

School Year: **2024-25**

# 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.

|   |  |
|---|--|
| <b>School Name</b>                            | Andrew N. Christensen Middle School            |
| <b>Address</b>                                | 5757 Haggin Oaks Avenue<br>Livermore, CA 94551 |
| <b>County-District-School (CDS) Code</b>      | 01 61200 6085773                               |
| <b>Principal</b>                              | Brian Scharmann                                |
| <b>District Name</b>                          | Livermore Valley Joint Unified School District |
| <b>SPSA Revision Date</b>                     | 10/15/2024                                     |
| <b>Schoolsite Council (SSC) Approval Date</b> | 10/15/2024                                     |
| <b>Local Board Approval Date</b>              | 11/12/2024                                     |

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

- SPSA Title Page ..... 1
- Table of Contents..... 2
- School Vision and Mission ..... 4
- School Profile ..... 4
- Educational Partner Involvement ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 12
  - Physical Fitness Test Results (PFT) 2023-2024 ..... 15
  - California Healthy Kids Survey ..... 16
  - Student Population ..... 17
  - Overall Performance ..... 19
    - Academic Performance ..... 21
    - Academic Engagement ..... 27
    - Conditions & Climate ..... 30
- Annual Review and Update ..... 32
  - Goal 1 ..... 32
  - Goal 2 ..... 36
  - Goal 3 ..... 40
- Goals, Strategies, & Proposed Expenditures ..... 42
  - Goal 1 ..... 42
  - Goal 2 ..... 47
  - Goal 3 ..... 50
- Budget Summary and Consolidation ..... 53
  - Budget Summary ..... 53
  - Allocations by Funding Source ..... 53
  - Expenditures by Funding Source ..... 54
- School Site Council Membership ..... 55
- Recommendations and Assurances ..... 56
- Addendum..... 57
  - Instructions: Linked Table of Contents ..... 57
  - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 60
  - Appendix B: Select State and Federal Programs..... 62
  - Appendix C: Centralized Services for Planned Improvements in Student Performance..... 63
  - Appendix D: Programs Included in this Plan ..... 64



# School Vision and Mission

**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 through differentiated instruction.
- Support programs are provided for students with Individualized Education Programs (IEPs) and 504 Plans.
- 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: Be Respectful, Be Responsible, Be Safe, and Be Kind.
- All adults will model and teach the importance of PBIS.
- Students will leave Christensen Middle School with the interpersonal skills necessary for their future success.
- Students will become lifelong learners.

# School Profile

Andrew N. Christensen was a long-time resident of the Livermore Valley and he served on the Board of Trustees of the Rural Green Elementary 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 Livermore Valley Joint Unified School District of Alameda and Contra Costa Counties passed a resolution to rename the Greenville-North Site #1 school site Andrew N. Christensen School.

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

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

Christensen Middle School currently houses thirty-eight certificated staff, thirty-three classified staff, three custodians, and approximately 592 students. The student body is diverse, with 1.4% identifying as African American, 0.3% as American Indian, 20.8% as Asian, 3.2% as Filipino, 26.9% as Hispanic/Latino, 0.5% as Pacific Islander, 38.9% as White, and 8.1% reporting multiple or no response. Additionally, 22.1% of students are Socioeconomically Disadvantaged, 16.9% are Students with Disabilities, and 5.4% are English Language Learners.

Christensen Middle School 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 Christensen Middle School 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 second English Language Advisory Committee meeting of the year, which was held on October 1, 2024.

The SPSA was presented for input at the first School Site Council meeting of the year, which was held on October 15, 2024. The Christensen Middle school School Site Council is composed of the Principal, four elected classroom teachers, one elected other school representative, three elected parents, and three elected students.

Christensen Middle School staff members have been consulted through meetings of the Instructional Leadership Team and a multi-step, whole-staff examination of school data. This process reviewed last year's goals and established new goals for the 2024-2025 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 |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 0.48%                 | 0%     | 0.16%  | 3                  | 0     | 1     |
| African American               | 0.80%                 | 2.29%  | 1.13%  | 5                  | 14    | 7     |
| Asian                          | 16.35%                | 18.79% | 18.39% | 102                | 115   | 114   |
| Filipino                       | 2.40%                 | 2.29%  | 2.26%  | 15                 | 14    | 14    |
| Hispanic/Latino                | 28.53%                | 26.47% | 27.42% | 178                | 162   | 170   |
| Pacific Islander               | 0.48%                 | 0.82%  | 0.32%  | 3                  | 5     | 2     |
| White                          | 42.15%                | 41.99% | 42.58% | 263                | 257   | 264   |
| Multiple/No Response           | 8.65%                 | 7.35%  | 7.74%  | 54                 | 45    | 48    |
| <b>Total Enrollment</b>        |                       |        |        | 624                | 612   | 620   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Grade 6                           | 218                | 180   | 201   |
| Grade 7                           | 208                | 226   | 199   |
| Grade 8                           | 198                | 206   | 220   |
| <b>Total Enrollment</b>           | 624                | 612   | 620   |

### Conclusions based on this data:

- Over the previous five school years, Christensen Middle School experienced a slow and slight decline in student enrollment, but in the 2023-2024 school year, there was a small increase.
- Christensen Middle School has remained relatively diverse as the demographics of California and the Bay Area have continued to shift, and overall, the school's demographics are generally reflective of the population in the city of Livermore.
- The staff and students of Christensen Middle School strive to foster a positive climate and culture where everyone feels at home on campus; the deepening implementation of the Positive Behavioral Interventions and Supports (PBIS) initiative is helping to maintain an inclusive and collaborative environment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 44                 | 32    | 36    | 7.00%               | 7.1%  | 5.8%  |
| Fluent English Proficient (FEP)               | 141                | 154   | 145   | 21.30%              | 22.6% | 23.4% |
| Reclassified Fluent English Proficient (RFEP) | 100                | 104   | 102   | 24.4%               | 16.3% | 16.6% |

### Conclusions based on this data:

- Over the last three school years, the number of English Learners (ELs) at Christensen Middle School has remained relatively stable, with the exception of a drop in the percentage of students who were Reclassified Fluent English Proficient (RFEP). Our EL population has decreased from 7% in 2021-2022 and 7.1% in 2022-2023 to 5.8% of the overall student body in 2023-2024.

In contrast, the number of students identified as Fluent English Proficient has shown growth each of the last three years, with a 1.3% increase from 2021-2022 to 2022-2023, and a modest 0.8% increase from 2022-2023 to 2023-2024. The percentage of EL students reclassified as Fluent English Proficient declined significantly between the 2021-2022 and 2022-2023 school years, followed by a slight increase of 0.3% between the 2022-2023 and 2023-2024 school years.
- Christensen Middle School has continued with the 'Power of One' program, now in its eighth year. As part of this initiative, each staff member selects a student from the English Learner population to regularly connect with, checking in on their grades and providing one-on-one support and mentorship.
- The Christensen Middle School English Language Development (ELD) Coordinator provides consistent support and regular professional development for teaching staff. The ELD Coordinator also pushes into classes to support English Learning (EL) students in their English Language Arts, Math, and Science courses. Additionally, the Coordinator has worked to connect with EL students by encouraging their attendance at the EL Scholars Club, offered four days per week after school, observing their progress in English Language Arts (ELA), and maintaining ongoing communication with the families of our English Learners.

# 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 Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 6                                | 222                    | 179   | 194   | 218                  | 178   | 192   | 218                       | 178   | 192   | 98.2                          | 99.4  | 99    |
| Grade 7                                | 209                    | 222   | 191   | 206                  | 220   | 186   | 206                       | 220   | 186   | 98.6                          | 99.1  | 97.4  |
| Grade 8                                | 196                    | 203   | 216   | 194                  | 202   | 211   | 194                       | 202   | 211   | 99.0                          | 99.5  | 97.7  |
| Grade 11                               |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
| All Grades                             | 627                    | 604   | 601   | 618                  | 600   | 589   | 618                       | 600   | 589   | 98.6                          | 99.3  | 98    |

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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 6                              | 2556.            | 2584. | 2553. | 27.06               | 34.83 | 28.13 | 35.78          | 35.96 | 34.38 | 20.18                 | 17.42 | 19.79 | 16.97              | 11.80 | 17.71 |
| Grade 7                              | 2597.            | 2575. | 2598. | 34.95               | 27.27 | 33.87 | 34.95          | 35.00 | 33.33 | 13.11                 | 19.55 | 18.28 | 16.99              | 18.18 | 14.52 |
| Grade 8                              | 2575.            | 2580. | 2582. | 20.62               | 24.75 | 22.75 | 33.51          | 32.67 | 38.86 | 26.29                 | 19.80 | 18.01 | 19.59              | 22.77 | 20.38 |
| Grade 11                             |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 27.67               | 28.67 | 28.01 | 34.79          | 34.50 | 35.65 | 19.74                 | 19.00 | 18.68 | 17.80              | 17.83 | 17.66 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 6  | 24.31            | 33.15 | 28.13 | 58.26                 | 50.56 | 51.56 | 17.43            | 16.29 | 20.31 |
| Grade 7  | 33.50            | 28.64 | 35.48 | 53.40                 | 56.82 | 54.84 | 13.11            | 14.55 | 9.68  |
| Grade 8  | 25.77            | 23.76 | 24.64 | 55.15                 | 52.48 | 54.03 | 19.07            | 23.76 | 21.33 |
| Grade 11   |                  |       |       |                       |       |       |                  |       |       |
| All Grades   | 27.83            | 28.33 | 29.20 | 55.66                 | 53.50 | 53.48 | 16.50            | 18.17 | 17.32 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 6   |                  |       |       |                       |       |       |                  |       |       |
| Grade 7   |                  |       |       |                       |       |       |                  |       |       |
| Grade 8   |                  |       |       |                       |       |       |                  |       |       |
| Grade 11  |                  |       |       |                       |       |       |                  |       |       |
| All Grades  |                  |       |       |                       |       |       |                  |       |       |



|                   |       |       |       |       |       |       |       |       |       |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>Grade 6</b>    | 27.98 | 39.33 | 25.00 | 57.80 | 53.37 | 59.38 | 14.22 | 7.30  | 15.63 |
| <b>Grade 7</b>    | 42.23 | 27.73 | 42.47 | 40.78 | 51.82 | 42.47 | 16.99 | 20.45 | 15.05 |
| <b>Grade 8</b>    | 21.65 | 25.25 | 25.12 | 56.70 | 52.97 | 53.55 | 21.65 | 21.78 | 21.33 |
| <b>Grade 11</b>   |       |       |       |       |       |       |       |       |       |
| <b>All Grades</b> | 30.74 | 30.33 | 30.56 | 51.78 | 52.67 | 51.95 | 17.48 | 17.00 | 17.49 |

| <b>Listening</b>                                    |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating effective communication skills</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                                  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>                 | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> |
| <b>Grade 6</b>                                      | 18.35                   | 24.16        | 16.15        | 70.18                        | 68.54        | 72.92        | 11.47                   | 7.30         | 10.94        |
| <b>Grade 7</b>                                      | 20.87                   | 17.73        | 19.89        | 70.87                        | 74.09        | 67.74        | 8.25                    | 8.18         | 12.37        |
| <b>Grade 8</b>                                      | 18.04                   | 16.34        | 14.69        | 72.16                        | 72.77        | 72.99        | 9.79                    | 10.89        | 12.32        |
| <b>Grade 11</b>                                     |                         |              |              |                              |              |              |                         |              |              |
| <b>All Grades</b>                                   | 19.09                   | 19.17        | 16.81        | 71.04                        | 72.00        | 71.31        | 9.87                    | 8.83         | 11.88        |

| <b>Research/Inquiry</b>                                     |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Investigating, analyzing, and presenting information</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>                 | <b>22-23</b> | <b>23-24</b> | <b>21-22</b>            | <b>22-23</b> | <b>23-24</b> |
| <b>Grade 6</b>  | 24.31                   | 30.34        | 22.92        | 65.14                        | 57.30        | 62.50        | 10.55                   | 12.36        | 14.58        |
| <b>Grade 7</b>  | 32.52                   | 24.09        | 31.18        | 55.34                        | 63.18        | 55.38        | 12.14                   | 12.73        | 13.44        |
| <b>Grade 8</b>  | 24.74                   | 31.68        | 26.07        | 63.40                        | 54.95        | 61.61        | 11.86                   | 13.37        | 12.32        |
| <b>Grade 11</b>   |                         |              |              |                              |              |              |                         |              |              |
| <b>All Grades</b>   | 27.18                   | 28.50        | 26.66        | 61.33                        | 58.67        | 59.93        | 11.49                   | 12.83        | 13.41        |

**Conclusions based on this data:**

1. From 2021-2022 to 2022-2023, the participation rates remained consistent across all grade levels, with a nominal decrease of 3.6% in the 2023-2024 school year. This decrease can be attributed to an increase in students enrolled in our Extensive Support Needs (ESN) program who participate in the California Alternate Assessment (CAA) instead of the California Assessment of Student Performance and Progress (CAASPP).
2. Since the previous assessments during the 2022-2023 school year, the 2023-2024 administration saw an overall increase of 1% in the number of students meeting or exceeding the standards. There was growth in 7th grade, with 4.9% more students meeting or exceeding the standards, as well as in 8th grade, with 4.2% more students achieving the same. However, among 6th grade students, there was a significant decrease, with 8.29% fewer students meeting or exceeding the standards.
3. During the sixth full year of our reading intervention program, we have continued to raise the reading abilities of participating students by nearly two grade levels on average.

# 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 Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 6                                | 222                    | 179   | 194   | 220                  | 177   | 192   | 220                       | 177   | 192   | 99.1                          | 98.9  | 99    |
| Grade 7                                | 209                    | 222   | 191   | 204                  | 220   | 187   | 204                       | 220   | 187   | 97.6                          | 99.1  | 97.9  |
| Grade 8                                | 196                    | 203   | 216   | 194                  | 202   | 212   | 194                       | 202   | 212   | 99.0                          | 99.5  | 98.1  |
| All Grades                             | 627                    | 604   | 601   | 618                  | 599   | 591   | 618                       | 599   | 591   | 98.6                          | 99.2  | 98.3  |

\* 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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 6                              | 2527.            | 2546. | 2527. | 21.36               | 24.86 | 22.92 | 20.00          | 22.60 | 20.31 | 31.82                 | 25.99 | 26.04 | 26.82              | 26.55 | 30.73 |
| Grade 7                              | 2547.            | 2555. | 2580. | 24.02               | 23.64 | 33.69 | 22.06          | 25.00 | 21.93 | 25.49                 | 28.18 | 25.13 | 28.43              | 23.18 | 19.25 |
| Grade 8                              | 2543.            | 2571. | 2562. | 19.59               | 25.74 | 24.06 | 18.56          | 21.78 | 19.34 | 22.68                 | 22.77 | 26.89 | 39.18              | 29.70 | 29.72 |
| All Grades                           | N/A              | N/A   | N/A   | 21.68               | 24.71 | 26.73 | 20.23          | 23.21 | 20.47 | 26.86                 | 25.71 | 26.06 | 31.23              | 26.38 | 26.73 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |  |
| Grade 6  | 18.18            | 27.68 | 23.44 | 55.45                 | 46.89 | 46.35 | 26.36            | 25.42 | 30.21 |  |
| Grade 7  | 25.98            | 30.45 | 36.36 | 43.63                 | 43.18 | 42.78 | 30.39            | 26.36 | 20.86 |  |
| Grade 8  | 17.53            | 29.21 | 27.36 | 50.00                 | 44.06 | 46.70 | 32.47            | 26.73 | 25.94 |  |
| All Grades   | 20.55            | 29.22 | 28.93 | 49.84                 | 44.57 | 45.35 | 29.61            | 26.21 | 25.72 |  |

| 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 |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 6  | 17.27            | 20.90 | 15.63 | 53.64                 | 55.37 | 56.25 | 29.09            | 23.73 | 28.13 |
| Grade 7  | 23.04            | 18.18 | 27.27 | 54.41                 | 60.45 | 53.48 | 22.55            | 21.36 | 19.25 |
| Grade 8  | 20.10            | 25.25 | 17.92 | 50.52                 | 50.00 | 54.72 | 29.38            | 24.75 | 27.36 |
| All Grades   | 20.06            | 21.37 | 20.14 | 52.91                 | 55.43 | 54.82 | 27.02            | 23.21 | 25.04 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 6  | 14.55            | 23.73 | 17.19 | 64.09                 | 58.19 | 59.90 | 21.36            | 18.08 | 22.92 |
| Grade 7  | 20.59            | 20.91 | 25.67 | 58.82                 | 62.27 | 56.15 | 20.59            | 16.82 | 18.18 |
| Grade 8  | 21.13            | 21.29 | 20.28 | 56.70                 | 56.93 | 60.38 | 22.16            | 21.78 | 19.34 |
| All Grades   | 18.61            | 21.87 | 20.98 | 60.03                 | 59.27 | 58.88 | 21.36            | 18.86 | 20.14 |

**Conclusions based on this data:**

- From 2021-2022 to 2022-2023, the participation rates remained consistent across all grade levels, with a nominal decrease of 3.1% in the 2023-2024 school year. This decrease can be attributed to an increase in students enrolled in our Extensive Support Needs (ESN) program who are participating in the California Alternate Assessment (CAA) instead of the California Assessment of Student Performance and Progress (CAASPP).
- Since the previous assessments during the 2022-2023 school year, the 2023-2024 administration saw an overall decrease of 0.7% in the number of students meeting or exceeding the standards. There was growth in 7th grade, with 7% more students meeting or exceeding the standards. However, among 6th grade students, there was a decrease of 4.3%, and in 8th grade, there was a decrease of 4.1%.  
  
When comparing the 2023-2024 CAASPP data to previous test administrations, the Math data indicates that ongoing improvement of Targeted Math Support classes and enhanced Tier I Math instruction through the use of AVID strategies must be leveraged to improve teaching and learning outcomes. Additionally, our partnership with the Silicon Valley Math Institute will provide valuable enrichment opportunities, and the Math Final Data Review Protocol, facilitated through a collaboration with our Educational Services department, will ensure a thorough analysis of performance data to refine instructional practices and better support student achievement.
- Our Math Professional Learning Community continues to deepen its implementation of Standards-Based Grading with fidelity, which has encouraged students to better understand the content, persevere, and try again when they do not succeed on their first attempt. In addition, our partnership with the Silicon Valley Math Institute will offer valuable enrichment opportunities, while the Math Final Data Review Protocol—developed in collaboration with our Educational Services department—will ensure a comprehensive analysis of performance data to improve instructional strategies and better support student achievement.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| <b>6</b>   | 1538.7  | *      | 1503.2 | 1550.5        | *      | 1512.1 | 1526.4           | *      | 1493.9 | 12                        | 8     | 14    |
| <b>7</b>   | 1528.4  | *      | *      | 1537.0        | *      | *      | 1519.6           | *      | *      | 17                        | 9     | 9     |
| <b>8</b>   | 1537.6  | 1532.9 | *      | 1536.8        | 1558.9 | *      | 1537.9           | 1506.5 | *      | 13                        | 13    | 7     |
| <b>All Grades</b>  |         |        |        |               |        |        |                  |        |        | 42                        | 30    | 30    |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>6</b>  | 25.00   | *     | 0.00  | 33.33   | *     | 57.14 | 25.00   | *     | 21.43 | 16.67   | *     | 21.43 | 12                       | *     | 14    |
| <b>7</b>  | 18.75   | *     | *     | 37.50   | *     | *     | 31.25   | *     | *     | 12.50   | *     | *     | 16                       | *     | *     |
| <b>8</b>  | 15.38   | 15.38 | *     | 38.46   | 15.38 | *     | 46.15   | 46.15 | *     | 0.00    | 23.08 | *     | 13                       | 13    | *     |
| <b>All Grades</b>   | 19.51   | 20.00 | 3.33  | 36.59   | 23.33 | 53.33 | 34.15   | 36.67 | 20.00 | 9.76    | 20.00 | 23.33 | 41                       | 30    | 30    |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>6</b>   | 50.00   | *     | 42.86 | 25.00   | *     | 21.43 | 25.00   | *     | 28.57 | 0.00    | *     | 7.14  | 12                       | *     | 14    |
| <b>7</b>   | 43.75   | *     | *     | 37.50   | *     | *     | 6.25    | *     | *     | 12.50   | *     | *     | 16                       | *     | *     |
| <b>8</b>   | 15.38   | 23.08 | *     | 53.85   | 46.15 | *     | 30.77   | 23.08 | *     | 0.00    | 7.69  | *     | 13                       | 13    | *     |
| <b>All Grades</b>  | 36.59   | 33.33 | 40.00 | 39.02   | 43.33 | 26.67 | 19.51   | 13.33 | 26.67 | 4.88    | 10.00 | 6.67  | 41                       | 30    | 30    |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>6</b>  | 8.33    | *     | 0.00  | 25.00   | *     | 7.14  | 41.67   | *     | 42.86 | 25.00   | *     | 50.00 | 12                       | *     | 14    |
| <b>7</b>  | 0.00    | *     | *     | 25.00   | *     | *     | 50.00   | *     | *     | 25.00   | *     | *     | 16                       | *     | *     |
| <b>8</b>  | 7.69    | 0.00  | *     | 7.69    | 7.69  | *     | 53.85   | 38.46 | *     | 30.77   | 53.85 | *     | 13                       | 13    | *     |
| <b>All Grades</b>   | 4.88    | 3.33  | 3.33  | 19.51   | 6.67  | 6.67  | 48.78   | 46.67 | 43.33 | 26.83   | 43.33 | 46.67 | 41                       | 30    | 30    |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 6   | 16.67          | *     | 0.00  | 50.00               | *     | 64.29 | 33.33     | *     | 35.71 | 12                       | *     | 14    |
| 7   | 0.00           | *     | *     | 87.50               | *     | *     | 12.50     | *     | *     | 16                       | *     | *     |
| 8   | 0.00           | 7.69  | *     | 84.62               | 61.54 | *     | 15.38     | 30.77 | *     | 13                       | 13    | *     |
| All Grades  | 4.88           | 16.67 | 3.33  | 75.61               | 56.67 | 53.33 | 19.51     | 26.67 | 43.33 | 41                       | 30    | 30    |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 6  | 75.00          | *     | 71.43 | 25.00               | *     | 21.43 | 0.00      | *     | 7.14  | 12                       | *     | 14    |
| 7  | 75.00          | *     | *     | 18.75               | *     | *     | 6.25      | *     | *     | 16                       | *     | *     |
| 8  | 46.15          | 69.23 | *     | 53.85               | 23.08 | *     | 0.00      | 7.69  | *     | 13                       | 13    | *     |
| All Grades   | 65.85          | 70.00 | 73.33 | 31.71               | 20.00 | 20.00 | 2.44      | 10.00 | 6.67  | 41                       | 30    | 30    |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 6   | 8.33           | *     | 0.00  | 33.33               | *     | 28.57 | 58.33     | *     | 71.43 | 12                       | *     | 14    |
| 7   | 6.25           | *     | *     | 43.75               | *     | *     | 50.00     | *     | *     | 16                       | *     | *     |
| 8   | 7.69           | 0.00  | *     | 38.46               | 30.77 | *     | 53.85     | 69.23 | *     | 13                       | 13    | *     |
| All Grades  | 7.32           | 3.33  | 3.33  | 39.02               | 23.33 | 26.67 | 53.66     | 73.33 | 70.00 | 41                       | 30    | 30    |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 6   | 0.00           | *     | 7.14  | 91.67               | *     | 71.43 | 8.33      | *     | 21.43 | 12                       | *     | 14    |
| 7   | 6.25           | *     | *     | 75.00               | *     | *     | 18.75     | *     | *     | 16                       | *     | *     |
| 8   | 0.00           | 0.00  | *     | 100.00              | 69.23 | *     | 0.00      | 30.77 | *     | 13                       | 13    | *     |
| All Grades  | 2.44           | 10.00 | 6.67  | 87.80               | 66.67 | 70.00 | 9.76      | 23.33 | 23.33 | 41                       | 30    | 30    |

**Conclusions based on this data:**

1. During the 2023-2024 school year, only 3.1% of English Learner (EL) students tested fell into the Well Developed category, while 71.9% were classified as Somewhat/Moderately Developed, indicating they require moderate linguistic support. The second largest group, comprising 25% of those tested, is in the Beginning category and requires more extensive linguistic support.

2. There are thirteen students in Special Education programming who are also designated as English Learners. This reflects a continued downward trend, as the percentage of EL students who are also in Special Education has decreased over the past several years—from 60% to 50%, then to 43.2%, and now to the current level of 40.6%.
3. The number of students tested has fluctuated within a relatively stable range year to year. In the 2023-2024 school year, 32 students were tested, compared to 33 in the 2022-2023 school year and 37 in the 2021-2022 school year.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2022-2023

Number of Students Tested

|  |       |
|--|-------|
| <b>Total student tested =</b>                  | 33.3% |
| <b>Aerobic Capacity</b>                        | 249   |
| <b>Body Composition</b>                        | 249   |
| <b>Abdominal Strength and Endurance</b>        | 249   |
| <b>Trunk Extensor Strength and Flexibility</b> | 249   |
| <b>Upper Body Strength and Endurance</b>       | 249   |
| <b>Flexibility</b>                             | 249   |

## Physical Fitness Test Results (PFT) 2023-2024

Number of Students Tested

|                                   |  |
|-----------------------------------|--|
| <b>Total student tested = 249</b> |  |
|-----------------------------------|--|

### Conclusions based on this data:

1. The Christensen Middle School PE staff consistently goes above and beyond the mandated testing requirements. While 33.3% of the overall student population formally participated in the 7th-grade assessment, 100% of our students engaged in various components of the Physical Fitness Testing. Collecting and reviewing data throughout a student's three years at Christensen Middle School allows the PE staff to help them set goals and track progress in physical fitness.
2. Overall, there was a 2% increase in participation during the 2023-2024 school year compared to the 2022-2023 administration of the California Physical Fitness Test.
3. The Christensen Middle School PE Department has regularly communicated with students and families about the importance of creating environments that support both a healthy body and a healthy mind.

# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

|  |   |     |
|--|---|-----|
| • School Connectedness – sites will report percent of students<br>Average reporting “Yes, most of the time” or “Yes, all of the time”  | % | 4.7 |
| • 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 |
| • 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:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> 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. The latest California Healthy Kids Survey results show a 7% decrease in the percentage of students who reported "Agree" or "Strongly Agree" on the School Connectedness measure compared to the previous administration. This decline highlights the need for increased efforts to strengthen students' sense of belonging within the school community. Staff members continue to engage students, parents, and community stakeholders in reviewing and exploring the meaning of the results. We are committed to implementing meaningful changes to strengthen students' connections to their school community.

2. The California Healthy Kids Survey revealed a 3% decline in the percentage of students who reported feeling "Very Safe" or "Safe" at school compared to the previous administration. This decrease underscores the importance of addressing school safety concerns to ensure a secure and supportive environment for all students.

3. The recent California Healthy Kids Survey shows a 5% decrease in the percentage of students who reported that caring adult relationships are "Pretty much true" or "Very much true." This decline highlights the need for strategies to strengthen connections between students and caring adults in the school community. At Christensen Middle School, we prioritize developmental supports that foster positive academic, social, and emotional outcomes, including nurturing adult relationships.



# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population  |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| <b>612</b>  | <b>29.7</b>  | <b>5.2</b>   | <b>0.2</b>  |
| Total Number of Students enrolled in Andrew N. Christensen Middle School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| <b>English Learners</b>                           | 32    | 5.2        |
| <b>Foster Youth</b>                               | 1     | 0.2        |
| <b>Homeless</b>                                   | 5     | 0.8        |
| <b>Socioeconomically Disadvantaged</b>            | 182   | 29.7       |
| <b>Students with Disabilities</b>                 | 101   | 16.5       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| <b>African American</b>      | 14    | 2.3        |
| <b>Asian</b>                 | 115   | 18.8       |
| <b>Filipino</b>              | 14    | 2.3        |
| <b>Hispanic</b>              | 162   | 26.5       |
| <b>Two or More Races</b>     | 45    | 7.4        |
| <b>Pacific Islander</b>      | 5     | 0.8        |
| <b>White</b>                 | 257   | 42         |

### Conclusions based on this data:

- Inclusivity on the Christensen campus is a constant focus each day of every school year. Students on the Christensen Middle School campus present a positive feeling towards diversity and tolerance of those who are different from themselves.

2. The high percentage of Special Education students in the Christensen Middle School school community underscores the importance of fostering a culture of kindness and support for all.
3. The demographics of the city and the Christensen Middle School school community have changed over time. Celebrating the diversity of our student body continues to be one of our primary focal points.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance                       | Academic Engagement                      | Conditions & Climate                 |
|--|--|--------------------------------------|
| <b>English Language Arts</b><br><br>Green  | <b>Chronic Absenteeism</b><br><br>Yellow | <b>Suspension Rate</b><br><br>Orange |
| <b>Mathematics</b><br><br>Green            |  |                                      |
| <b>English Learner Progress</b><br><br>Red |  |                                      |

#### Conclusions based on this data:

1. Overall, the latest CAASPP scores reveal a modest decrease of approximately 3.5% in both Math and ELA, marking a departure from previous years where Math scores showed moderate increases and ELA scores remained steady.
2. An encouraging development is that more English Learners have progressed at least one level compared to the previous year.

3. Overall, suspension rates decreased from the 2022-2023 school year to the 2023-2024 school year, reflecting ongoing efforts by staff and students, supported by Positive Behavioral Interventions and Supports (PBIS), to promote appropriate behavior among those who spent much of their middle school experience in various stages of distance and hybrid learning.

# School and Student Performance Data

## Academic Performance English Language Arts

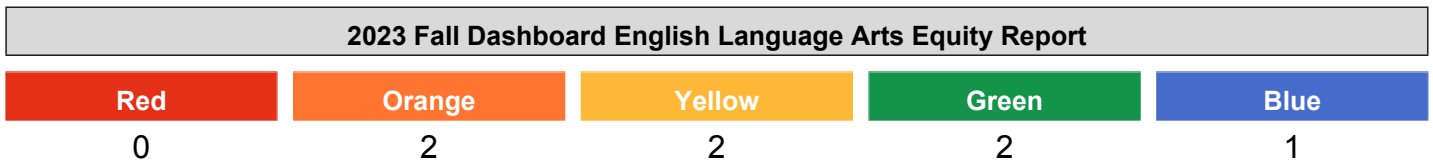
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group |  |   |
|--|--|---|
| <b>All Students</b>  | <b>English Learners</b>  | <b>Foster Youth</b>   |
| <br>Green<br>29.9 points above standard<br>Maintained +0.1 points<br>596 Students    | <br>Yellow<br>54 points below standard<br>Increased +8.2 points<br>60 Students   | Less than 11 Students<br><br>1 Student  |
| <b>Homeless</b>  | <b>Socioeconomically Disadvantaged</b>   | <b>Students with Disabilities</b>   |
| Less than 11 Students<br><br>7 Students  | <br>Yellow<br>33.2 points below standard<br>Increased +11 points<br>125 Students | <br>Orange<br>74.2 points below standard<br>Increased +3.2 points<br>101 Students |

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American   | American Indian   | Asian   | Filipino  |
|--|---|---|---|
| <p>62.2 points below standard</p> <p>12 Students</p>   | <p></p> <p>No Performance Color</p> <p>0 Students</p>  | <p></p> <p>Blue</p> <p>86.7 points above standard</p> <p>Increased +10.1 points</p> <p>114 Students</p> | <p>61 points above standard</p> <p>Decreased Significantly - 29.4 points</p> <p>14 Students</p>   |
| Hispanic   | Two or More Races   | Pacific Islander  | White   |
| <p></p> <p>Orange</p> <p>13.2 points below standard</p> <p>Maintained +1 points</p> <p>158 Students</p> | <p></p> <p>Green</p> <p>33.8 points above standard</p> <p>Decreased Significantly - 15.8 points</p> <p>44 Students</p> | <p>Less than 11 Students</p> <p>5 Students</p>  | <p></p> <p>Green</p> <p>34.3 points above standard</p> <p>Maintained -0.8 points</p> <p>249 Students</p> |

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners   | English Only   |
|---|---|--|
| <p>115.4 points below standard</p> <p>Maintained +1.2 points</p> <p>29 Students</p> | <p>3.5 points above standard</p> <p>Increased +11.2 points</p> <p>31 Students</p> | <p>27.9 points above standard</p> <p>Decreased -6.5 points</p> <p>415 Students</p> |

#### Conclusions based on this data:

- Overall, the student population that met or exceeded the standards in English Language Arts is 1% higher than during the previous test administration.
- Most student groups either maintained their previous achievement levels or experienced modest decreases. However, there were notable exceptions: 21% fewer Black/African American students met or exceeded standards, while 12% fewer socioeconomically disadvantaged students did the same. In contrast, there was an increase of 11% in students with disabilities and 5% in Hispanic/Latino students meeting or exceeding standards.
- 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 for all student groups. Supporting students with disabilities and English Learners in their achievement in English Language Arts has shown progress through previous improvement efforts, and we recognize that there is still room for continued growth. This will remain a key area of focus as we strive to enhance outcomes for all students.

# School and Student Performance Data

## Academic Performance Mathematics

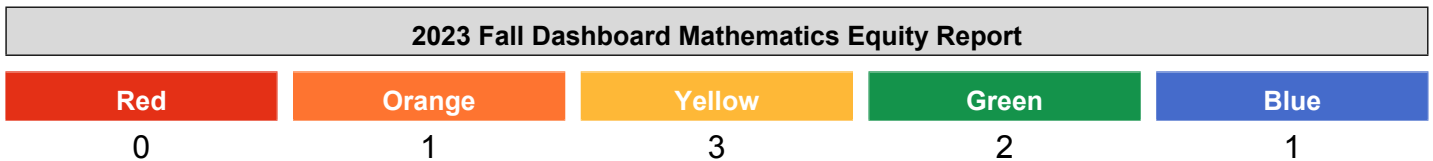
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |  |
|---|--|--|
| <b>All Students</b><br><br>Green<br>9.8 points below standard<br>Increased Significantly +16.8 points<br>595 Students | <b>English Learners</b><br><br>Yellow<br>91.1 points below standard<br>Increased Significantly +19.2 points<br>60 Students                 | <b>Foster Youth</b><br>Less than 11 Students<br>1 Student  |
| <b>Homeless</b><br>Less than 11 Students<br>7 Students  | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>81.8 points below standard<br>Increased Significantly +18.5 points<br>125 Students | <b>Students with Disabilities</b><br><br>Orange<br>104.7 points below standard<br>Increased Significantly +25.3 points<br>101 Students |

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino  |
|--|--|---|---|
| <p>118.1 points below standard</p> <p>12 Students</p>  | <p></p> <p>No Performance Color</p> <p>0 Students</p>   | <p></p> <p>Blue</p> <p>70.7 points above standard</p> <p>Increased Significantly +23.5 points</p> <p>114 Students</p> | <p>11.2 points above standard</p> <p>Increased +14.6 points</p> <p>14 Students</p>  |
| Hispanic   | Two or More Races  | Pacific Islander  | White   |
| <p></p> <p>Yellow</p> <p>56.8 points below standard</p> <p>Increased Significantly +18.9 points</p> <p>158 Students</p> | <p></p> <p>Green</p> <p>6.3 points below standard</p> <p>Increased +5.4 points</p> <p>44 Students</p> | <p>Less than 11 Students</p> <p>5 Students</p>  | <p></p> <p>Green</p> <p>11 points below standard</p> <p>Increased +14 points</p> <p>248 Students</p> |

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners   | English Only  |
|---|---|---|
| <p>133.3 points below standard</p> <p>Increased Significantly +27.5 points</p> <p>29 Students</p> | <p>51.6 points below standard</p> <p>Increased +8.1 points</p> <p>31 Students</p> | <p>15.2 points below standard</p> <p>Increased +11.7 points</p> <p>414 Students</p> |

#### Conclusions based on this data:

- Overall, the student population that met or exceeded the standards in Math is 1% lower than during the previous test administration.
- There were decreases in the percentage of students who met or exceeded standards on the CAASPP Math exam across nearly all student groups. The most significant drops were seen among African American students, with 9% fewer meeting the standards, and socioeconomically disadvantaged students, with 7% fewer at or above standard. The only groups to show improvement were white students, who increased by 3%, and Gifted and Talented Education (GATE) students, who improved by 6%.
- As a result of the signs of slight regression in the area of Math, Christensen Middle School will continue to expand and improve our Targeted Math Support classes in 7th and 8th grade for students who are in need of the most support.



# School and Student Performance Data

## Academic Performance English Learner Progress

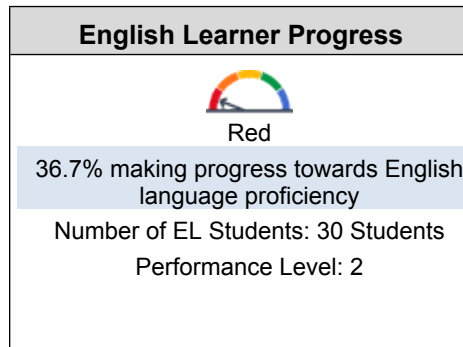
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 6                        | 11   | 0                       | 11                                 |

#### Conclusions based on this data:

1. Christensen Middle School is working with our District to increase the attention and support towards the EL community through more support of students and parents. This is year seven of the "Power of One" program at Christensen and the staff is working to increase parental involvement for families of EL students.
2. Though we showed a modest increase in proficiency in English Language Arts (ELA) for our English Learners, providing academic support for our English Learners in both ELA and Mathematics continues to be an area for growth.
3. As a result of continued stagnant growth for English Learners, Christensen will continue offering EL Scholars Club after school four days a week to provide small group academic support for our English Learner students.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

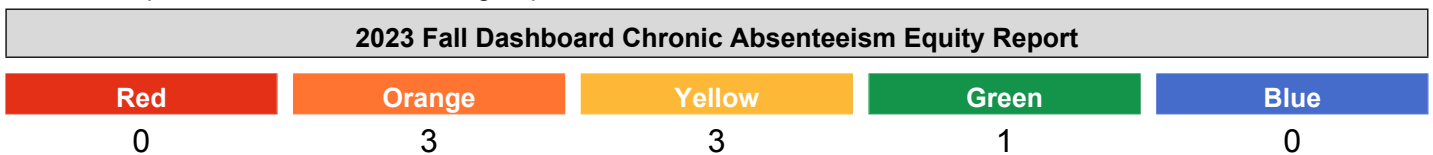
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |  |  |
|---|--|--|
| <p><b>All Students</b></p> <p>Yellow</p> <p>14.1% Chronically Absent</p> <p>Declined Significantly -5.9</p> <p>624 Students</p> | <p><b>English Learners</b></p> <p>Orange</p> <p>21.7% Chronically Absent</p> <p>Declined -5.2</p> <p>46 Students</p>                 | <p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>   |
| <p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>   | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>28.4% Chronically Absent</p> <p>Declined -6.3</p> <p>141 Students</p> | <p><b>Students with Disabilities</b></p> <p>Orange</p> <p>24.3% Chronically Absent</p> <p>Declined -12.5</p> <p>111 Students</p> |

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| African American  | American Indian  | Asian  | Filipino  |
|---|--|--|---|
| <p>7.1% Chronically Absent</p> <p>Declined -20.1</p> <p>14 Students</p>   | <p></p> <p>No Performance Color</p> <p>0 Students</p>   | <p></p> <p>Green</p> <p>4.3% Chronically Absent</p> <p>Declined -4.8</p> <p>115 Students</p> | <p>14.3% Chronically Absent</p> <p>Increased 14.3</p> <p>14 Students</p>  |
| Hispanic  | Two or More Races  | Pacific Islander   | White   |
| <p></p> <p>Yellow</p> <p>22.9% Chronically Absent</p> <p>Declined Significantly -7.4</p> <p>170 Students</p> | <p></p> <p>Yellow</p> <p>19.6% Chronically Absent</p> <p>Declined -3.5</p> <p>46 Students</p> | <p>Less than 11 Students</p> <p>5 Students</p>   | <p></p> <p>Yellow</p> <p>12.3% Chronically Absent</p> <p>Declined Significantly -5.5</p> <p>260 Students</p> |

**Conclusions based on this data:**

1. Though overall attendance declined .37% in 2023-2024 as compared with 2022-2023, the percentage of students who are chronically absent decreased from 10.7% to 10%.
2. Some subgroups of students, including English Learners, Hispanic students, and those who are socioeconomically disadvantaged, are overrepresented in the area of chronic absenteeism compared to their peers.
3. Overall attendance has been a challenge since returning to in-person learning after the COVID-19 pandemic. To address this, we are collaborating with district staff, developing incentive programs, and actively encouraging families to promote positive school attendance.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

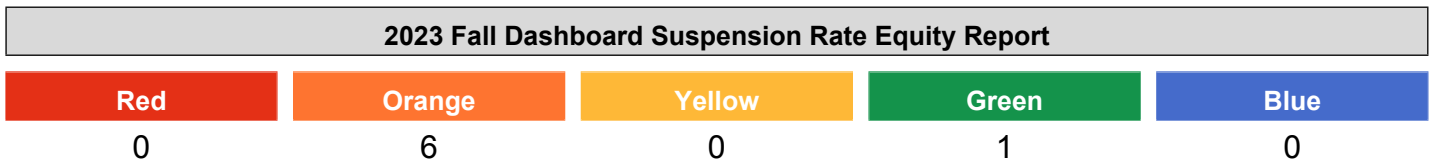
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group  |   |   |
|---|---|---|
| <p><b>All Students</b></p> <p>Orange</p> <p>7.5% suspended at least one day</p> <p>Increased 3<br/>628 Students</p> | <p><b>English Learners</b></p> <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined -6.9<br/>47 Students</p>                   | <p><b>Foster Youth</b></p> <p>Less than 11 Students<br/>1 Student</p>   |
| <p><b>Homeless</b></p> <p>Less than 11 Students<br/>9 Students</p>  | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>10.5% suspended at least one day</p> <p>Increased 3.3<br/>143 Students</p> | <p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9.8% suspended at least one day</p> <p>Increased 2.3<br/>112 Students</p> |

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <p>50% suspended at least one day</p> <p>Increased 33.3<br/>14 Students</p>  | <p><br/>No Performance Color</p> <p>0 Students</p>  | <p><br/>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 0.7<br/>116 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0<br/>14 Students</p>   |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <p><br/>Orange</p> <p>9.4% suspended at least one day</p> <p>Increased 1.8<br/>171 Students</p> | <p><br/>Orange</p> <p>10.9% suspended at least one day</p> <p>Increased 5.1<br/>46 Students</p> | <p>Less than 11 Students<br/>5 Students</p>   | <p><br/>Orange</p> <p>5.7% suspended at least one day</p> <p>Increased 3.1<br/>262 Students</p> |

**Conclusions based on this data:**

1. The number of students who were suspended from school decreased by 2% from 7.5% in the 2022-2023 school year to 5.5% in the 2023-2024 school year.
2. Suspension rates decreased during the 2023-2024 school year, indicating that school staff effectively implemented Positive Behavioral Interventions and Supports (PBIS) strategies to promote appropriate behavior on campus. By fostering a positive school climate and providing targeted support for students, staff were able to encourage more constructive behavior and reduce the need for suspensions.
3. Deepening PBIS implementation will continue to be a focus to curtail student behaviors that do not meet expectations.

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

### 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   |
|--|---|---|
| 2023-2024 CAASPP Summative Results<br>2023-2024 Interim Assessment Block Results<br>easyCBM Assessment Results<br>2024 District Writing Assessment Results<br>ELPAC Scores<br>EL Reclassification Rates<br>Reading Intervention Program Student Data   | The overall percentage of students meeting or exceeding the CAASPP standards in ELA will increase by 3%.  | The overall percentage of students meeting or exceeding the CAASPP standards in ELA increased by 1%.  |
| 2023-2024 CAASPP Summative Results<br>2023-2024 CAASPP Interim Assessment Block Results<br>easyCBM Assessment Results<br>District Math Final Results<br>Math Placement Test Results<br>Targeted Math Support Program Student Data  | The overall percentage of students meeting or exceeding the CAASPP standards in Math will increase by 3%. | The overall percentage of students meeting or exceeding the CAASPP standards in Math decreased by 1%. |
| 2023-2024 CAASPP Summative Results<br>2023-2024 Interim Assessment Block Results<br>easyCBM Assessment Results<br>2024 District Writing Assessment Results<br>ELPAC Scores<br>EL Reclassification Rates<br>Reading Intervention Program Student Data<br>Targeted Math Support Program Student Data | The overall percentage of passing grades (A,B,C,) will remain at 91% or higher.                           | The overall percentage of passing grades (A,B,C,) decreased to 90%.                                   |
| ELPAC Scores<br>EL Reclassification Rates  | The overall percentage of English Learners progressing at least one ELPAC level will increase by 10%.     | The overall percentage of English Learners progressing at least one ELPAC increased by 8%.            |
| 2023-2024 CAASPP Summative Results<br>2023-2024 CAASPP Interim Assessment Block Results<br>easyCBM Assessment Results  | The overall percentage of students proficient on the Math Final will increase by 5%.                      | The overall percentage of students proficient on the Math Final increased by 11.9%.                   |



| Metric/Indicator  | Expected Outcomes | Actual Outcomes |
|---|-------------------|-----------------|
| District Math Final Results<br>Math Placement Test Results<br>Targeted Math Support Program<br>Student Data |                   |                 |

## Strategies/Activities for Goal 1

| Planned Actions/Services   | Actual Actions/Services   | Proposed Expenditures  | Estimated Actual Expenditures  |
|--|---|--|--|
| In the area of literacy, the Christensen Middle School staff will maintain their commitment to the development and expansion of the Reading Intervention Program, designed to support students in small-group settings during the school day. Ongoing data collection efforts will be undertaken to measure student progress.  | In alignment with their plans, the Christensen Middle School staff actively implemented the Reading Intervention Program, providing targeted support to students in small-group settings during the school day, while consistently collecting data to measure student progress.   | FTE 1000-1999:<br>Certificated Personnel Salaries General Fund<br>100,000.00   | FTE 1000-1999:<br>Certificated Personnel Salaries General Fund<br>100,000.00   |
| 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 Christensen Middle School now offers two sections of AVID Middle School. All Math and Resource Support teachers will receive AVID Professional Development in the area of Math. | In the second year of implementation, the teaching staff actively implemented AVID strategies site-wide related to Writing, Inquiry, Collaboration, and Organization (WICOR). Additionally, the "Academic Skills" class was successfully converted to "AVID Readiness," and Christensen Middle School offered two sections of AVID Middle School. All Math and Resource Support teachers participated in AVID Professional Development focused on Math. | Professional development, AVID membership fees, and supplies for students.<br>5800:<br>Professional/Consulting Services And Operating Expenditures General Fund 7,500.00 | Professional development, AVID membership fees, and supplies for students.<br>5800:<br>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   | Improved interventions and supports outside of the school day included expanded offerings, such as individualized help for  | Compensation for Instructional Aide to support students outside of the school day. 1000-   | Compensation for Instructional Aide to support students outside of the school day. 1000-   |

| Planned Actions/Services   | Actual Actions/Services  | Proposed Expenditures  | Estimated Actual Expenditures  |
|--|--|--|--|
| subjects in Homework Club and EL Scholars Club.  | all subjects through Homework Club and the EL Scholars Club.   | <p>1999: Certificated Personnel Salaries LCFF - Supplemental 10,000.00</p> <p>Compensation for teachers and paraeducators to support students outside of the school day. General Fund 5,000.00</p>                                     | <p>1999: Certificated Personnel Salaries LCFF 10,000.00</p> <p>Compensation for teachers and paraeducators to support students outside of the school day. General Fund 5,000.00</p>  |
| In the area of Math, the Christensen Middle School 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. | In the area of Math, the Christensen Middle School staff maintained their commitment to the development and expansion of the Targeted Math Support Program, which was designed to provide students with dedicated Math support during the school day. Ongoing data collection efforts were undertaken to measure student progress. | <p>Math 180 Subscription and Materials 4000-4999: Books And Supplies General Fund 10,000.00</p> <p>.34 FTE for 2 sections of Targeted Math Support 1000-1999: Certificated Personnel Salaries General Fund 33,333.00</p>               | <p>Math 180 Subscription and Materials 4000-4999: Books And Supplies General Fund 10,000.00</p> <p>.34 FTE for 2 sections of Targeted Math Support 1000-1999: Certificated Personnel Salaries General Fund 33,333.00</p>               |
| Professional Development on English Language Development   | Professional development focused on English Language Development was successfully implemented, equipping staff with strategies to better support English Learners in their academic growth.  | GLAD Strategies Professional Development along with AVID Professional Development related to ELD instruction, Academic Language. 5800: Professional/Consulting Services And Operating Expenditures Title II and discretionary 2,000.00 | GLAD Strategies Professional Development along with AVID Professional Development related to ELD instruction, Academic Language. 5800: Professional/Consulting Services And Operating Expenditures Title II and discretionary 2,000.00 |
| 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                               | Articulation and collaboration efforts included visits to the two primary elementary feeder schools to discuss articulation, identify successful practices, and pinpoint areas for growth. It proved to be more challenging than anticipated to bring high school personnel campus to share insights with                          | Release time for teachers to meet with teachers at other sites for articulation. 1000-1999: Certificated Personnel Salaries Admin. Gift account 2,000.00   | Release time for teachers to meet with teachers at other sites for articulation. 1000-1999: Certificated Personnel Salaries Admin. Gift account 1000.00  |

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| high school and how to be successful. Departments and grade levels will collaborate to support one another in best practices. | students about what to expect in high school and how to achieve success. Overall this initiative faced moderate success due to challenges in coordinating schedules. Additionally, departments and grade levels collaborated to support one another in best practices. |                       |                               |

## Analysis

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

We diligently implemented the strategies and activities linked to this goal. Throughout the school year, we took advantage of opportunities to enhance our offerings in order to support students who were facing challenges with appropriate behavior at school.

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

The overall effectiveness of the strategies and activities aimed at achieving the articulated goal is reflected in the recent data from the 2023-2024 assessments. The school observed a 1% increase in the number of students meeting or exceeding the standards compared to the previous year. Notably, there was significant growth in 7th grade, where 4.9% more students met or exceeded the standards, and in 8th grade, with an increase of 4.2%.

However, the significant decrease of 8.29% in 6th grade students meeting or exceeding the standards highlights an area of concern. This discrepancy suggests that while the strategies were effective for 7th and 8th graders, there may be specific challenges impacting the 6th grade cohort that need to be addressed. Overall, while the implementation of the strategies showed promise, further analysis and targeted interventions are necessary to support 6th grade students and ensure consistent progress across all grade levels.

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

The only material difference of note is the reduction in spending related to articulation and collaboration with high school staff due to scheduling challenges.

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

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

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## 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  | 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. | The overall percentage of students who report that they have experienced bullying or harassment while at school increased by 10% as compared to the previous assessment of the California Healthy Kids Survey. |
| Attendance Reports   | The overall percentage of students who are chronically absent will decrease to 10% or less of the overall student population.   | The overall percentage of students who are chronically absent decreased to exactly 10% of the overall student population.  |
| PE teacher pre-test and post-test evaluation of students 2023-2024 FitnessGram Results | The overall percentage of students who demonstrate proficiency on the FitnessGram exam will increase by 5%.   | The overall percentage of students who demonstrate proficiency on the FitnessGram exam decreased by 10%.   |
| Suspension data<br>Powerschool Discipline Data<br>Discipline incident Outcome Data     | The overall percentage of students who are suspended from school will decrease to 5% or less of the overall student population.   | The overall percentage of students who are suspended from school decreased to 5.5% of the overall student population.  |
| Panorama Social-Emotional Survey   | The overall percentage of students who report a favorable response regarding teacher-student relationships will increase by 7%.   | The overall percentage of students who reported a favorable response regarding teacher-student relationships increased by 1%.  |
| Powerschool Discipline Data<br>Discipline incident Outcome Data                        | The overall percentage of students who receive 6 or more major referrals for behavior will decrease to 1.5% or less of the overall student population.                      | The overall percentage of students who received 6 or more major referrals for behavior decreased to .6% of the overall student population.   |

## Strategies/Activities for Goal 2

| Planned Actions/Services  | Actual Actions/Services   | Proposed Expenditures   | Estimated Actual Expenditures   |
|---|---|---|---|
| PBIS: Positive Behavioral Interventions and Supports during the school day. Activities, lessons and supports delivered in the classroom to best support students. | Positive Behavioral Interventions and Supports (PBIS) were effectively implemented during the school day at Christensen Middle School, with activities, | Ongoing professional development on the implementation of PBIS practices. 1000-1999: Certificated Personnel Salaries Title II Part A: | Ongoing professional development on the implementation of PBIS practices. 1000-1999: Certificated Personnel Salaries Title II Part A: |

| Planned Actions/Services   | Actual Actions/Services   | Proposed Expenditures   | Estimated Actual Expenditures   |
|--|---|---|---|
| <p>Positive Behavioral Interventions and Supports have been planned and implemented at Christensen Middle School; 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.</p>  | <p>lessons, and supports delivered in the classroom to best assist students. There is a clear understanding of behavioral expectations on campus, and the formalization of the Coordination of Services Team (COST) has enhanced our ability to identify students in need of support and facilitate their access to necessary resources promptly.</p>   | <p>Improving Teacher Quality 3,060.00</p>   | <p>Improving Teacher Quality 3,060.00</p>   |
| <p>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.</p> | <p>The support of a full-time counselor has enabled us to effectively address the social-emotional needs of many students. The continued implementation of the Choose Love curriculum in every classroom has fostered a common vocabulary and practice for both staff and students, while the 6th grade program "Everyone Feels Stuff," led by community representatives, has helped students make better social decisions in their interactions with others.</p> | <p>"Everyone Feels Stuff" presentations in 6th Grade classes 5800: Professional/Consulting Services And Operating Expenditures PTA 1,500.00</p> | <p>"Everyone Feels Stuff" presentations in 6th Grade classes 5800: Professional/Consulting Services And Operating Expenditures PTA 3,060.00</p> |
| <p>Meeting Student Needs: By maintaining a high level of caring relationships with adults at school, Christensen Middle School staff members hope to meet the needs of students so</p>   | <p>By maintaining a high level of caring relationships with adults at school, Christensen Middle School staff members successfully met the needs of students, enabling them</p>   | <p>"Pop Up Shop" expenses None Specified PTA 1,000.00</p>   | <p>"Pop Up Shop" expenses None Specified PTA 1,000.00</p>   |

| Planned Actions/Services  | Actual Actions/Services   | Proposed Expenditures           | Estimated Actual Expenditures   |
|---|---|---------------------------------|---------------------------------|
| that they are able to focus on their coursework. PTA will continue to provide a "pop up shop," which provides students toiletries, snacks, school supplies, and other items which they may not have access to due to limited means.   | to focus on their coursework. The PTA continued to provide a "pop-up shop," offering students toiletries, snacks, school supplies, and other essential items that they may lack due to limited means.   |                                 |                                 |
| Attendance: Provide attendance awards for improved attendance through the use of the 5 STAR program. Regular outreach out to families of the students who most frequently miss school. Local and regional partnerships to provide transportation options to allow students to safely get to school via public transportation, walking, or bicycle.              | Attendance awards for improved attendance were successfully provided through the use of the 5 STAR program, and regular outreach was conducted to families of students who frequently missed school. Additionally, local and regional partnerships were established to offer transportation options, ensuring that students could safely get to school via public transportation, walking, or biking. | None Specified None Specified 0 | None Specified None Specified 0 |
| Physical Fitness: Physical Education rubrics will be used for assessment of all activities in Physical Education. The rubrics will help students to understand what they need to do to master each skill. Use of Illuminate data to determine the needs of the students to be able to pass a minimum of 5 of 6 state assessments on the FitnessGram assessment. | Physical Education rubrics were utilized to assess all activities in Physical Education, helping students understand what they need to master each skill. Additionally, Illuminate data was used to identify student needs, ensuring that they were able to pass a minimum of 5 out of 6 state assessments on the FitnessGram assessment.   | None Specified None Specified 0 | None Specified None Specified 0 |

## Analysis

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

In recognition of our efforts in the 2023-2024 academic year, we achieved the Gold PBIS Implementation Award for our commitment to deepening the implementation of Positive Behavioral Interventions and Supports.

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

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

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

No material differences.

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

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

# Annual Review and Update

## SPSA Year Reviewed: 2023-24

### Goal 3

Enhance parent and community engagement and communication.

### Annual Measurable Outcomes

| Metric/Indicator                               | Expected Outcomes   | Actual Outcomes  |
|--|---|--|
| Parent participation on site committees        | <p>Parent PTA membership will increase to 15% of students being represented.</p> <p>Parent attendance and participation in the English Language Advisory Committee will increase by 5%.</p> | <p>Parent PTA membership decreased to 8% of students being represented.</p> <p>Parent attendance and participation in the English Language Advisory Committee remained stagnant.</p> |
| Increased parent and family outreach by staff. | 100% of students will receive a physical recognition postcard in the mail from a staff member.  | 71% of students received a physical recognition postcard in the mail from a staff member.  |
| Schoology parent account information           | Parent Schoology account registration will increase by 2%.  | 95% of students had at least one parent connected to their Schoology account indicating a 2% increase from the previous year.  |

### Strategies/Activities for Goal 3

| Planned Actions/Services   | Actual Actions/Services  | Proposed Expenditures  | Estimated Actual Expenditures  |
|--|--|--|--|
| Additional opportunities for parents to become involved within the school community. Communication through a bi-weekly newsletter, Blackboard, Peachjar, email, phone, and website/app to engage parents to become involved with the school community. | We provided additional opportunities for parents to become involved within the school community. Communication was facilitated through a bi-weekly newsletter, Blackboard, Peachjar, email, phone, and our website/app to actively engage parents in the school community. | EL Scholars Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily<br>announcements 2000-2999: Classified<br>Personnel Salaries<br>LCFF - Supplemental<br>20,745.00 | EL Scholars Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily<br>announcements 2000-2999: Classified<br>Personnel Salaries<br>LCFF - Supplemental<br>20,745.00 |
| Targeted Parent Communication: Data demonstrating staff promotes parental participation by   | Targeted Parent Communication: Data demonstrated that staff actively promoted parental participation from  |  |  |



| Planned Actions/Services   | Actual Actions/Services  | Proposed Expenditures                    | Estimated Actual Expenditures            |
|--|--|--|--|
| underrepresented groups in on-campus programs  | underrepresented groups in on-campus programs.   |  |  |
| Positive Communication: Teachers will send a physical postcard to the home of each student highlighting something positive they have done during the school year. Teachers will reach out to make positive phone calls, and send emails and text messages regularly. | Positive Communication: Teachers sent physical postcards to the homes of the majority of students, highlighting positive achievements during the school year. They also made positive phone calls and regularly sent emails and text messages. | Postage. 5900: Communications PTA 500.00 | Postage. 5900: Communications PTA 500.00 |

## Analysis

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

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

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

Overall, the Christensen Middle School parent community displayed a level of engagement in the 2023-2024 school year that showed a decrease compared to previous years. While participation in the bi-weekly newsletter remained positive, there was a notable decline in participation in the Christensen Middle School PTA. Additionally, engaging the families of English Learner (EL) students in the ELAC has continued to be a persistent challenge.

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

No material differences.

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

While there will not be significant changes to this goal in the future, it is increasingly important to re-establish connections between students and their families with the school. The school staff is actively working to re-engage students with their studies. Initially, it was assumed that this reconnection would occur naturally as students returned to in-person learning; however, it has often turned out to be the opposite, as detailed in "Planned Improvements: Goal #3."

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Subject: Academics

### Goal Statement

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

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

| Metric/Indicator   | Baseline  | Expected Outcome   |
|--|---|--|
| 2024-2025 CAASPP Summative Results<br>2024-2025 Interim Assessment Block Results<br>easyCBM Assessment Results<br>2025 District Writing Assessment Results<br>ELPAC Scores<br>EL Reclassification Rates<br>Reading Intervention Program Student Data | The results from the 2023-2024 CAASPP assessments indicate that 64% of students met or exceeded the established standards in English Language Arts. In comparison to prior years, our students have demonstrated relatively stable performance across all four assessment domains: Reading, Writing, Listening, and Research/Inquiry. It is noteworthy, however, that persistent achievement disparities continue to affect specific student groups, including those classified as Socioeconomically Disadvantaged, English Learners, and students with disabilities. | The overall percentage of students meeting or exceeding the CAASPP standards in ELA will increase by 3%  |
| 2024-2025 CAASPP Summative Results<br>2024-2025 Interim Assessment Block Results<br>easyCBM Assessment Results<br>District Math Final Results<br>Math Placement Test Results<br>Targeted Math Support Program Student Data                           | The results of the 2023-2024 CAASPP assessments reveal that 47% of students met or exceeded the established standards in Mathematics. In comparison to prior years, our students have demonstrated relatively stable performance across all three domains of the assessment: Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. It is noteworthy, however, that persistent   | The overall percentage of students meeting or exceeding the CAASPP standards in Math will increase by 3% |

| Metric/Indicator   | Baseline   | Expected Outcome   |
|--|--|--|
|  | achievement disparities continue to affect specific student groups, including those classified as Socioeconomically Disadvantaged, English Learners, and students with disabilities. |  |
| 2024-2025 CAASPP Summative Results<br>2024-2025 Interim Assessment Block Results<br>easyCBM Assessment Results<br>2024 District Writing Assessment Results<br>ELPAC Scores<br>EL Reclassification Rates<br>Reading Intervention Program Student Data<br>Targeted Math Support Program Student Data | During the 2023-2024 school year 90% of grades were passing (A,B,C,) which represents a 1% decrease over the 2022-2023 school year.  | The overall percentage of passing grades (A,B,C,) will remain at 90% or higher.                      |
| ELPAC Scores<br>EL Reclassification Rates  | During the 2023-2024 school year, 30% of English Learners progressed at least one ELPAC level, representing an 8% increase compared to the 2022-2023 school year.                    | The overall percentage of English Learners progressing at least one ELPAC level will increase by 5%. |
| 2024-2025 CAASPP Summative Results<br>2024-2025 Interim Assessment Block Results<br>easyCBM Assessment Results<br>District Math Final Results<br>Math Placement Test Results<br>Targeted Math Support Program Student Data   | The results from the 2023-2024 LVJUSD Math Final Examinations indicate that 45% of the student population attained proficiency, compared to 33.1% during the 2022-2023 school year.  | The overall percentage of students proficient on the Math Final will increase by 5%.                 |

## Planned Strategies/Activities

### Strategy/Activity 1

In the area of literacy, the staff of Christensen Middle School will remain dedicated to enhancing the Reading Intervention Program, which is designed to support students through small-group sessions during the school day. Continuous data collection will be conducted to track student progress. These efforts aim to ensure that students receive targeted support to improve their reading skills and overall academic achievement.

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

All Students

#### Timeline

2024-2025 School Year

#### Person(s) Responsible

Reading Intervention Specialist

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 2

AVID: Now in its third year, the teaching staff will continue to implement AVID strategies across the school, focusing on Writing, Inquiry, Collaboration, and Organization (WICOR). Christensen Middle School offers two sections of AVID Middle School, and 90% of Christensen teachers have received AVID training, with a commitment to ongoing professional development. This continued effort aims to strengthen college and career readiness for all students across grade levels.

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

All Students

### Timeline

2024-2025 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 include providing individualized assistance for all subjects through Homework Club and EL Scholars Club. These programs offer students targeted support in a structured environment, helping them catch up or deepen their understanding of key concepts. By extending academic support beyond regular school hours, Christensen Middle School aims to ensure that all students, including English learners, have the resources they need to succeed.

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

English Learners, All Students

### Timeline

2024-2025 School Year

### Person(s) Responsible

Principal, Teachers, Paraeducators

### Proposed Expenditures for this Strategy/Activity

|                  |  |
|------------------|--|
| Amount           | 10,000.00  |
| Source           | LCFF - Supplemental  |
| Budget Reference | 2000-2999: Classified 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 instructional aide to support students outside of the school day. |

### Strategy/Activity 4

In the area of Math, the staff of Christensen Middle School will continue their commitment to developing and expanding the Targeted Math Support Program, which provides students with dedicated math support during the school day. Ongoing data collection will be conducted to track student progress and ensure the program's effectiveness. This initiative aims to help students build foundational math skills, boosting their confidence and performance in the subject.

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

All Students

### Timeline

2024-2025 School Year

### Person(s) Responsible

Math Intervention Teacher, Principal, Vice Principal

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 5

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

All Students

### Timeline

2024-2025 School Year

**Person(s) Responsible**

Teachers, Principal

**Proposed Expenditures for this Strategy/Activity**

|                    |  |
|--------------------|--|
| <b>Amount</b>      | 2,000.00   |
| <b>Source</b>      | Admin. Gift account  |
| <b>Description</b> | 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)  
 CORE Social Emotional Survey  
 Annual Attendance Rate/Chronic Absenteeism  
 Attendance Data  
 EduClimber  
 Powerschool Discipline Data  
 Suspension Rate  
 Other Local Measures

### Expected Annual Measurable Outcomes

| Metric/Indicator   | Baseline   | Expected Outcome   |
|--|--|--|
| Attendance Reports   | During the 2023-2024 school year, 10% of Christensen Middle School students were chronically absent from school.   | The overall percentage of students who are chronically absent will stay decline 2% to get to 8% or less of the overall student population.           |
| Suspension data<br>Powerschool Discipline Data<br>Discipline incident Outcome Data | During the 2023-2024 school year, 5.5% 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.                      |
| CORE Social Emotional Survey   | During the 2023-2024 school year 59%, of students responded favorably regarding teacher-student relationships, up from 58% during the 2022-2023 school year. | The overall percentage of students who report a favorable response regarding teacher-student relationships will increase by 6%.                      |
| Powerschool Discipline Data<br>Discipline incident Outcome Data                    | During the 2023-2024 school year, .6% of students received 6 or more major referrals for behavior, down from 1.9% during the 2022-2023 school year.          | The overall percentage of students who receive 6 or more major referrals for behavior will remain at 1.0% or less of the overall student population. |

### Planned Strategies/Activities

#### Strategy/Activity 1

PBIS: Positive Behavioral Interventions and Supports are implemented throughout the school day, with activities, lessons, and supports delivered in the classroom to best assist students. Positive Behavioral Interventions and

Supports have been planned and executed at Christensen Middle School, resulting in a clear understanding of behavior expectations while on campus. Formalizing the Coordination of Services Team (COST) will enable us to better identify students in need of support and provide them with access to necessary resources as quickly as possible.

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

All Students

### Timeline

2024-2025 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 enabled us to better address the needs of many students and provide the critical social-emotional learning that middle school students require. We will continue to implement social-emotional curriculum and PBIS lessons in every classroom to establish a common vocabulary and consistent practices for both staff and students. Additionally, the "Everyone Feels Stuff" program, led by community representatives, will continue to help students make better social decisions when interacting with their peers.

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

All Students

### Timeline

2024-2025 School Year

### Person(s) Responsible

Teachers/Principal

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 3

Meeting Student Needs: By fostering strong, caring relationships with adults at school, Christensen Middle School staff members aim to address the needs of students, enabling them to focus on their coursework. The PTA will continue to provide a "pop-up shop" that offers students toiletries, snacks, school supplies, and other items they may lack due to limited means.



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

Socioeconomically Disadvantaged, English Learners, and Families in Transition.

### Timeline

2024-2025 School Year

### Person(s) Responsible

Principal, Classified Office Staff, PTA

### Proposed Expenditures for this Strategy/Activity

|                         |                        |
|-------------------------|------------------------|
| <b>Amount</b>           | 1,000.00               |
| <b>Source</b>           | PTA                    |
| <b>Budget Reference</b> | None Specified         |
| <b>Description</b>      | "Pop Up Shop" expenses |

### Strategy/Activity 4

Attendance: We will provide attendance awards for improved attendance through the 5 STAR program. Regular outreach will be conducted to families of students who frequently miss school. Additionally, we will establish local and regional partnerships to offer transportation options, enabling students to safely get to school by public transportation, walking, or biking.

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

All Students

### Timeline

2024-2025 School Year

### Person(s) Responsible

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

### Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 1,550.00  |
| <b>Source</b>           | ASB   |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures  |
| <b>Description</b>      | Software designed to track and monitor attendance, behavior, interventions, and student engagement provides educators with valuable insights to support student success. These tools allow for the documentation of key student data, enabling us to identify patterns, track progress, and implement targeted interventions. |

# 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  
Schoolology parent account information  
Other local measures

### Expected Annual Measurable Outcomes

| Metric/Indicator                               | Baseline  | Expected Outcome  |
|--|---|---|
| Parent participation on site committees        | ELAC attendance percentage is <1%,<br>PTA membership is 8%.   | Parent PTA membership will increase to 15% of students being represented.<br><br>Parent attendance and participation in the English Language Advisory Committee will increase to at least 5%. |
| Increased parent and family outreach by staff. | During the 2023-2024 school year, 71% of students received a physical recognition postcard from a staff member. | 80% of students will receive a physical recognition postcard in the mail from a staff member.   |
| Schoolology parent account information         | During the 2023-2024 school year, 95% of students had at least one parent registered for Schoolology.           | Parent Schoolology account registration will remain at 95% or higher.   |

### Planned Strategies/Activities

#### Strategy/Activity 1

We will provide additional opportunities for parents to become involved in the school community. Communication will be facilitated through a bi-weekly newsletter, Finals site, Peachjar, email, phone, and the school website/app to encourage parental engagement with the school community. These efforts aim to strengthen the partnership between parents and the school, fostering a collaborative environment that supports student success.

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

Inclusive and Representative Parent Involvement: We will coordinate community and parent events to foster collaboration between students and staff, working together as teams for the benefit of all students. These events will be inclusive of all student groups and their families.

## Timeline

2024-2025 School Year

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 20,745.00   |
| <b>Source</b>           | Classified Salaries & Benefits  |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries  |
| <b>Description</b>      | EL Scholars Club, Homework Club, Coffee with the Principal, PTA, ELAC, information sent home, daily announcements |

## Strategy/Activity 2

Targeted Parent Communication: We will use data to demonstrate how staff promotes parental participation among underrepresented groups in on-campus programs. By actively engaging these families through tailored communication strategies, we aim to ensure that all parents feel welcomed and encouraged to contribute to the school community.

## Students to be Served by this Strategy/Activity

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

## Timeline

2024-2025 School Year

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 3

Positive Communication: Teachers will send a physical postcard to each student's home, highlighting a positive achievement from the school year. Additionally, teachers will make positive phone calls and regularly send emails and text messages to maintain open lines of communication with families. These efforts aim to strengthen the partnership between home and school, fostering a supportive environment for student success.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2024-2025 School Year

## Person(s) Responsible

Principal, Vice Principal, Teachers

## Proposed Expenditures for this Strategy/Activity

|               |        |
|---------------|--------|
| <b>Amount</b> | 500.00 |
|---------------|--------|

|                         |                      |
|-------------------------|----------------------|
| <b>Source</b>           | PTA                  |
| <b>Budget Reference</b> | 5900: Communications |
| <b>Description</b>      | Postage.             |

# Budget Summary and Consolidation

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

## Budget Summary

| Description   | Amount     |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 3,060      |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | 196,188.00 |

## Allocations by Funding Source

| Funding Source                             | Amount   | Balance   |
|--|----------|-----------|
| Discretionary                              | \$54,188 | 54,188.00 |
| Title II Part A: Improving Teacher Quality | \$3,060  | 0.00      |
| Other                                      | \$10,062 | 10,062.00 |

## Expenditures by Funding Source

| Funding Source                             | Amount     |
|--|------------|
| Admin. Gift account                        | 2,000.00   |
| ASB  | 1,550.00   |
| Classified Salaries & Benefits             | 20,745.00  |
| General Fund                               | 145,833.00 |
| LCAP                                       | 10,000.00  |
| LCFF - Supplemental                        | 10,000.00  |
| PTA  | 3,000.00   |
| Title II Part A: Improving Teacher Quality | 3,060.00   |

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members    | Role                       |
|--------------------|----------------------------|
| Michelle Gomes     | Other School Staff         |
| Pauline Guerzon    | Classroom Teacher          |
| Hien Ngo           | Classroom Teacher          |
| Mandie Ramirez     | Classroom Teacher          |
| Brian Scharmann    | Principal                  |
| Senay Yuncuoglu    | Classroom Teacher          |
| Shruti Agrawal     | Parent or Community Member |
| Amber Black        | Parent or Community Member |
| Shamaila Quddusi   | Parent or Community Member |
| Alima Sirjad       | Secondary Student          |
| Mridula Manojkumar | Secondary Student          |
| Maaz Tapal         | Secondary Student          |

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 10/15/2024.

Attested:

|   |   |
|---|---|
|   | Principal, Brian Scharmann on 10/15/2024        |
|  | SSC Chairperson, Shamaila Quddusi on 10/15/2024 |



# 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](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

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

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

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

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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

# Appendix C: Centralized Services for Planned Improvements in Student Performance

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2024-2025 State and Federally – Funded Categorical Programs

#### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$84,562

#### **Title II, Part A, Supporting Effective Instruction:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$92,858

#### **Title III, Language Instruction for English Learners (EL):**

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

#### **Title III, Language Instruction for Immigrant Students**

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

#### **Title IV, Part A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$66,107

## 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.

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

| <b>State Programs</b>   |  | <b>Allocation</b> |
|---|--|-------------------|
| X   | <b>Local Control Funding Formula (LCFF) Base</b><br>Purpose: Support the needs of all students and student groups                                | \$57,040          |
|   | <b>Local Control Funding Formula (LCFF) Supplemental</b><br>Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth | \$                |
| <b>Total amount of federal categorical funds allocated to this school</b> |  | <b>\$3,060</b>    |

| <b>Local Funding</b> |  |          |
|----------------------|--|----------|
| X                    | <b>Technology Funds – Local Parcel Tax</b> | \$11,016 |



## Appendix H

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

#### PROGRAM DESCRIPTION:

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

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

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