -5.4 points
17 students		82 students	26 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
0.2 points below standard	50.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	31.9 points above standard
Increased 3.4 points	Increased 7.8 points	3 students	Maintained -1.5 points
149 students	67 students		333 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.2 points below standard	40.4 points above standard	35.4 points above standard
Declined -12 points	Increased 25.9 points	Increased 3.4 points
38 students	58 students	520 students

Conclusions based on this data:

1. Most students groups increased or maintained levels, however we must increase the focus on our EL student group.
2. The EL students group declined 12 points. This is an area of concern and will continue to be an area of focus.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
7.3 points below standard	52.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased	Increased	3 students
25.7 points 681 students	35 points 96 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	53.5 points below standard	118.1 points below standard
7 students	Increased	Increased 9.3 points
	34.9 points 149 students	116 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
7.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	62.5 points above standard	11.8 points above standard
Increased	4 students	Increased	Increased 5.5 points
92.7 points 17 students		52 points 82 students	26 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Green
55.7 points below standard	5.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	6.6 points below standard
Increased	Increased	3 students	Increased
15 points 149 students	24.6 points 67 students		16.3 points 333 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
130.5 points below standard	2 points below standard	6 points below standard
Increased 11.9 points	Increased	Increased
38 students	26.4 points 58 students	22.1 points 520 students

Conclusions based on this data:

1. All student groups increased levels, with the African American students improving 92.7 points.
2. Standards-based grading is in year two of the practice, these results show a huge improvement in our math for all student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
46	21.7%	41.3%	28.3%	8.7%

Conclusions based on this data:

1. We need to improve our attention towards the EL community through more support of the students and parents.
2. The suspensions have decreased, and having the students in class instead of at home on suspension more often is a positive move to better support of our EL students.
3. Mathematics continues to be an area for growth on our site. The increase of scores in all student groups through support of our literacy program and after school math intervention. The math department at CMS continues to collaborate about Standards-Based Grading. Targeting specific learning targets for students and families has unified the math department.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	2	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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
5.3% chronically absent	12.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.6%	Increased 6%	4 students
733 students	48 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.6% chronically absent	12.1% chronically absent
9 students	Increased 5.1%	Increased 3.6%
	173 students	124 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
10% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.6% chronically absent	0% chronically absent
Declined 1.8%	4 students	Increased 3%	Maintained 0%
20 students		87 students	28 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
8.4% chronically absent	2.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.6% chronically absent
Increased 3.2%	Declined 2.5%	4 students	Maintained 0.2%
167 students	72 students		351 students

Conclusions based on this data:

1. The chronic attendance data shows we have quite a bit of work to do to get our students to come to school.
2. We have incentive programs to encourage student attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	2	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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.3% suspended at least once	4.2% suspended at least once	Less than 11 Students - Data Not
Increased 0.9%	Increased 2%	4 students
738 students	48 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not	5.1% suspended at least once	8.8% suspended at least once
10 students	Increased 0.3%	Increased 1.4%
	175 students	125 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
5% suspended at least once	Less than 11 Students - Data 4 students	1.1% suspended at least once	0% suspended at least once
Declined -0.6%		Declined -0.4%	Maintained 0%
20 students		87 students	28 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Orange
3% suspended at least once	4.2% suspended at least once	Less than 11 Students - Data 4 students	3.7% suspended at least once
Declined -0.5%	Increased 2.5%		Increased 1.5%
168 students	72 students		355 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.8% suspended at least once	2.4% suspended at least once	3.3% suspended at least once

Conclusions based on this data:

1. Due to the professional development training for teachers,we are directly using alternative methods of changing poor behavior besides suspension.
2. The data shows less physical altercations due to peer conflict. Interventions are being utilized to reduce students peer conflict.
3. Adding more adult supervision during unstructured time has also reduced the amount of referrals to the office, allowing students to remain in class.

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

Smarter Balance Assessment
District Writing Assessment
ELPAC
EL Reclassification
Other local assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-19 CAASPP ELA Results District Write results ELPAC Scores EL Reclassification	The 2018-19 CAASPP ELA results indicate that 71% of our students scored above standard overall. We had growth in all four of the areas Reading, Writing, Listening and Research/Inquiry. The achievement gaps continue in SED, SPED and the EL students groups.	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 We will increase the ELA scores on the 19-20 CAASPP by 3%
2018-19 CAASPP Math Results District Benchmark assessments District math finals	Our 2018-19 CAASPP Math results show that almost 50% of our students met or exceeded standards, with achievement gaps evidenced by Black, Hispanic, SED, SPED, and ELL student groups scoring significantly lower.	The percentage of students meeting or exceeding the CAASPP math standards in all student groups will increase by 3%
2018-19 CAASPP ELA Results 2018-2019 District Writing Assessment benchmark District-wide CAASPP “block” test benchmarks	The 2018-19 CAASPP ELA results indicate that reading scores had the largest gains with 41% overall. Our 2018-19 District write assessment results show our students made modest gains.	The percentage of students meeting or exceeding the CAASPP writing standards in all student groups will increase by 3%

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension: 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 our collaborative approach in literature groupings in core classes. We will expand year 2 of the Reading intervention program that is targeted to students directly in a small group setting during the school day four days per week. Data will be collected to show if progress is made.

Students to be Served by this Strategy/Activity

We will continue to emphasize effective instructional strategies to support increased student achievement.

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Site expense
Amount	5100
Source	LCAP

Strategy/Activity 2

Mathematics: Standards-based grading will continue in ALL math classes at CMS to focus on learning instead of point value of material.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/19 - 6/4/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 3

Writing: All teachers will strive to improve student writing skills by 2% through California state standards-aligned writing strategies.

Students to be Served by this Strategy/Activity

All Students

Timeline

Each Trimester

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

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)
Annual attendance rate/chronic absenteeism
SWIS Data
Suspension rate
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension data Student referral data Healthy Kids Survey Log entries in Powerschool	According to the results of the Healthy Kids Survey, 35% of the 7th-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. CMS will reduce the number of students who experience bullying or harassment while at school by 3%, according to the reports in the office and the Healthy Kids Survey results.	Improvement by 3% in results of newest Healthy Kids Survey District Monthly reports of discipline in SWIS and Log Entries
.	.	.
.	.	.
.	.	.
The monthly attendance reports as well as the end of the school year.		
PE teacher pre- and post-test evaluation of students 2019-2020 Fitness Gram Results		
Anecdotal evidence, observations	Christensen Middle school will articulate with both high schools and	

Metric/Indicator	Baseline	Expected Outcome
	the feeder elementary school teachers within our district.	
.	.	.

Planned Strategies/Activities

Strategy/Activity 1

Positive behavior interventions and supports during the school day. Activities, assemblies and professional supports delivered in the classroom to best support students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/2019-6/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Discretionary
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Implement PBIS strategies to engage student learning.

Strategy/Activity 2

Social emotional learning: This is the second year of having a full-time counselor on campus. This added support has enabled the staff to address the needs of many students, and provide the Social Emotional learning that is so greatly needed during the middle school years. Implementing Choose Love curriculum in every classroom, every week, to create a common vocabulary and common practice for staff and students.

Students to be Served by this Strategy/Activity

All Students

Timeline

10/2019-6/2020

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Admin. discretionary

Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	0

Strategy/Activity 3

All students feeling safe at school: Increase in gate security, Positive interaction with adults while at school, addressing needs as concerns or issues arise. 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

Socio-economically disadvantaged, English learners, homeless

Timeline

9/2019 - 6/2020

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified

Strategy/Activity 4

High level of caring relationships with adults at school:

Students to be Served by this Strategy/Activity

Socio-economically disadvantaged, English learners, homeless. Pop up shop

Timeline

TBD

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF
Budget Reference	0000: Unrestricted

Strategy/Activity 5

Attendance: Provide a weekly attendance award for perfect attendance through our 5 STAR program Reach out to families of the most frequent students missing school.

Students to be Served by this Strategy/Activity

Socio-economically disadvantaged, English learners, homeless

Timeline

All Year

Person(s) Responsible

Principal and Attendance secretary

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF
Budget Reference	0001-0999: Unrestricted: Locally Defined

Strategy/Activity 6

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 Fitness gram assessment.

Students to be Served by this Strategy/Activity

All Students

Timeline

All Year

Person(s) Responsible

PE staff, CMS Administration

Proposed Expenditures for this Strategy/Activity

Amount	5500.00
Source	Parent-Teacher Association (PTA)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Illuminate training, Continued use of new program of heart rate monitors

Strategy/Activity 7

Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary: 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

All year

Person(s) Responsible

Administation

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Discretionary
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for teachers to meet with teachers at other sites for articulation.

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
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
We expect an increase of 25% participation of parent/guardians of CMS students.	ELAC attendance percentage is 10%, PTA attendance is less than 1%	Increase the members of PTA and ELAC groups by 50%
Data demonstrating staff promotes parental participation in programs	Outreach from school site is 4 x weekly	Clarification of communication by school site.

Planned Strategies/Activities

Strategy/Activity 1

Additional opportunities for parents to become involved within the school community. Communication by Blackboard, email, phone, and website/app to engage parents to become involved with the school community.

Students to be Served by this Strategy/Activity

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

Timeline

8/19/19 - 6/4/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4500.00
Source	LCAP
Budget Reference	0001-0999: Unrestricted: Locally Defined

Description	EL homework club, Homework club, coffee with the principal, PTA, ELAC, Information sent home, Daily announcements
Amount	15,000
Source	LCAP
Budget Reference	0000: Unrestricted
Description	EL homework club, Homework club, coffee with the principal, PTA, ELAC, Information sent home, Daily announcements

Strategy/Activity 2

Data demonstrating staff promotes parental participation in programs

Students to be Served by this Strategy/Activity

Black, Hispanic, SED, SPED, Homeless and EL student groups

Timeline

8/19/19 - 6/4/2020

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Annual Review and Update

SPSA Year Reviewed: 2018-19

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
2018-19 CAASPP ELA Results District Write results ELPAC Scores EL Reclassification	We will use to monitor and evaluate data is the Illuminate 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 2019-20 CAASPP ELA Results	Increase in Reading claim of ELA state assessment claim by 8%. Increase in Writing claim of ELA state assessment claim by 1%. Increased in Listening claim of ELA state assessment claim by 5% Increased in Research/Inquiry of ELA state assessment claim by 4%
2018-19 CAASPP Math Results District Benchmark assessments District math finals	The percentage of students meeting or exceeding the CAASPP math standards in all student groups will increase by 3%	Increase of 6% overall Math scores as measured on the CAASPP by all students. Increase in Concepts and procedures by 5%. Increase in Problem Solving & Modeling/Data by 4% Increase in Communication Reasoning by 6%
2018-19 CAASPP ELA Results 2018-19 District Writing Assessment benchmark District-wide CAASPP “block” test benchmarks	The percentage of students achieving and meeting or exceeding the CAASPP writing standards in all student groups will increase by 3%	1% gain in writing as measured by the CAASPP assessment in writing.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension: The five areas of focus will be communicating the objective, student engagement, facilitating student assessment, data	Literacy Intervention program results showed increase of reading levels by 98% of students who participated.	Site expense 0 LCAP 5100	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
analysis and interventions. Also, we will use evidence based conversations as part of collaborative approach in literature groupings in core classes. Reading intervention program that is targeted to students directly in a small group setting during the school day four days per week. Data is collected to show if progress is made.			
Mathematics: Standard based grading will be continued in ALL math classes at CMS to focus on learning instead of point value of material.	Twice weekly math intervention program after school.	0	0
Writing: All teachers will strive to improve student writing skills by 2% through California state standards-aligned writing strategies.	District adopted curriculum StudySync.	0	0

Analysis

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

Daily Interventions, in all courses, to best support students using Standards-Based Grading, giving students a chance to reach their learning potential.

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

Standards-Based Grading continues in ALL of our math classes, the implementation has begun in other areas, including ELA and Science.

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

Professional Development for staff for the new ELA adoption to provide and support and better collaboration within each department.

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.

Adoption of new curriculum in core classes.

Annual Review and Update

SPSA Year Reviewed: 2018-19

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
Suspension data Student referral data Healthy Kids Survey Log entries in Powerschool	Results of newest Healthy Kids Survey District Monthly reports of discipline in SWIS and Log Entries	Healthy Kids Survey results are not available. SWIS data shows most referral data is after lunch and during unstructured time.
Monthly attendance reports as well as the end of the school year data.	Reduced chronic absenteeism by all student groups.	Three monthly reports of the 18-19 school year report 97% and above attendance average.
PE teacher pre- and post-test evaluation of students 2018-2019 Fitness Gram Results	Increase by 2% in the Fitness Gram PFT assessment	Decrease of 1% in the PFT.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive behavior interventions and supports during the school day. Activities, assemblies and professional supports delivered in the classroom to best support students.	PBIS strategies used by all staff members to reduce referrals	Use of PBIS strategies to engage student learning. 1000-1999: Certificated Personnel Salaries Admin. discretionary 1000.00	Use of PBIS strategies to engage student learning. 1000-1999: Certificated Personnel Salaries Admin. discretionary 1000.00
Social emotional learning: This is the first year of having a full time counselor on campus. The addition of this support will be able to address the needs of many students and provide the Social Emotional learning that is so greatly needed during the middle school years. Implementing Choose Love curriculum in every	Second year of implementation of Choose Love curriculum.	0 0	0 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classroom every week, to create a common vocabulary, common practice for staff and students.			
All students feeling safe at school: Increase in gate security, Positive interaction with adults while at school, addressing needs as concerns or issues arise.	Staff addresses safety concerns each month, by regular walks around campus by parents, students, and staff to view concerns	Regular contact with district maintenance department 0001-0999: Unrestricted: Locally Defined District Funded 6,500	Regular contact with district maintenance department 0001-0999: Unrestricted: Locally Defined District Funded 6500.00
High level of caring relationships with adults at school:	PBIS	None Specified None Specified 0	0
Attendance: Provide a weekly attendance award for perfect attendance. Reach out to families of the students with the most frequent absences.	Use of 5 Star program to reward positive attendance. Attendance data recognition for perfect attendance.	Monitor weekly, monthly attendance and yearly attendance. 1000-1999: Certificated Personnel Salaries ASB 1000.00	5 Star use to support positive attendance. 1000-1999: Certificated Personnel Salaries ASB 1000.00
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 Fitness gram assessment.	Consistent review of PFT data to provide the necessary inventions for improvement.	Illuminate training, Use of new program of heart rate monitors 0001-0999: Unrestricted: Locally Defined District Funded 0	Illuminate training, Use of new program of heart rate monitors None Specified District Funded 0
Articulation – between grade levels, departments, and feeder schools, including elementary and high schools. 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	Regular yearly meetings with feeder schools as students arrive and as students move on to high school.	Release time for teachers to meet with teachers at other sites for articulation. 1000-1999: Certificated Personnel Salaries Admin. Gift account 1000.00	Release time for teachers to meet with teachers at other sites for articulation. 1000-1999: Certificated Personnel Salaries Admin. discretionary 1000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
campus to share with students what to expect in high school and how to be successful.			

Analysis

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

Continued use of positive behavioral strategies for students, by use of 5 STAR to reward students for following rules and policies instead of punishments

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

The suspensions did not decrease ,yet the positive culture of students continues.

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

District level support is maintained to support site goals.

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.

There will not be any anticipated changes to this goal.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
We expect an increase of 25% participation of parent/guardians of CMS students.	Increase the members of PTA and ELAC groups by 25%	We did not meet this goal.
Data demonstrating staff promotes parental participation in programs	Use of Blackboard by staff to increase communication with parents	We are unable to measure the goal based on new staff hired in 8 new certificated positions.

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 by email, phone and new website/app to engage parents to become involved with the school community.	Regular outreach of parents by administrations and office staff.	EL homework club, Homework club, coffee with the principal, PTA, ELAC, Information sent home, Daily announcements 0001-0999: Unrestricted: Locally Defined LCAP 4500.00	EL homework club, Homework club, coffee with the principal, PTA, ELAC, Information sent home, Daily announcements 0001-0999: Unrestricted: Locally Defined LCFF - Base 4500.00
		EL support Teacher 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 13,000	EL support Teacher 1000-1999: Certificated Personnel Salaries LCFF 15,000.

Analysis

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

Outreach to all parents and families by use of Blackboard communication system BB Comm.

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

Training of all staff on BlackBoard Communication, as platform to better communicate with parents and students.

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

The difference in the proposed expenses are only reflected in the EL support teacher cost. The new teacher is at a different level of pay.

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.

No changes are anticipated at this time.

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	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	36,600.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. discretionary	1,000.00
Discretionary	2,000.00
LCAP	24,600.00
LCFF	2,000.00
Parent-Teacher Association (PTA)	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	16,000.00
0001-0999: Unrestricted: Locally Defined	6,500.00
1000-1999: Certificated Personnel Salaries	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,500.00
None Specified	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0001-0999: Unrestricted: Locally Defined	Admin. discretionary	1,000.00
1000-1999: Certificated Personnel Salaries	Discretionary	2,000.00
	LCAP	5,100.00
0000: Unrestricted	LCAP	15,000.00
0001-0999: Unrestricted: Locally Defined	LCAP	4,500.00
0000: Unrestricted	LCFF	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	5,500.00
None Specified	Parent-Teacher Association (PTA)	1,500.00

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
Pat Avilla	Principal
Steve Martin	Classroom Teacher
Shayna Danielsen	Classroom Teacher
Beth Peterson	Classroom Teacher
Diane Mukerjee	Classroom Teacher
Dave Vonheeder	Parent or Community Member
Jeffery Vail	Parent or Community Member
Jennifer Holt	Parent or Community Member
Lucy Patrick	Secondary Student
Cameron Caley	Secondary Student
Alisha Bagade	Secondary Student
Kelly Pollard	Other School Staff

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 .

Attested:

	Principal, Pat Avilla on 10/23/19
	SSC Chairperson, Dave Vonheeder on 10/23/19

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020
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, professional development, and supplemental instructional materials,* ***supporting our District SPSA Goals.***
- *$167,625*

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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$154,516*

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 our District SPSA Goals.***
- *$196,089*

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 our District SPSA Goals.***
- *$228,906*

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, professional development and staff training related to mental health topics, 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.*
- *123,890*

Livermore Valley Joint Unified School District
2019-2020 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 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 Marylin 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 Marylin 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 Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in 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 Marylin 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 General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

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	$2,000
	Total amount of federal categorical funds allocated to this school	$2,000

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$66,235
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$30,810
	Total amount of federal categorical funds allocated to this school	$97,045

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$12,402

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

Projected LCFF Supplemental Funds $31,980

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 homework club	All Year	Principal	12,253.	
Push-in of English Language Development (ELD) teacher	All Year	Principal	7,000.	
EL Homework Club	All Year	Principal	4,202.	
		Total:	23,455	
Supplemental materials, computers, software, books, supplies may be purchased:				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
10 Chromebooks for EL Homework Club	19-20 School Year	Principal/Vice Principal	4,000.	
Chromebook loaners for students		Principal/Vice Principal	800.	
		Total:	4,800	
Staff Development and Professional Collaboration, training costs, substitute costs:				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
CABE Conference	19-20 School Year	Vice Principal	1,000.	
Substitute costs		Principal	500.	
		Principal		
		Principal		
		Total:	1,500	
Parent Involvement:				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Interpreter costs for parent meetings	19-20 School Year	EL Liaison/ Principal	500.	
(ELAC) meeting supplies		EL Liaison/ Principal	555.	
		EL Liaison/ Principal		
		Total:	1,055	
		Grand Total:	30,810	

Appendix H

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

PROGRAM DESCRIPTION:

CMS recognizes that gifted and talented education (GATE) 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, writing club, Yearbook, Book 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.

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 Bring Your Own Device (BYOD), 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. The funding from this plan will be used to support student's Chromebook use in classrooms, teacher use of classroom Chromebooks due to the increase of online curriculum.

Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: **Mathematics (Summative)**

Roster Date
18-19 | Y

Grade Level(s)	Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
All	**All**	**All Reported Races**	**Special & Non Special**	**null**	**All**

Overall & Claim Performance for Christensen Middle School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2018-19	593	51%	49%	28%	23%	26%	23%
		0					
2017-18	593	45%	55%	23%	21%	32%	23%
		Average Distance from Level 3: **-14**					
2016-17	593	47%	53%	20%	27%	29%	24%
		Average Distance from Level 3: **-15**					

Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: **Mathematics (Summative)**

Roster Date
18-19 | Y

Grade Level(s)	Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
All	**All**	**All Reported Races**	**Special & Non Special**	**null**	**All**

Overall & Claim Performance for Christensen Middle School

Year	Claim	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard	No Score/ Not Tested
2018-19	**Concepts & Procedures**	35%	33%	32%	0%
2017-18	**Concepts & Procedures**	30%	37%	34%	0%
2016-17	**Concepts & Procedures**	27%	38%	34%	0%
2018-19	**Problem Solving & Modeling/Data**	28%	49%	23%	0%
2017-18	**Problem Solving & Modeling/Data**	24%	49%	28%	0%
2016-17	**Problem Solving & Modeling/Data**	23%	48%	29%	0%
2018-19	**Communicating Reasoning**	30%	51%	18%	0%
2017-18	**Communicating Reasoning**	24%	52%	24%	0%
2016-17	**Communicating Reasoning**	23%	50%	26%	0%

Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: **English-Language Arts (Summative)**

Roster Date
18-19 | Y

Grade Level(s)	Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
All	**All**	**All Reported Races**	**Special & Non Special**	**null**	**All**

Overall & Claim Performance for Christensen Middle School

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2018-19	592	71%	29%	32%	38%	18%	12%
		Average Distance from Level 3: **+43**					
2017-18	592	63%	37%	26%	37%	19%	18%
		Average Distance from Level 3: **+22**					
2016-17	592	57%	43%	28%	29%	21%	22%
		Average Distance from Level 3: **+12**					

Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Subject: **English-Language Arts (Summative)**

Roster Date
18-19 | Y

Grade Level(s)	Gender(s)	Reported Race	Special Education	Socio-Economic	English Proficiencies
All	**All**	**All Reported Races**	**Special & Non Special**	**null**	**All**

Overall & Claim Performance for Christensen Middle School

Year	Claim	CS 3 Above Standard	CS 2 Near Standard	CS 1 Below Standard	No Score/ Not Tested
2018-19	**Reading**	41%	41%	18%	0%
2017-18	**Reading**	33%	44%	23%	0%
2016-17	**Reading**	32%	46%	22%	0%
2018-19	**Writing**	40%	47%	14%	0%
2017-18	**Writing**	39%	41%	20%	0%
2016-17	**Writing**	35%	42%	22%	0%
2018-19	**Listening**	29%	63%	8%	0%
2017-18	**Listening**	24%	61%	15%	0%
2016-17	**Listening**	22%	60%	18%	0%
2018-19	**Research/Inquiry**	40%	47%	13%	0%
2017-18	**Research/Inquiry**	36%	48%	16%	0%
2016-17	**Research/Inquiry**	32%	47%	21%	0%