School Year: **2020-21**

# 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<br>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 12, 2020 |
| **Schoolsite Council (SSC) Approval Date** | November 9, 2020 |
| **Local Board Approval Date** | November 10, 2020 |

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.

# Table of Contents

# 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 (CMS) 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 four rules of character, Be Respectful, Be Responsible, Be Safe, and Be Kind.
- 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
- Cohort 3 of PBIS implementation

# 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 32 certificated staff, 22 classified staff, 3 custodians, and approximately 643 students. Our student body is diverse and is currently composed of .08% American Indian/Alaskan Native, 17.50% Asian, 2.0% Pacific Islander, 19.03% Hispanic/Latino, 3.11% African American, 51.52% White, and 7% Two or more races. 20% of our students receive free or reduced school lunch, 17.29% Students with Disabilities, and 7.48% 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 meeting was held October 12th. Included in the council are four teachers, three parents, three students, one classified staff member and the principal. The framework of the plan was discussed at the meeting and input gathered at the English Language Advisory Committee meeting. CMS Staff members have been consulted as they examined school data to review last year's goals and establish new goals for the 2020-21 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.56% | 0.28% | 0% | 4 | 2 | 0 |
| African American | 2.79% | 2.24% | 2.46% | 20 | 16 | 17 |
| Asian | 11.85% | 11.61% | 14.06% | 85 | 83 | 97 |
| Filipino | 3.91% | 3.22% | 2.75% | 28 | 23 | 19 |
| Hispanic/Latino | 22.32% | 24.06% | 25.94% | 160 | 172 | 179 |
| Pacific Islander | 0.42% | 0.42% | 0.29% | 3 | 3 | 2 |
| White | 48.81% | 48.95% | 45.36% | 350 | 350 | 313 |
| Multiple/No Response | % | % | 9.13% | | | 0 |
| | | | Total Enrollment | 717 | 715 | 690 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 6 | 263 | 236 | 201 |
| Grade 7 | 232 | 253 | 231 |
| Grade 8 | 222 | 226 | 258 |
| Total Enrollment | 717 | 715 | 690 |

**Conclusions based on this data:**

**1.** The student body size has begun a 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 Implementation of the PBIS program school wide is 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** | | |
| | **17-18** | **18-19** | **19-20** | **17-18** | **18-19** | **19-20** |
| **English Learners** | 47 | 49 | 55 | 6.6% | 6.9% | 8.0% |
| **Fluent English Proficient (FEP)** | 122 | 132 | 128 | 17.0% | 18.5% | 18.6% |
| **Reclassified Fluent English Proficient (RFEP)** | 20 | 3 | 1 | 46.5% | 6.4% | 2.0% |

**Conclusions based on this data:**

1. The percentage of EL students Reclassified as Fluent English Proficient is moving positively, the number of students in this category is smaller than in the past. The number of EL students at Christensen has grown this year. We will continue to reach each EL student to best support their needs during Distance Learning and after we return to back to the classroom.

2. The CMS program, "Power of One," is in the fourth year of our program. Each Staff member adopts a student from our EL population to connect and keep track of their student with grades, support of any kind in a one on one support.

3. Our EL support teacher provides consistent support and regular professional development for teaching staff. The EL support teacher continues to "push" into classes to support EL students while in their English Langage Arts and Math classes.  There is the support of our EL students in a pull-out class to support our EL population. Our EL coordinator/support teacher has made connections with our EL student population by encouraging them to attend the EL homework club offered four days per week after school, pushing into their classes to observe their progress in the English Language Arts ( ELA) courses and regular communication with the EL families.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 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. | 2562. | 31.13 | 24.41 | 32.91 | 32.08 | 39.37 | 34.19 | 20.28 | 20.87 | 15.81 | 16.51 | 15.35 | 17.09 |
| 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 | 32.90 | 37.97 | 36.82 | 35.62 | 19.13 | 19.05 | 18.03 | 15.70 | 15.19 | 13.45 |

| Reading<br>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<br>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 | 36.75 | 38.86 | 43.31 | 46.15 | 18.48 | 17.72 | 17.09 |
| 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 | 40.92 | 43.86 | 40.97 | 44.21 | 16.17 | 16.33 | 14.88 |

| Listening<br>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<br>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 newly adopted curriculum StudySync. Due to the Shelter in Place order, the data used is from student grades and formative assessments for the first two trimesters of the 2019-2020 school year. Using this data, we have been able to conclude a slight increase of students achievement in both ELA and Math.

**2.** Our data shows that over the last few years we have been consistent with room to grow.

**3.** During the second full year of our Reading intervention program, we continue to increase the level of the reading abilities by almost two grade levels on average for the students participating in the program. See attachment of Reading Literacy 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<br>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<br>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 slight increases.

2. Achievement levels have risen an average of 4% each year, over the last two years.

3. School-wide use of Standards-Based Grading in Math has driven students to understand math, to persevere in learning math, and to try again when they do not succeed at their first attempt. Students' understanding of math creativity and relationship to real-life concepts, rather than the grade or grade percentage is slowly changing to a better understanding of the concepts in all levels and areas of math.

# 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** |
| **Grade 6** | | 1520.9 | | 1539.4 | | 1501.8 | | 16 |
| **Grade 7** | | 1521.6 | | 1527.0 | | 1515.7 | | 22 |
| **Grade 8** | | 1499.3 | | 1511.9 | | 1486.3 | | 13 |
| **All Grades** | | | | | | | | 51 |

| 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** |
| **6** | | 6.25 | | 62.50 | | 25.00 | | 6.25 | | 16 |
| **7** | | 27.27 | | 45.45 | | 18.18 | | 9.09 | | 22 |
| **8** | | 7.69 | | 69.23 | | 7.69 | | 15.38 | | 13 |
| **All Grades** | | 15.69 | | 56.86 | | 17.65 | | 9.80 | | 51 |

| 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** |
| **6** | | 50.00 | | 43.75 | | 0.00 | | 6.25 | | 16 |
| **7** | | 59.09 | | 27.27 | | 4.55 | | 9.09 | | 22 |
| **8** | | 38.46 | | 46.15 | | 0.00 | | 15.38 | | 13 |
| **All Grades** | | 50.98 | | 37.25 | | 1.96 | | 9.80 | | 51 |

| 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** |
| **6** | | 0.00 | | 12.50 | | 31.25 | | 56.25 | | 16 |
| **7** | | 13.64 | | 27.27 | | 45.45 | | 13.64 | | 22 |
| **8** | | 7.69 | | 7.69 | | 69.23 | | 15.38 | | 13 |
| **All Grades** | | 7.84 | | 17.65 | | 47.06 | | 27.45 | | 51 |

| 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 |
| 6 | | 18.75 | | 68.75 | | 12.50 | | 16 |
| 7 | | 4.55 | | 68.18 | | 27.27 | | 22 |
| 8 | | 7.69 | | 76.92 | | 15.38 | | 13 |
| All Grades | | 9.80 | | 70.59 | | 19.61 | | 51 |

| 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 |
| 6 | | 75.00 | | 18.75 | | 6.25 | | 16 |
| 7 | | 90.91 | | 0.00 | | 9.09 | | 22 |
| 8 | | 69.23 | | 15.38 | | 15.38 | | 13 |
| All Grades | | 80.39 | | 9.80 | | 9.80 | | 51 |

| 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 |
| 6 | | 0.00 | | 18.75 | | 81.25 | | 16 |
| 7 | | 22.73 | | 36.36 | | 40.91 | | 22 |
| 8 | | 7.69 | | 38.46 | | 53.85 | | 13 |
| All Grades | | 11.76 | | 31.37 | | 56.86 | | 51 |

| 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 |
| 6 | | 6.25 | | 93.75 | | 0.00 | | 16 |
| 7 | | 9.09 | | 81.82 | | 9.09 | | 22 |
| 8 | | 0.00 | | 84.62 | | 15.38 | | 13 |
| All Grades | | 5.88 | | 86.27 | | 7.84 | | 51 |

**Conclusions based on this data:**

1. 70 % of the EL students at Christensen fall into the Expanding level 1, and 2, groups. These students require moderate linguistic support.

2. The second group of students at CMS are a group of 6 students who are in the Bridging group that require light linguistic support.

**3.** There are 19 students in Special Education who also are designated as EL, this is a decrease over the past two years, from 60% to less than 50%.

# School and Student Performance Data

## Physical Fitness Test Results (PFT)

% of students achieving the Healthy Fitness Zone

## Physical Fitness Test Results (PFT) 2019-2020

% 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** | 33.3% | 47.4% | 81% |
| | **Total # of Students** | **% Within or above the Healthy Fitness Zone** | **% Needs Improvement** |
| **Aerobic Capacity** | 249 | 89.6% | 10.0% |
| **Body Composition** | 249 | 65.5% | 20.5% |
| **Abdominal Strength and Endurance** | 249 | 86.3% | 13.7% |
| **Trunk Extensor Strength and Flexibility** | 249 | 98.4% | 1.6% |
| **Upper Body Strength and Endurance** | 249 | 77.1 % | 22.9% |
| **Flexibility** | 249 | 96.0% | 4.0% |

**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 were able to locate the student fitness needs. The teachers addressed the deficiencies of students. The area in which we did not collect the data this spring was the aerobic capacity. Aerobic capacity has always been an area of strength for our students at CMS.

3. The PE staff continue to provide interventions during the school day, to meet the standards and to support students' achievement. The Teachers informed parents about the improvements needed and students were able to work at home to improve their skills.

# California Healthy Kids Survey

| Elementary Schools Grade 5: | | Table |
|---|---|---|
| 1. School Connectedness – sites will report percent of students<br>Average reporting "Yes, most of the time" or "Yes, all of the time" | % | 4.7 |
| 2. Feel Safe at School – sites will report percent of students<br>Do you feel safe at school?<br>Students reporting "Yes, most of the time" and "Yes, all of the time" | % | 4.7 |
| 3. Students treated with respect – sites will report percent of students<br>Do teachers and other grown-ups at school treat students with respect?<br>Students reporting "Yes, most of the time" and "Yes, all of the time" | % | 6.1 |

1.

2.

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

1. We continue to engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results.

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

# School and Student Performance Data

## Student Population

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

| 2019-20 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **715** | **19.7** | **6.9** | **0.1** |
| 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. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 49 | 6.9 |
| **Foster Youth** | 1 | 0.1 |
| **Homeless** | 5 | 0.7 |
| **Socioeconomically Disadvantaged** | 141 | 19.7 |
| **Students with Disabilities** | 127 | 17.8 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 16 | 2.2 |
| **American Indian** | 2 | 0.3 |
| **Asian** | 83 | 11.6 |
| **Filipino** | 23 | 3.2 |
| **Hispanic** | 172 | 24.1 |
| **Two or More Races** | 66 | 9.2 |
| **Pacific Islander** | 3 | 0.4 |
| **White** | 350 | 49.0 |

**Conclusions based on this data:**

1. The inclusivity on the Christensen campus is a constant focus each day of every school year. Students on our campus present a positive feeling towards diversity and tolerance of those who are different from themselves.

2. The large Special Education population in our school community has demonstrated the need to support our community with kindness.

3. The demographics of the City and our campus have slowly adjusted and expanded, the acceptance of diversity is still our focus.

# School and Student Performance Data

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Orange | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Green | | |

**Conclusions based on this data:**

**1.** EL and Math achievement of our students continues to grow positively, based on the comparison of grades in math and ELA over the past two years.

**2.** Our math scores continue to progress in all grade levels. The math department, as a whole, continues to use Standards-Based Grading to support student intervention.

**3.** Suspensions are up for the last two years in a row.

# 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.

### 2019 Fall Dashboard English Language Arts Equity Report

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 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.

### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Yellow | No Performance Color |
| 41.2 points above standard | 9.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++9.2 points | Increased ++11.1 points | |
| 690 | 98 | 3 |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 8.2 points below standard | 70.4 points below standard |
| | Increased ++8.2 points | Increased ++12.5 points |
| 5 | 146 | 122 |

| **2019 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 |
| 27.1 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 93.2 points above standard | 77.4 points above standard |
| Declined -13 points | 2 | Increased Significantly ++23.3 points | Increased Significantly ++21.9 points |
| 16 | | 81 | 23 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | Blue | No Performance Color | Green |
| 4.8 points above standard | 63.5 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 40.8 points above standard |
| Increased ++6.1 points | Increased ++12.6 points | 3 | Increased ++9 points |
| 165 | 64 | | 336 |

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.

| **2019 Fall Dashboard English Language Arts Data Comparisons for English Learners** | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 77.9 points below standard | 53.6 points above standard | 42 points above standard |
| Increased Significantly ++26.3 points | Increased ++14 points | Increased ++7 points |
| 47 | 51 | 513 |

**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 student group is one of the main focus groups on our campus. This EL student group is an area of concern and will continue to be an area of focus.
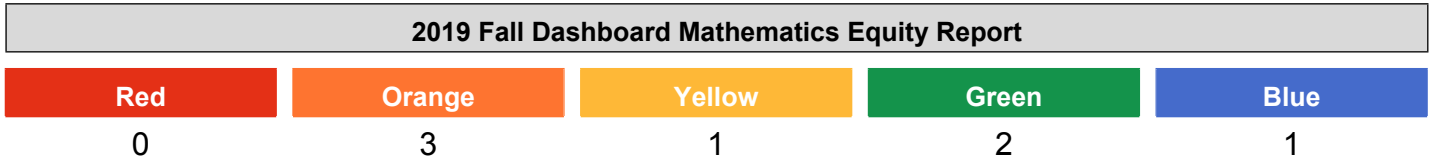
# School and Student Performance Data

## Academic Performance
## Mathematics

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 3 | 1 | 2 | 1 |

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.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Orange | No Performance Color |
| 2.6 points below standard | 53.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++5.1 points | Maintained ++1.4 points | |
| 693 | 99 | 3 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 59.8 points below standard | 121.4 points below standard |
| | Declined -6.1 points | Increased ++3.6 points |
| 5 | 146 | 124 |

## 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 23.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 72.3 points above standard | 63.3 points above standard |
| Declined Significantly -25.7 points | 2 | Increased ++11.6 points | Increased Significantly ++51.5 points |
| 16 | | 82 | 23 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | Green | No Performance Color | Green |
| 49.4 points below standard | 13.8 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 3.5 points below standard |
| Increased ++6.6 points | Increased ++8.2 points | 3 | Increased ++3 points |
| 165 | 65 | | 337 |

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.

## 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 122.1 points below standard | 10.8 points above standard | 4.9 points below standard |
| Increased ++4.9 points | Increased ++14.1 points | Maintained ++1.3 points |
| 48 | 51 | 515 |

Conclusions based on this data:

1. Most student groups increased levels, however the African American student group declined 25 points.

2. Standards-based grading is in year three of 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 percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| English Learner Progress |
| :---: |
| No Performance Color |
| 57.4 making progress towards English language proficiency |
| Number of EL Students: 47 |
| Performance Level: High |
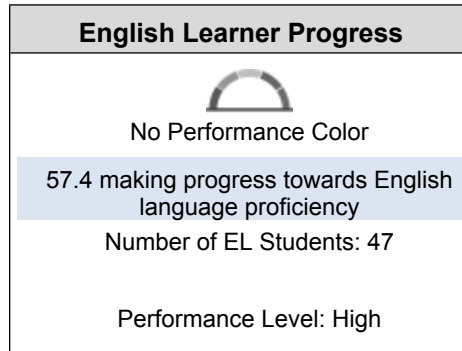
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2019 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| :---: | :---: | :---: | :---: |
| 14.8 | 27.6 | 2.1 | 55.3 |

**Conclusions based on this data:**

1. We need to improve our attention towards the EL community through more support of students and parents. This is year three of the "Power of One" program at Christensen.

2. The suspensions have remained flat, trying to keep students in class instead of at home on suspension is a positive direction is a far 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.
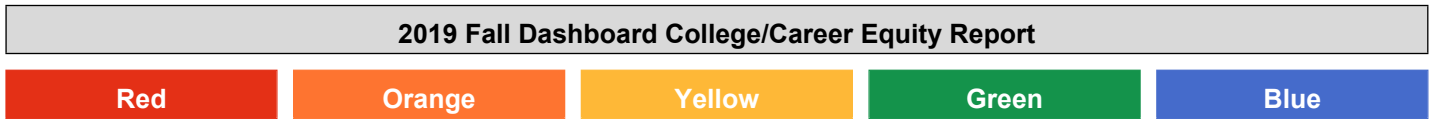
# School and Student Performance Data
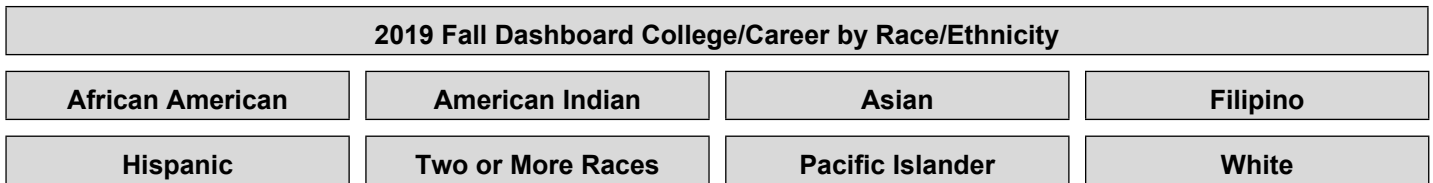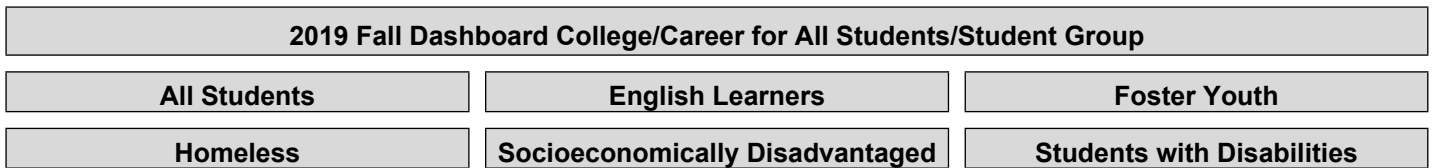
## Academic Performance
## College/Career

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.

| 2019 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.

| 2019 Fall Dashboard College/Career for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 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.

| 2019 Fall Dashboard College/Career 3-Year Performance |
|---|

| Class of 2017 | Class of 2018 | Class of 2019 |
|---|---|---|
| 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:

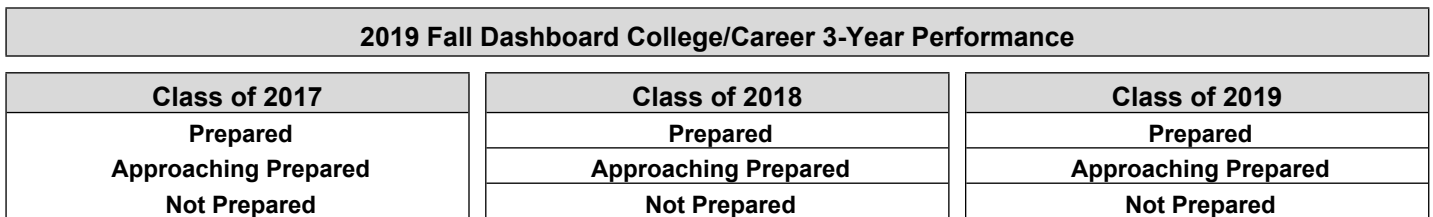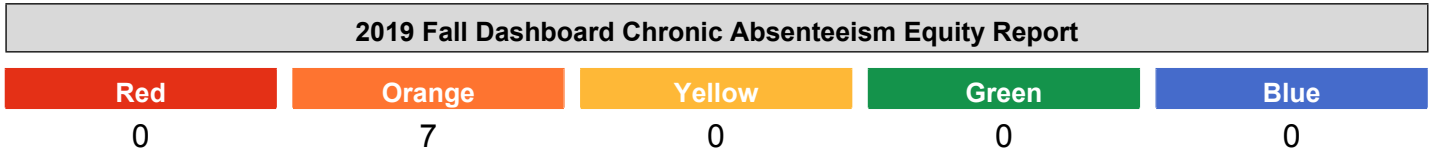| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 7 | 0 | 0 | 0 |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Orange | No Performance Color |
| 0 | 0 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined Significantly -5.3 | Declined -12.5 | 3 |
| 726 | 51 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 0 | 0 |
| 7 | Declined Significantly -11.6 | Declined -12.1 |
| | 159 | 134 |

| **2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Orange | No Performance Color |
| 0 | Less than 11 Students - Data Not Displayed for Privacy | 0 | 0 |
| Declined -10 | 2 | Declined -4.6 | Maintained 0 |
| 18 | | 85 | 23 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | Orange | No Performance Color | Orange |
| 0 | 0 | Less than 11 Students - Data Not Displayed for Privacy | 0 |
| Declined Significantly -8.4 | Declined -2.8 | 3 | Declined Significantly -4.6 |
| 176 | 67 | | 352 |

**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. The attendance of our students as a whole needs to improve.

2. We have incentive programs through our online program, 5 Star, 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.

| 2019 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.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |
| --- |

| All Students | English Learners | Foster Youth |
| --- | --- | --- |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 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.

| 2019 Fall Dashboard Graduation Rate by Year |
| --- |

| 2018 | 2019 |
| --- | --- |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
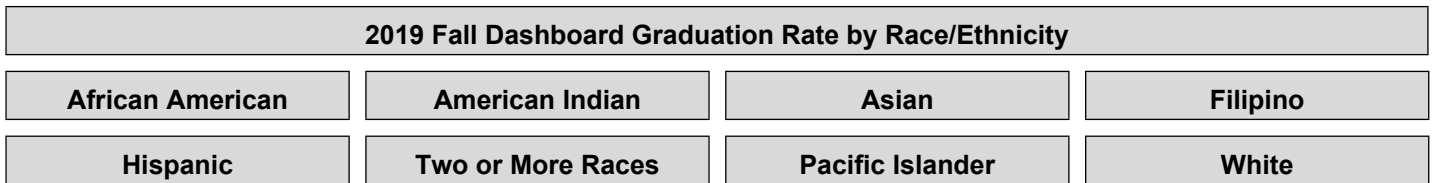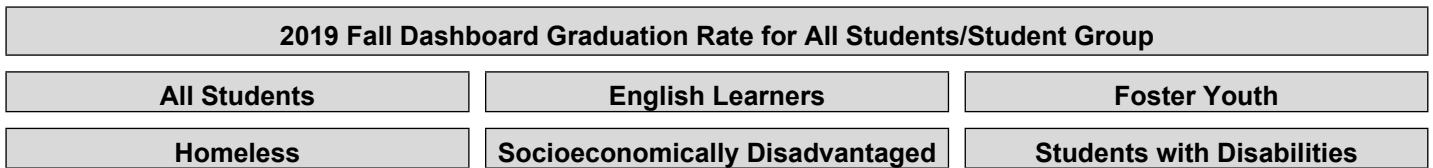## Suspension Rate

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

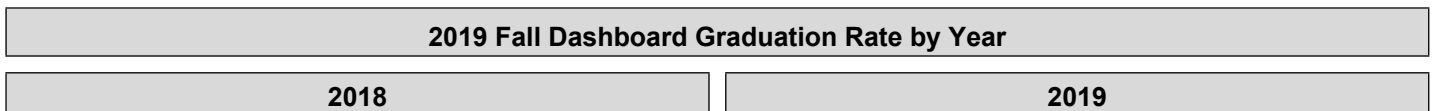| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 6 | 0 | 1 | 0 |
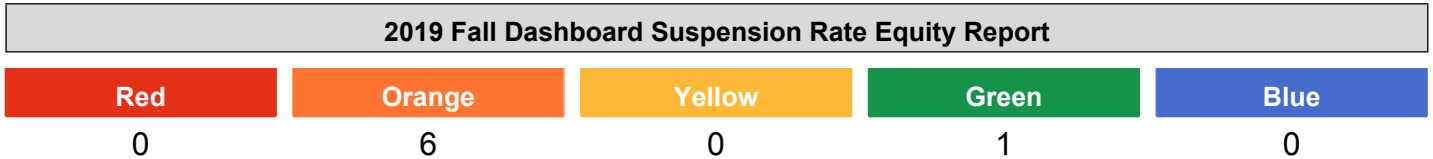
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | Green | No Performance Color |
| 4.8 | 3.8 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +1.5 | Declined -0.3 | 3 |
| 729 | 52 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 5.6 | 8.9 |
| 7 | Increased +0.4 | Maintained +0.1 |
| | 161 | 135 |

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | Orange | No Performance Color |
| 0 | Less than 11 Students - Data Not Displayed for Privacy 2 | 2.4 | 0 |
| Declined -5 | | Increased +1.2 | Maintained 0 |
| 18 | | 85 | 23 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | Orange | No Performance Color | Orange |
| 6.8 | 7.5 | Less than 11 Students - Data Not Displayed for Privacy 3 | 4.2 |
| Increased +3.8 | Increased +3.3 | | Increased +0.6 |
| 177 | 67 | | 354 |

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

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|---|---|---|
| | 3.3 | 4.8 |

**Conclusions based on this data:**

**1.** As a result of the professional development training for teachers, we are directly using alternative methods of changing poor behavior besides suspension. PBIS implementation will be a very large focus to curtail the poor behaviors while on campus.

**2.** The data shows fewer physical altercations due to peer conflict. Interventions are being utilized to reduce student conflict and increase communication about the expectations required in and out of the classroom.

**3.** We added adult supervision during unstructured time to reduce the number 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 |
|---|---|---|
| 2020-21 CAASPP ELA Results<br>District Write results<br>ELPAC Scores<br>EL Reclassification | The 2018-19 CAASPP ELA results indicate that 71% of our students scored Above Standard overall. Since there were no assessments administered State-wide during the 2019-20 school year, we will use former test scores to evaluate progress and growth in all four of the areas: Reading, Writing, Listening and Research/Inquiry. The achievement gaps continue in SED, SPED, and the EL student 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 |
| 2020-21 CAASPP Math Results<br><br>District Benchmark assessments<br><br>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 EL student groups scoring significantly lower. Since the State assessments were not taken during the 2019-20 school year, there is limited data. Grades are used as our baseline. | The percentage of students meeting or exceeding the CAASPP math standards in all student groups will increase by 3% |
| 2020-21 CAASPP ELA Results<br><br>2020-21 District Writing Assessment benchmark | The 2018-19 CAASPP ELA results indicate that reading scores had the largest gains with 41% overall. Our 2018-19 District write assessment | The percentage of students meeting or exceeding the CAASPP writing standards in all student groups will increase by 3% |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| District-wide CAASPP "block" test benchmarks | results show our students made modest gains. | |

## 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 3 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

8/25/2020 – 6/10/2021

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

| Amount | 25,000.00 |
|---|---|
| Source | General Fund |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | FTE |

| Amount | 0 |
|---|---|
| Source | None Specified |
| Budget Reference | None Specified |

## 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

8/25/2020 – 6/10/2021

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 0 |
| **Source** | None Specified |
| **Budget Reference** | None Specified |

# Strategy/Activity 3

Writing: All teachers will strive to improve student writing skills by 2% through California state standards-aligned writing strategies, with increased professional development from Silicon Valley Math Initiative.

## 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<br>Student referral data<br>Healthy Kids Survey<br>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. | Improvement by 10% in results of newest Healthy Kids Survey<br>District Monthly reports of discipline in SWIS and Log Entries<br><br>CMS will reduce the number of students who experience bullying or harassment while at school by 10%, according to the reports in the office and the Healthy Kids Survey results. |
| The monthly attendance reports as well as the end of the school year. | Christensen Middle school will articulate with both high schools and the feeder elementary school teachers within our district. | Increased daily attendance by all students by 3% for teh school year. |
| PE teacher pre- and post-test evaluation of students.<br>2020-2021 Fitness Gram Results | Teachers using pre and post tests to identify students who are in need of PFT interventions in cardio, strength and flexibility. | Improved Physical Fitness scores by all students in all grades by 2%. |
| Anecdotal evidence, observations | Regular check with daily observations of physical exercises | Regular exercise by students with improvement in strength, cardio and flexibility and visual observations. |

## 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

8/25/2020-6/10/2021

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1,000.00 |
| **Source** | Title II Part A: Improving Teacher Quality |
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Implement PBIS strategies to engage student learning. |

# Strategy/Activity 2

Social emotional learning: This is the fourth 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. Positive Behavior Intervention Systems have been planned and implemented at CMS, the team of 8 staff members met, participated in training and created a plan for all staff and students for both groups so there is clear understanding of expectation of behavior while on campus and through Distance Learning.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

9/25/2020-6/10/2021

## Person(s) Responsible

Teachers/Principal

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1,000.00 |
| **Source** | Admin. discretionary |
| **Budget Reference** | 0001-0999: Unrestricted: Locally Defined |
| **Description** | PBIS Professional Development training |

# 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. PBIS implementation with clear expectations for students with regard to behavior while on campus and during distance learning.

### Students to be Served by this Strategy/Activity

Socio-economically disadvantaged, English learners, homeless

### Timeline

9/25/2020-6/10/2021

### Person(s) Responsible

Principals/Teachers

### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 1,500 |
| **Source** | Parent-Teacher Association (PTA) |
| **Budget Reference** | None Specified |
| **Description** | Everyone feels Stuff presentations to 6th graders |

## Strategy/Activity 4

High level of caring relationships with adults at school: Phone calls to reach families to register for Schoology to check grades and assigmnets of their students.

### 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** | 1,000.00 |
| **Source** | PTA |
| **Budget Reference** | 0000: Unrestricted |
| **Description** | Pop Up Shop |

## 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 | 0 |
| --- | --- |
| Source | None Specified |
| Budget Reference | None Specified |
| Description | Gift cards from the community for students |

# 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 Fitnessgram 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 | 5,500.00 |
| --- | --- |
| 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** | 1,000.00 |
| **Source** | Title II Part A: Improving Teacher Quality |
| **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 25% |
| 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

8/25/2020 - 6/20/2021

#### Person(s) Responsible

Principal/Teachers

#### Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 4,500.00 |
| **Source** | LCFF - Supplemental |
| **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** | LCFF - Supplemental |
| **Budget Reference** | 0001-0999: Unrestricted: Locally Defined |
| **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

8/25/2020 - 6/10/2021

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

| **Amount** | 0 |
|---|---|

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## 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 |
|---|---|---|
| 2019-20 CAASPP ELA Results District Write results ELPAC Scores EL Reclassification | The 2019-20 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. We will increase the ELA scores on the 19-20 CAASPP by 3% | The process that we used to monitor and evaluate the data is the Illuminate website showing results from the formative and benchmark assessment, and teacher created common aligned assessments. Although the state assessments were not administered during the school year due to Shelter in Place, we analyzed data from students grades over the last two years in ELA for two grading periods and found that cohorts of students grew slightly ove the last two years.<br><br>2019-20 ELA grades in Powerschool. |
| 2019-20 CAASPP Math Results District Benchmark assessments District math finals | Our 2019-20 CAASPP Math results how 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 process that we used to monitor and evaluate the data is the Illuminate website showing results from the formative and benchmark assessment, and teacher created common aligned assessments. Although the state assessments were not adminsterd during the school year due to Shelter in Place, we analyzed data from students grades over the last two years in Math for two grading periods and found the math understanding of basic concepts continues to increase each year.<br><br>2019-20 Math grades in Powerschool. |
| 2018-19 CAASPP ELA Results 2019-20 District Writing Assessment benchmark | The 2019-20 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 writing standards in all student groups remained flat using the ELA students grades over the last two grading periods. |

# 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 analysis, and interventions. Also, we will use evidence-based conversations as part of collaborative approach in literature groupings in core classes. Expanded 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 is collected to show if progress is made. | We will continue to emphasize effective instructional strategies to support increased student achievement. | Site expense 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,100.00 | LCFF Plan 1000-1999: Certificated Personnel Salaries LCFF - Base 3,800.00 |
| Increase the number of students who meet or exceed standards in Math from all students from 6th grade, 7th and 8th grade students from 50% to 53% as measured by the 2021 CAASPP. | The continued professional development of math strategies and implementation of Silicon Valley Math Intictive | Site Expense 0001-0999: Unrestricted: Locally Defined Title II Part A: Improving Teacher Quality 2,000.00 | Title II Funding 0001-0999: Unrestricted: Locally Defined Title II Part A: Improving Teacher Quality 2,000.00 |

# Analysis

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

We delivered Literacy/Reading Comprehension Instruction in the five areas of focus communicating the objective, student engagement, facilitating student assessment, data analysis, and interventions. Also, we used evidence-based conversations as part of collaborative approach in literature groupings in core classes. Expanded to year 3 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 collected shows progress was made of an increase of up to two years in the reading level of our struggling readers.

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

The data is clear and shows continued improvement by students, using EasyCBM to pretest and post test was effective in the measurement of each students literacy development.

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

Shelter in place reduced the expenditures in this program.

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

The goal will be to increase the number of students involved in the program to increase the struggling to readers at each grade level.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## 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<br>Student referral data<br>Healthy Kids Survey<br>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 | Results of newest Healthy Kids Survey- We continue to engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. We collaborate ask for their input into how the school might better meet the identified needs of our students. Checkng the district Monthly reports of discipline in SWIS and PowerSchool Log Entries |
| The attendance reports monthly as well as the end of the school year | Christensen Middle school will continue to articulate with both high schools and the Elementary schools. | Working with the Child Welfare Assistants making home visits, Attendance secretary calling home of individual families, the use of attendance letters we had a reduction in overall absences and tardies. |
| PE teacher pre- and post-test evaluation of students.<br>2019-2020 Fitness Gram Results | Consistent pre testing each trimester we are able to identify the support needed for each student and create individual interventions in each of the 6 areas of the PFT for each student. | The pre-testing of the physical fitness state assessments of cardio-fitness, upper body flexibility, hamstring flexibility, abdominal strength, upper body strength, and Body Mass Index are assessed. Each trimester the scores are evaluated by the PE teachers to determine the interventions needed for students to be able to achieve their goals. |
| Anecdotal evidence, observations | Creating a clean, safe, and aesthetically pleasing campus where students respect the physical grounds where students can feel emotionally connected to the community at school. A campus where students respect each other with kindness, where they are tolerance of those who may be different from them. | The safety committee regularly walks the campus with an administrator, staff member, and parent to insure the campus is regularly inspected for hazards or repairs. We communicate with families about best practices for students about how students feel about being at school. |

## Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| The attendance reports monthly as well as the end of the school year. | Social emotional learning: This is the fourth 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, common practice for staff and students. | 1,000.00 0001-0999: Unrestricted: Locally Defined General Fund | 1,000.00 5000-5999: Services And Other Operating Expenditures Unrestricted |
| Positive behavior interventions and supports during the school day. Activities, assemblies and professional supports delivered in the classroom to best support students. | Making sure all students feeling safe at school: Increased in gate security, Positive interaction with adults while at school, addressing needs as they 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. | 1,500 0000: Unrestricted Parent-Teacher Association (PTA) | 1,500 0000: Unrestricted Parent-Teacher Association (PTA) |
| 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. | The PE intervention system developed by the PE department to support better fitness of our students by requiring homework of physical fitness skills has improved the skills of all students. The teachers each work directly with the students on their skills to better inform the students on best practices of the fitness needs of each student. | zero cost None Specified None Specified | zero cost None Specified None Specified |

# Analysis

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

Discussion, planning and beginning the implementation of Cohort 3 of Positive Behavioral Intervention Systems. Creating the behavioral expectations for all students in every part of the school campus.

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

Parent and student meeting to best support students who are not achievement their academic, behavioral goals. Referring students to the school counselor to check in how the we can best support the students needs was extremely helpful for students, teachers and parents.

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

There were no difference between proposed expenses and actual expenses.

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 need to be a continuation of these goals as the PBIS implementation becomes more in depth on campus.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 3

Enhance parent and community engagement and communication

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Teachers utilizing on-line communication/gradebook Parent participation on site committees Other local measures | Increase the members of PTA and ELAC groups by 50% | Through regular Professional development, teachers increased the use of Blackboard to communicate with families and students. |
| We expect an increase of 25% participation of parent/guardians of CMS students. | Family activities are made available through the PTA outreach. The activities made available by our parent's organization will increase the parent and family involvement. | Paint night, fund-raising activities, Bingo night, Movie night and many other fun family activities for families who were able to enjoy the CMS Cougar community. |
| Data demonstrating staff promotes parental participation in programs | Regularly scheduled communication by hosting "Coffee with the Principal," once a trimester. Continue to utilize Blackboard messaging to keep families apprised of activities and events at Christensen Middle School. | Through data collection of emails, text messages and phone calls sent home to communicate with our families, we stayed connected with those who needed additional support from our school community. |

## Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| New opportunities for parents to become involved within the school community. Communication by Blackboard, email, phone and new website/app to engage parents to become involved with the school community. | EL homework club, Homework club, coffee with the principal, PTA, ELAC, Information sent home, Daily announcements available on the school website. | 4,500.00 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental | 4,500.00 0000: Unrestricted LCFF - Supplemental |
| 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. | Staff participation, parental participation in programs to support the underrepresented groups Black, Hispanic, SED, SPED, Homeless and EL student groups. | 0 0000: Unrestricted Parent-Teacher Association (PTA) | 0 None Specified Parent-Teacher Association (PTA) |

# Analysis

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

Newsletters, phone calls, email communication to reach out to the families to encourage involvement in parent groups and students programs.

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

We have tried for many years to reach our parents and families as they move from elementary school to middle school to stay involved in their child's school activities.  The parents involvement remains flat with all of the effort to reach out families, they seem to be busy and wish to remain uninvolved.

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

The proposed expenditures remain the same.

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 were no changes to this goal as we continue with Distance Learning.

# Budget Summary and Consolidation

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | 2,000 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 55,500.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCFF - Base | $74,668 | 74,668.00 |
| LCFF - Supplemental | $33,200 | 13,700.00 |
| Title II Part A: Improving Teacher Quality | $2,000 | 0.00 |
| Other | $11,556 | 11,556.00 |

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
|  | 0.00 |
| Admin. discretionary | 1,000.00 |
| General Fund | 25,000.00 |
| LCFF - Supplemental | 19,500.00 |
| None Specified | 0.00 |
| Parent-Teacher Association (PTA) | 7,000.00 |
| PTA | 1,000.00 |
| Title II Part A: Improving Teacher Quality | 2,000.00 |

# Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 0000: Unrestricted | 1,000.00 |
| 0001-0999: Unrestricted: Locally Defined | 20,500.00 |
| 1000-1999: Certificated Personnel Salaries | 27,000.00 |
| 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 | General Fund | 25,000.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 19,500.00 |
| None Specified | None Specified | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Parent-Teacher Association (PTA) | 5,500.00 |
| None Specified | Parent-Teacher Association (PTA) | 1,500.00 |
| 0000: Unrestricted | PTA | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 2,000.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

| Name of Members | Role |
|---|---|
| Pat Avilla | Principal |
| Melissa Giorgio | Classroom Teacher |
| Jennifer Burkholder | Other School Staff |
| Bassant Abdelrahman | Classroom Teacher |
| Diane Mukerjee | Classroom Teacher |
| Dave Vonheeder | Parent or Community Member |
| Jeffery Vail | Parent or Community Member |
| Jennifer Holt | Parent or Community Member |
| Addie Hart | Secondary Student |
| Kenny Gandhi | Secondary Student |
| Tejas Jaura | Secondary Student |
| Jennifer Bernstein | 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 |
|---|---|
| *Maria Cumber* | 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 10/28/2020

SSC Chairperson, Dave Vonheeder on 10/28/2020

# 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:

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| Signature | Committee or Advisory Group Name |
|---|---|
| *Maria Cumber* | 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:

| | |
|---|---|
| DocuSigned by: *Pat Avilla* — 9D6EDDBB6C634FD... | Principal, Pat Avilla on 10/28/2020 |
| DocuSigned by: — 4305608F75684CC... | SSC Chairperson, Dave Vonheeder on 10/28/2020 |

# Addendum

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

## Instructions: Linked Table of Contents

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

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

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

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

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

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

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

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

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

## Students to be Served by this Strategy/Activity

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

## Proposed Expenditures for this Strategy/Activity

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

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

## Annual Review and Update

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

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

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

## Analysis

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

# Budget Summary and Consolidation

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

## Budget Summary

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

A school may include additional information or more detail.

## Consolidation of Funds

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

# Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

# Appendix B: Select State and Federal Programs

## Federal Programs

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

## State or Local Programs

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

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Services/Expenditures for 2020-2021**
**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.***
- *$66,463*

**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.*
- *$64,690*

**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.***
- *$204,194*

**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.***
- *$259,691*

**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-promise 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.*
- *$35,789*

**Livermore Valley Joint Unified School District**
*2020-2021 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 intersession. 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 Speech and 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.

*\*\*During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode.  In all cases, fidelity to the intent of the programs has been maintained.*

# 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**<br>Purpose: To improve basic programs operated by local educational agencies (LEAs) | $ |
| X | **Title II, Part A: Improving Teacher Quality**<br>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**<br>Purpose: Support the needs of all students and student groups | $74,668 |
| X | **Local Control Funding Formula (LCFF) Supplemental**<br>Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth | $33,200 |
| | **Total amount of federal categorical funds allocated to this school** | $99,435. |

| Local Funding | | |
|---|---|---|
| X | **Technology Funds – Local Parcel Tax** | $11,556 |

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

**Projected LCFF Supplemental Funds $$33,200**

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<br>✓ English Learner<br>✓ Foster Youth |
| Stipend for English Learner (EL) support program of EL homework club | All Year | Principal | 12,553. | |
| Push-in of English Language Development (ELD) teacher | All Year | Principal | 7,000. | |
| EL Homework Club | All Year | Principal | 4,497. | |
| | | Total: | 24,050 | |
| Supplemental materials, computers, software, books, supplies may be purchased: | | | | ✓ Socio-econ. Disadvantaged<br>✓ English Learner<br>✓ Foster Youth |
| 10 Chromebooks for EL Homework Club | 20-21 School Year | Principal/Vice Principal | 5,000. | |
| Chromebook loaners for students | | Principal/Vice Principal | 900. | |
| | | Total: | 5,900 | |
| Staff Development and Professional Collaboration, training costs, substitute costs:<br>CABE Conference | 20-21 School Year | Vice Principal | 1,500. | ✓ Socio-econ. Disadvantaged<br>✓ English Learner<br>✓ Foster Youth |
| Substitute costs | | Principal | 750. | |
| | | Principal | | |
| | | Principal | | |
| | | Total: | 2,250 | |
| Parent Involvement:<br><br>Interpreter costs for parent meetings | 20-21 School Year | EL Liaison/ Principal | 1000. | ✓ Socio-econ. Disadvantaged<br>✓ English Learner<br>✓ Foster Youth |
| | | EL Liaison/ Principal | | |
| | | EL Liaison/ Principal | | |
| | | Total: | 1,000 | |
| | | Grand Total: | 33,200 | |

# Appendix F

## School Site: Christensen Middle School
### LVJUSD Site Allocation Plan for Title I

**$0 Projected Title I Funds**

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

| Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students | Timeline/ Accountability | Person(s) Responsible | Estimated Cost |
|---|---|---|---|
| High quality, supplemental direct language, reading and writing instruction: | | | |
| Supplemental materials, computers, software, books, supplies may be purchased: | | | |
| Staff Development and Professional Collaboration, training costs, substitute costs: | | | |
| Parental Involvement: | | | |

# Appendix G: Title I School-Level Parental Involvement Policy
## Christensen Middle School, Livermore, CA

Christensen Middle School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

**School-Parent Compact**

**Building Capacity for Involvement**

**Accessibility**

# Appendix H

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

**PROGRAM DESCRIPTION:**

Christensen 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 Wednesday morning 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 Distance Learning and when we return to the classrooms, teacher use of classroom Chromebooks due to the increase of online curriculum.

# Appendix I

## Livermore Valley Joint Unified School District
## ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
## 2020-21

Elementary School Name:  Date  English Learner Liaison:

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 15 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

| Grade | Teacher | Proficiency Levels taught by this teacher (Em, Ex, Br) | Time Frame of ELA block (D-ELD will occur within this block) | Time Frame of Writing block (only if D-ELD will be taught during this time as well) |
|---|---|---|---|---|
| TK | | | | |

# Appendix J

## 2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
## Program Description and Goal

**PROGRAM DESCRIPTION:**
The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

**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:** After School Education and Safety (ASES) – Academic Enrichment and Support
**SCHOOL GOAL:** Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

| **What data did you use to form this goal?** Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations. | **What were the findings from the analysis of this data?** Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement. | **How will the school evaluate the progress of this goal?** Local assessments, staff, parent, and student surveys, as well as attendance logs. |
|---|---|---|

| **Date** | **Person(s) Responsible** | **Task/Date** | **Funding Source** |
|---|---|---|---|
| August – June | ASES staff | 1.  Support and track homework completion | ASES funds<br>LCAP Supplemental funds |
| September - May | ASES staff and school day staff | 2.  Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment. | |

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.