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School Vision and Mission

THE STORY:

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

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

Christensen Middle School will offer a strong academic program where:

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

Christensen Middle School will promote social responsibility:

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	Percent of Enrollment			Number of Students
	20-21	21-22	22-23	20-21

Listening
Demonstrating effective communication skills

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

ELPAC Results

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

Overall Language Percentage of Students at Each Performance Level for All Students						
Grade Level	**Level 4**		**Level 3**	**Level 2**	**Level 1**	**Total Number of Students**
	20-21					

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

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

School and Student Performance Data

Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

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

Conclusions based on this data:

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1. The full return to in-person learning allowed us to collect data as a means of assessing the specific physical needs of students.
2. The CMS PE staff consistently goes above and beyond the mandated testing requirements. Though 33.3% of the overall student population formally participated in the formal assessment (7th grade), 98% of of our overall student population participated in components of the Physical Fitness Testing. Collecting and reviewing data during a student's three years at CMS allows the PE staff to help them set goals and track progress in the area of physical fitness.
3. The CMS PE Department has communicated regularly with students and families about the importance of helping create 0fnvtronents.for She irstudents ao hmaintaina althy bdy Snd f althy mind

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

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

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

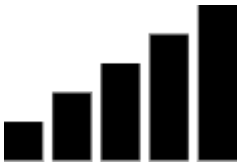
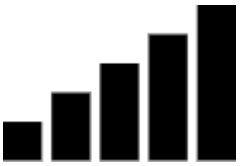
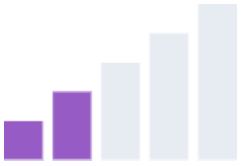
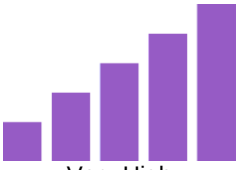
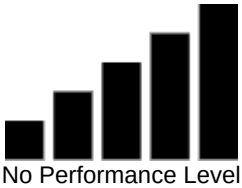
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** High	**Suspension Rate** Medium
Mathematics Low		
English Learner Progress Medium		

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

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic

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

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report

Very Low	Low
3	2

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

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

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

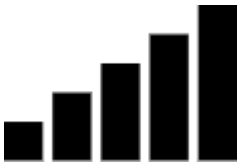
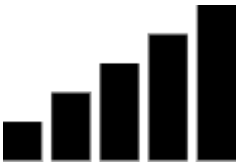
Conclusions based on this data:

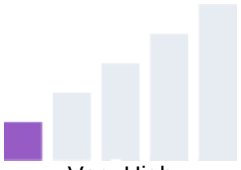
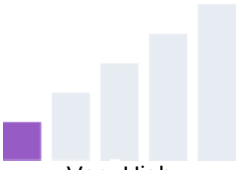
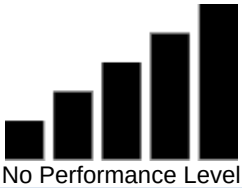
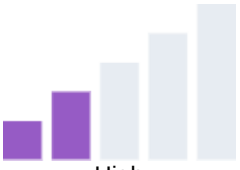
1. Overall, the student population that met or exceeded the standards in Math is 4% higher than during the previous test administration.
2. There were gains in the percentage of students who met or exceeded standards in virtually all student groups, but 20% more Native Hawaiian/Pacific Islander performed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

School and Student Performance Data

Academic Performance
English Learner Progress

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level		Medium	No Performance Level
27.3% Chronically Absent		9.2% Chronically Absent	0% Chronically Absent
11 Students		109 Students	15 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	High
30.4% Chronically Absent	23.1% Chronically Absent	Less than 11 Students	17.8% Chronically Absent
181 Students	52 Students	3 Students	270 Students

Conclusions based on this data:

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

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian
No Performance Level 16.7% suspended at least one day 12 Students		Medium 2.7% suspended at least one day

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

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

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey	CMS will reduce the number of students who experience bullying or harassment while at school by 10%, according to the reports in the office and the Healthy Kids Survey results.	Results of newest Healthy Kids Survey show that the CMS staff has continued to engage students, parents, and educational partners in reviewing and exploring the meaning of the results. The school consistently collaborates and seeks the input of students and their families into how the school might better meet the identified needs of students. Checking the district Monthly reports of discipline in SWIS and PowerSchool Log Entries.
Attendance Reports	Decrease the percentage of students who are chronically absent to under 1%.	Chronic absenteeism rates decreased from 16.4% to 15.5% from the 2021-2022 school year to the 2022-2023 school year.
PE teacher pre-test and post-test evaluation of students 2022-2023 FitnessGram Results	Improved Physical Fitness scores by all students in all grades by 3%.	+/-98% participation in FitnessGram.
Suspension data SWIS Data		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to best support students. Positive Behavioral Interventions and Supports have been planned and implemented at CMS; there is clear understanding of expectation of behavior while on campus. Formalizing the Coordination of Services Team (COST) will allow us to better identify students who are in need of support and get them access to needed support as quickly as possible.	were delivered in the classroom to best support students. Positive Behavioral Interventions and Supports were implemented at CMS; there was a clear understanding of the expectation of behavior while on campus. Formalizing the Coordination of Services Team (COST) allowed us to better identify students who were in need of support and get them access to needed support as quickly as possible.	Salaries Title II Part A: Improving Teacher Quality 3,060.00	Salaries Title II Part A: Improving Teacher Quality 2,000.00
Social-emotional learning: The support of a full time counselor has allowed us to address the needs of many students and provide the social-emotional learning that is so greatly needed with the return to in-person learning after the challenges brought on by the COVID-19 pandemic. Continued implementation of Choose Love curriculum in every classroom to create a common vocabulary and common practice for staff and students. The 6th grade program of "Everyone Feels Stuff" by community representatives has supported students to make better decisions socially when interacting with others.	Social-emotional learning: The support of a full-time counselor allowed us to address the needs of many students and provided the social-emotional learning that was greatly needed with the return to in-person learning after the challenges brought on by the COVID-19 pandemic. We continued the implementation of the Choose Love curriculum in every classroom to create a common vocabulary and common practice for staff and students. The 6th-grade program of "Everyone Feels Stuff," led by community representatives, supported students in making better social decisions when interacting with others.	"Everyone Feels Stuff" presentations in 6th Grade classes 5800: Professional/Consulting Services And Operating Expenditures PTA 1,500.00	"Everyone Feels Stuff" presentations to 6th graders 5800: Professional/Consulting Services And Operating Expenditures PTA 1,500.00
Meeting Student Needs: By maintaining a high level of caring relationships with adults at school, CMS staff members hope to meet the needs of students so	Meeting Student Needs: By maintaining a high level of caring relationships with adults at school, CMS staff members hoped to meet the needs of students so		

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Metric/Indicator	Baseline	Expected Outcome
	affect specific student groups, including those classified as Socioeconomically Disadvantaged, English Learners, and students with disabilities.	
2023-2024 CAASPP Summative		

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal, AVID Site Team, Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

English Learners, All Students

Timeline

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

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Principal, ELD Coordinator, Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers/Principal

Proposed Expenditures for this Strategy/Activity

Amount

2023-2024 School Year

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20745.00
Source	LCFF - Supplemental

Expenditures by Budget Reference

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

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

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

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/16/2023.

Attested:

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

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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 impleme1(a)-1fx-8(inimpleQ9t)1(rateg)-1(ies/activities).mpleQ9t1

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,

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 UpEMCmet (descr/ [( )]dET Ed9s ET E44s111(gro)] TJ 1 0 0 -1 18 26.

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

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

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

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

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

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

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

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

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

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

Appendix D: Programs Included in this Plan

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

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

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

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