School Plan for Student Achievement (SPSA) Template

Purpose and Description
The purpose of the SPSA is to set schoolwide goals to improve the effectiveness of meeting the needs of students. Based on data and stakeholder input we have designed the SPSA to align with LCAP, federal, state and local programs to ensure that all students are prepared for the rigors of high school, college, career, and global citizenship.

Stakeholder Involvement
Involvement Process for the SPSA
The evaluation of student data in conjunction with teacher, counselor, parent and student input and alignment with district goals defined the process for identification of the SPSA goals for the 22-23 SPSA.

Student Advisory Committee Meetings: Ongoing Dates - Feb. 2022 - May 30, 2022
EL Teacher Meetings - Ongoing Dates 2022-23 School Year
CMS/HR/CBO Meeting - May 2022
CMS Master Schedule Mtg - May 12, 2022
District LCAP Meetings - Ongoing Dates 2021-22 School Year
CMS Faculty LCAP Forum - March 24, 2022
CMS Community LCAP Forum - March 29, 2022
District LCAP Community Forum - April 4, 2022

Goals, Strategies, Expenditures, & Annual Review
Goal 1
Maintenance of Effort Goal: Students will engage in 18 Character Strong Lessons, 9 all school assemblies, and 9 SEL connection days at CMS in an ongoing effort to improve SEL learning and interactions at CMS.

Identified Need
Data collected from internal surveys indicates an ongoing need for continued social emotional programming in the school setting. CMS noted benefits from implementation of the Character Strong Program manifesting as we moved deeper into the 2022 school year. Continuing the program with an
adjusted schedule and redesigned school goals will lead to improved connections between students and adults at CMS.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased adult to student contact fostering mentoring opportunities and positive connection.</td>
<td>Internal survey data indicates that 92% of students feel connected to an adult on campus. (Data from the 2018-19 school year)</td>
<td>100% of students will indicate a positive connection with an adult on campus.</td>
</tr>
<tr>
<td>Improved peer to peer relationships as measured by internal student surveys.</td>
<td>Internal survey data indicates a multi-year rolling average in the 90% for positive measurement of peer to peer relationships at CMS.</td>
<td>Improved metrics to 96% or above in all internal survey categories related to peer relationships.</td>
</tr>
<tr>
<td>Decline in bullying and harassment as measured by internal student surveys.</td>
<td>Internal survey data indicates a multi-year rolling average in the 90% for positive responses to questions related to bullying and harassment</td>
<td>Improved metrics to 96% or above in all internal survey categories related to bullying and harassment.</td>
</tr>
</tbody>
</table>

### Strategy/Activity 1

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

All Students

**Strategy/Activity**

Ongoing professional development time will be dedicated to year two of the Character Strong SEL program.

**Funding Source(s) for this Strategy/Activity**

Multiple funding streams will be used to support program implementation including funds provided by Curriculum and Instruction, CMS Site Budget, and additional support from the CMS PTO.

### Goal 2

Maintenance of Effort Goal: Improve academic performance of EL/RFEP students through additional support personnel while continuing to improve the support program designed to meet the needs of EL/RFEP students.
**Identified Need**

Multi-year data indicates that the EL/RFEP subgroups have significantly underperformed when compared to grade alike peers in all areas of academics as measured by end of course grades and CAASPP scores. *Early data indicates positive gains from the 2021-22 school year. CAASPP data pending.*

**Annual Measurable Outcomes**

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<td>End of Course Trimester Grades</td>
<td>Ongoing analysis of end of course trimester grades indicates significant disparity between EL/RFEP students and general population.</td>
<td>80% of EL/RFEP students will maintain a minimum aggregate GPA of 3.0 or better each trimester.</td>
</tr>
<tr>
<td>CAASPP scores</td>
<td>Comparison of CAASPP scores indicates EL/RFEP students underperform on the CAASPP as compared to the general population at CMS.</td>
<td>80% of EL/RFEP students will meet standard or exceed standard in all areas of the CAASPP test.</td>
</tr>
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**Strategy/Activity 1**

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

EL/RFEP Students

**Strategy/Activity**

For the 2021-22 school year CMS was able to assign one classified EL Aide to each of the three grade levels at CMS. The IAs focused on assisting EL/RFEP students with organizational skills, study skills and habits, work completion strategies, and maintenance of their own academic program. Data indicates that the program was a tremendous success in year one. Through ongoing meetings with the CMS EL/RFEP program coordinator, we will continue to fine-tune our support model for an even stronger program moving forward. Plans for 2022-23 include ongoing professional development for the EL/RFEP team, and the exploration of AVID as a program component for our 8th grade EL/RFEP students.

**Funding Source(s) for this Strategy/Activity**

CUSD General Fund
Goal 3

Maintenance of Effort Coal: Continue to support, refine, and improve services and programming provided by the CMS Wellness Center (opened in 2022-23) in an ongoing effort to meet the SEL needs of all students.

Identified Need

Data gathered from internal surveys, community meetings, current research, and feedback from the CMS counseling team indicates the need for increased social-emotional support and both short and long term counseling for CMS students. Feedback collected during the 2021-22 school year indicates positive perceptions of the wellness program amongst the CMS community and students accessing services. CMS will look to refine and improve data collection during the 2022-23 school year to enhance services and offerings.

Annual Measurable Outcomes

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<td>Students self-report feelings of hopelessness and depression on the California Healthy Kids Survey 2019.</td>
<td>25% of 7th Graders reported feeling depressed/hopeless in CHKS 2019 survey.</td>
<td>10% or fewer of surveyed students will report hopelessness and depression on the next CHKS administration or internal survey data.</td>
</tr>
<tr>
<td>Noted increase in instances of students reporting potential for self harm. CHKS data validates the trend.</td>
<td>12% of 7th Graders reported seriously considering suicide in CHKS 2019 survey.</td>
<td>5% or fewer will report consideration of self-harm or suicide on next CHKS survey.</td>
</tr>
<tr>
<td>Analysis and consideration of multiple health and wellness metrics as indicated on the Challenge Success Surveys from 2017 and 2019.</td>
<td>46% of surveyed CMS students indicate having health problems related to stress with main categories including: Exhaustion (57%) Difficulty Sleeping (52%) Headaches (49%)</td>
<td>10% or fewer of surveyed students will identify having health related problems related to stress on the next CSS.</td>
</tr>
</tbody>
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students
Strategy/Activity

Continue improvements to the CMS Wellness Center specifically examining access and programmatic offerings designed to meet the needs of all students.

Funding Source(s) for this Strategy/Activity

CUSD General Fund

Annual Review

SPSA Year Reviewed: 2021–22

The 2022-23 SPSA was designed with a focus on maintenance of effort goals surrounding three initiatives implemented in the 2021-22 school year; The Character Strong Advisory Program, a robust EL/RFEP Support Program, and the opening of the CMS Wellness Center. Each of these programs added tremendous value to the CMS student community and we look forward to continued improvement of these programs during the 2022-23 school year.