School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cajon Valley Middle School	37-67991-6037584	May 21, 2019	July 30, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Chronic Absenteeism

Chronic absenteeism at Cajon Valley Middle School is at the orange level identifying opportunities for growth in the area of student engagement. Cajon Valley Middle School will develop an attendance support team comprised of administrators, counselors, office staff, and our community liaison. The attendance support team will ensure that students and students subgroups with attendance problems are identified as early as possible to provide applicable support services and interventions. Cajon Valley Middle School's attendance support team will meet regularly to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates. Cajon Valley Middle School will send a clear message that going to school every day is a priority by providing regular recognition and incentives to students and families who have good and improved attendance.

CVMS is dedicated to the health and wellness of our students. We will have a 6 hr Health Aide to support for students and promote health and wellness. Health logs indicate students needing occasional nurse support as well as basic level medical assistance on a daily basis. A Bilingual Community Liaison will support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home. CVMS will have a 6 hr attendance clerk to monitor daily students attendance, connect with families regarding absences, and maintain accurate student attendance logs. The attendance clerk will work directly with the site attendance committee to intentionally combat chronic absenteeism at the site.

Student Suspension Rate

The suspension rate at Cajon Valley Middle School is at the orange level identifying opportunities for growth in the area of overall school climate. Cajon Valley Middle School must focus on the academic, social, and emotionally well being of all student subgroups. To accomplish these students must have access to highly trained, highly qualified teachers. Structures must be in place allowing for these teachers to adequately meet the academic, social, and emotional needs of students that create consistency and emphasize the importance of deep and meaningful relationships between staff, students, and families. Students and teachers must have access to the training, materials, and the intervention programs they need to accomplish these goals. To combat rising suspension rates Cajon Valley Middle School will employ an Alternative Learning Program Assistant. The ALP assistant will be trained in restorative justice and will provide students with opportunities to repair relationships allowing them to return to their learning community in lieu of suspension. To maintain a proactive approach to behavior management Cajon Valley Middle School will employ an additional half time Assistant Principal. To maintain a safe and effective learning environment for all student subgroups at Cajon Valley Middle School a Campus Safety Assistant will be employed. A Bilingual Community Liaison will support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home.

Academic Achievement

The overall academic performance of students at Cajon Valley Middle School is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Cajon Valley Middle School will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Cajon Valley Middle School will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development, sufficient instructional supplies, and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

Cajon Valley Middle School shall commit to a team-based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. Teacher teams allow staff to more effectively address students' basic and physiological needs ultimately moving students toward self-actualization both emotionally and academically. Cajon Valley Middle School's six student subgroups will have access to targeted intervention software to support their academic progress in the area of mathematics. Cajon Valley Middle School's six student subgroups will be provided with targeted support in the area of mathematics before and after

school at the Cajon Valley Middle School tutoring center. The tutoring center will be staffed by highly qualified, credentialed math teachers.

CVMS is committed to supporting student learning by ensuring students have access to the necessary materials for success in the classroom. We will accomplish this by providing instructional supplies for teachers and their classrooms.

English Learners

Approximately 65% of Cajon Valley Middle School's students are EL's or RFEP. Cajon Valley Middle School is committed to providing students with a structured English immersion program providing a classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. Nearly 30% of the English learners at Cajon Valley Middle School are performing at Level 1 in the overall language category. This is commensurate to the number of students that Cajon Valley Middle School serves each year that are brand new to the United States. These students have been identified as at risk and funding will be allocated to provide additional language development assistance for these students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English. To ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students Cajon Valley Middle School will create consistency in instruction for English learners by prioritizing English language arts and English language development teams. Cajon Valley Middle School will ensure that English learners are receiving instruction in the area of English language arts and English language development from the same instructor. This will provide consistency in instruction, strengthen teacher-student relationships, and minimize transitions for our English learners. Cajon Valley Middle School will have a program facilitator to ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English. CVMS will support our EL's academic achievement and personal development by supporting additional EL staff members including an EL Facilitator and 2 English Language Development Aides (ELDA, Bilingual Arabic).

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions

and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year. During these meetings parents and community members provide feedback for the development of school goals for the SPSA. ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. Language acquisition process is supported in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 21, 2019 was the accumulating input meeting when the SPSA was approved. The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We refine an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year. The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students. The charge is to support our site improvement focus, based on the particular needs. The focus starts with celebrating successes, program monitoring, and then focusing on next steps and best pedagogical practices. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of

growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on January 19, 2019 and information was shared with SSC as they developed and approved the SPSA. This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	%	%	1		
African American	9.8%	10.38%	10.36%	91	95	99
Asian	1.4%	1.75%	3.03%	13	16	29
Filipino	1.0%	0.98%	1.46%	9	9	14
Hispanic/Latino	42.4%	41.97%	42.57%	394	384	407
Pacific Islander	0.5%	0.33%	0.94%	5	3	9
White	41.7%	41.20%	38.18%	387	377	365
Multiple/No Response	1.8%	2.08%	2.3%	17	19	22
			Total Enrollment	929	915	956

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	290	288	325
Grade 7	316	310	317
Grade 8	323	317	314
Total Enrollment	929	915	956

Conclusions based on this data:

1. Enrollment has remained consistent from 2015 - 2018.
2. Enrollment amongst sub groups has remained consistent from 2015 - 2018.
3. Our largest subgroups are Hispanic and White (Middle East).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	332	360	435	35.7%	39.3%	45.5%
Fluent English Proficient (FEP)	354	321	264	38.1%	35.1%	27.6%
Reclassified Fluent English Proficient (RFEP)	97	55	23	26.7%	16.6%	6.4%

Conclusions based on this data:

1. Nearly 40% of the students at Cajon Valley Middle School are English Learners. This percentage has remained consistent for the past three years.
2. The percentage of Fluent English Proficient students has remained consistent from 2015 - 2018.
3. The percentage of students that reclassified in 2016-17 was significantly higher than in 2015-16 and 2017-18.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	289		309	266		300	266		300	92		97.1
Grade 7	303		305	282		290	282		290	93.1		95.1
Grade 8	320		323	295		314	295		314	92.2		97.2
All Grades	912		937	843		904	843		904	92.4		96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2469.		2452.	5.26		2.00	21.05		16.33	28.95		32.33	44.74		49.33
Grade 7	2501.		2497.	5.32		5.86	30.14		26.21	24.47		27.59	40.07		40.34
Grade 8	2522.		2504.	5.76		5.10	25.42		22.93	30.17		26.75	38.64		45.22
All Grades	N/A	N/A	N/A	5.46		4.31	25.62		21.79	27.88		28.87	41.04		45.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.64		5.00	45.11		38.00	49.25		57.00
Grade 7	9.57		13.10	45.39		37.59	45.04		49.31
Grade 8	12.20		9.87	39.32		38.85	48.47		51.27
All Grades	9.25		9.29	43.18		38.16	47.57		52.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.90		4.33	40.23		42.33	48.87		53.33
Grade 7	18.79		14.83	45.04		54.14	36.17		31.03
Grade 8	14.58		9.55	49.83		50.64	35.59		39.81
All Grades	14.83		9.51	45.20		49.00	39.98		41.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.64		5.67	58.65		57.00	35.71		37.33
Grade 7	8.51		5.52	50.35		56.90	41.13		37.59
Grade 8	8.81		5.73	62.71		61.15	28.47		33.12
All Grades	7.71		5.64	57.30		58.41	34.99		35.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.41		7.67	47.74		45.00	39.85		47.33
Grade 7	18.09		13.45	45.04		46.21	36.88		40.34
Grade 8	15.93		10.19	50.51		47.13	33.56		42.68
All Grades	15.54		10.40	47.81		46.13	36.65		43.47

Conclusions based on this data:

1. Students must have access to rigorous curriculum that mirrors the demands of the CAASPP assessment and addresses the CCSS.
2. ELA/ELD courses will be taught by the same teacher to ensure consistency in curriculum delivery of ELA and designated ELD.
3. Language acquisition and support for English Learners will be a school wide focus to address the overwhelming below standard performance of the sub-group of English Learners.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	289		309	282		303	282		303	97.6		98.1
Grade 7	303		305	296		298	296		298	97.7		97.7
Grade 8	320		323	310		315	310		315	96.9		97.5
All Grades	912		937	888		916	888		916	97.4		97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2455.		2438.	4.61		3.96	10.64		11.22	26.95		24.42	57.80		60.40
Grade 7	2475.		2481.	6.42		8.72	14.19		14.77	28.72		26.51	50.68		50.00
Grade 8	2499.		2479.	6.13		7.30	17.42		14.60	26.77		20.00	49.68		58.10
All Grades	N/A	N/A	N/A	5.74		6.66	14.19		13.54	27.48		23.58	52.59		56.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.80		7.59	20.92		20.13	71.28		72.28
Grade 7	9.80		16.44	28.72		26.17	61.49		57.38
Grade 8	14.19		13.97	33.87		27.30	51.94		58.73
All Grades	10.70		12.66	28.04		24.56	61.26		62.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.03		4.95	37.59		36.63	56.38		58.42
Grade 7	8.11		9.40	43.58		44.97	48.31		45.64
Grade 8	7.10		6.67	38.06		28.89	54.84		64.44
All Grades	7.09		6.99	39.75		36.68	53.15		56.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.96		4.29	45.74		39.27	49.29		56.44
Grade 7	8.78		7.72	51.35		50.34	39.86		41.95
Grade 8	7.42		7.62	52.90		45.71	39.68		46.67
All Grades	7.09		6.55	50.11		45.09	42.79		48.36

Conclusions based on this data:

1. Students must have access to rigorous curriculum that mirrors the demands of the CAASPP assessment and addresses the CCSS.
2. Math Intervention courses will be made available to struggling students at grades 7 and 8.
3. The site will focus on growth mindset, Jo Boaler's mathematical mindset, and the implementation the Standards of Mathematical Practice in effort to maintain steady gains made in mathematics instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1489.4		1485.4		1492.9		131	
Grade 7	1514.5		1510.9		1517.7		124	
Grade 8	1508.5		1501.5		1514.9		104	
All Grades							359	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	16.03		29.01		19.08		35.88		131	
7	27.42		26.61		20.16		25.81		124	
8	28.85		21.15		25.00		25.00		104	
All Grades	23.68		25.91		21.17		29.25		359	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.35		28.24		9.92		27.48		131	
7	45.16		25.00		13.71		16.13		124	
8	36.54		30.77		18.27		14.42		104	
All Grades	38.72		27.86		13.65		19.78		359	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		19.08		13.74		61.07		131	
7	15.32		17.74		24.19		42.74		124	
8	21.15		13.46		20.19		45.19		104	
All Grades	13.65		16.99		19.22		50.14		359	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	16.79		53.44		29.77		131	
7	20.16		54.84		25.00		124	
8	25.00		49.04		25.96		104	
All Grades	20.33		52.65		27.02		359	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	53.44		22.14		24.43		131	
7	62.90		20.97		16.13		124	
8	58.65		29.81		11.54		104	
All Grades	58.22		23.96		17.83		359	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	8.40		19.85		71.76		131	
7	14.52		25.81		59.68		124	
8	19.23		15.38		65.38		104	
All Grades	13.65		20.61		65.74		359	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	11.45		53.44		35.11		131	
7	12.90		66.94		20.16		124	
8	21.15		55.77		23.08		104	
All Grades	14.76		58.77		26.46		359	

Conclusions based on this data:

1. Approximately 65% of Cajon Valley Middle School's students are EL's or RFEP. Cajon Valley Middle School is committed to providing students with a structured English immersion program providing a classroom setting for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English.

2. Nearly 30% of the English learners at Cajon Valley Middle School are performing at Level 1 in the overall language category. This is commensurate to the number of students that Cajon Valley Middle School serves each year that are brand new to the United States. These students have been identified as at risk and funding will be allocated to provide additional language development assistance for these students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

3. To ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students Cajon Valley Middle School will create consistency in instruction for English learners by prioritizing English language arts and English language development teams. Cajon Valley Middle School will ensure that English learners are receiving instruction in the area of English language arts and English language development from the same instructor. This will provide consistency in instruction, strengthen teacher student relationships, and minimize transitions for our English learners.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
915	**92.6%**	**39.3%**	**0.3%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	360	39.3%
Foster Youth	3	0.3%
Homeless	6	0.7%
Socioeconomically Disadvantaged	847	92.6%
Students with Disabilities	127	13.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	95	10.4%
Asian	16	1.7%
Filipino	9	1.0%
Hispanic	384	42.0%
Two or More Races	12	1.3%
Pacific Islander	3	0.3%
White	377	41.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall academic performance of students at Cajon Valley Middle School is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas.
2. Chronic absenteeism at Cajon Valley Middle School is at the orange level identifying opportunities for growth in the area of student engagement.
3. The suspension rate at Cajon Valley Middle School is at the orange level identifying opportunities for growth in the area of overall school climate.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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

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

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
62.2 points below standard	83 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.4 points	Declined -10.4 points	1 students
798 students	501 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	64.3 points below standard	150.8 points below standard
6 students	Declined -13.3 points	Declined -4 points
	748 students	83 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
87.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	40.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -27.5 points	1 students	Maintained 1.4 points	9 students
80 students		17 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
51 points below standard	42.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	74.2 points below standard
Declined -6.7 points	11 students	3 students	Declined -13.2 points
343 students			326 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
137.8 points below standard	12.3 points below standard	60.5 points below standard
Maintained 0 points	Increased 9.8 points	Declined -16.7 points
282 students	219 students	194 students

Conclusions based on this data:

1. To ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students in the area of English language arts Cajon Valley Middle School will create consistency in instruction for English learners by prioritizing English language arts and English language development teams. Cajon Valley Middle School will ensure that English learners are receiving instruction in the area of English language arts and English language development from the same highly qualified instructor. This will provide consistency in instruction, strengthen teacher student relationships, and minimize transitions for our English learners.
2. To more effectively identify struggling readers Cajon Valley Middle School will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.
3. To meet the English language arts needs of all students across the curriculum Cajon Valley Middle School will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
94 points below standard	109.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.4 points	Declined -6 points	1 students
799 students	502 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	94.2 points below standard	200.5 points below standard
6 students	Declined -10.4 points	Declined -9.7 points
	749 students	83 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
135.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	57.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -25 points	1 students	Maintained -2.9 points	9 students
80 students		17 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
87 points below standard	115.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	97.3 points below standard
Maintained -2.3 points	11 students	3 students	Declined -16.2 points
343 students			326 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
157.9 points below standard	47.8 points below standard	98.9 points below standard
Maintained 2.8 points	Increased 12.2 points	Declined -17.3 points
283 students	219 students	194 students

Conclusions based on this data:

1. Cajon Valley Middle School's six student sub groups will be provided with targeted support in the area of mathematics before and after school at the Cajon Valley Middle School tutoring center. The tutoring center will be staffed by highly qualified, credentialed math teachers.
2. Cajon Valley Middle School's six student sub groups will have access to targeted intervention software to support their academic progress in the area of mathematics.
3. Cajon Valley Middle School shall commit to a team based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. Teacher teams allow staff to more effectively address students' basic and physiological needs ultimately moving students toward self-actualization both emotionally and academically.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
359	23.7%	25.9%	21.2%	29.2%

Conclusions based on this data:

1. Nearly 30% of the English learners at Cajon Valley Middle School are performing at Level 1 in the overall language category. This is commensurate to the number of students that Cajon Valley Middle School serves each year that are brand new to the United States. These students have been identified as at risk and funding will be allocated to provide additional language development assistance for these students in an effort to ensure that they acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
2. To ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students Cajon Valley Middle School will create consistency in instruction for English learners by prioritizing English language arts and English language development teams. Cajon Valley Middle School will ensure that English learners are receiving instruction in the area of English language arts and English language development from the same instructor. This will provide consistency in instruction, strengthen teacher student relationships, and minimize transitions for our English learners.
3. Cajon Valley Middle School will have a program facilitator to ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	0	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.8% chronically absent	9.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.7%	Increased 1.2%	4 students
1020 students	411 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
42.9% chronically absent	11.2% chronically absent	23.5% chronically absent
Declined 2.6%	Increased 1.1%	Increased 4.9%
14 students	934 students	149 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
20.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	18.2% chronically absent
Increased 3.7%	0 students	Maintained 0%	11 students
119 students		18 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Orange
12.4% chronically absent	8.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	9.1% chronically absent
Increased 2%	Declined 8.1%	3 students	Increased 0.7%
426 students	35 students		408 students

Conclusions based on this data:

1. Cajon Valley Middle School will develop an attendance support team comprised of administrators, counselors, office staff, and community liaisons. The attendance support team will ensure that students and students sub groups with attendance problems are identified as early as possible to provide applicable support services and interventions.
2. Cajon Valley Middle School's attendance support team will meet regularly to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates.
3. Cajon Valley Middle School will send a clear message that going to school every day is a priority by providing regular recognition and incentives to students and families who have good and improved attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
7.9% suspended at least once	8.5% suspended at least once	Less than 11 Students - Data Not
Increased 1.4%	Increased 1.1%	4 students
1067 students	424 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
14.3% suspended at least once	7.8% suspended at least once	10.4% suspended at least once
Increased 7.6%	Increased 1.3%	Increased 1.9%
21 students	974 students	154 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
11.8% suspended at least once	0 Students	5% suspended at least once	0% suspended at least once
Increased 3.3%		Declined -9.3%	11 students
127 students		20 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Green
7.2% suspended at least once	19.5% suspended at least once	Less than 11 Students - Data	6.6% suspended at least once
Increased 2.1%	Increased 13.6%	3 students	Declined -0.6%
442 students	41 students		423 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
6.8% suspended at least once	6.4% suspended at least once	7.9% suspended at least once

Conclusions based on this data:

1. To combat rising suspension rates Cajon Valley Middle School will employ an Alternative Learning Program Assistant. The ALP assistant will be trained in restorative justice and will provide students with opportunities to repair relationships allowing them to return to the learning community in lieu of suspension.
2. To maintain a proactive approach to behavior management Cajon Valley Middle School will employ an additional half time Assistant Principal.
3. To maintain a safe and effective learning environment for all student sub groups at Cajon Valley Middle School a Campus Safety Assistant will be employed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Based on overall student assessment results in language arts and mathematics below and individual subgroup data, teachers need to implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers need high-quality professional development, sufficient instructional supplies, and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons need to be engaging and support student learning and growth. We need to have a school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

Identified Need

Cajon Valley students receive high-quality instruction from teachers who maintain on-going collaboration and receive site and district professional development. Teachers are provided with resources to support this goal. Students will be offered educational programs that are enriching, personalized, and specialized. Support may be provided before, during or after school to meet the various instructional/creative needs of our students. All students are taught by California credentialed, highly qualified teachers who meet at least twice each month in subject area and interdisciplinary teams to work toward our vision of creating a collaborative environment that empowers students to be resourceful, independent learners. Using of 21st-century skills and technology, teachers collaborate to guide students to become creative, critical thinkers who pursue their passions to achieve life skills and educational success. Teachers collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at or above standard All students (271): 18% Hispanic (112): 18% African American (33): 6% White (110): 19% Two or More Races: n/a Eng. Learners (112): 3%	Sub-group / (# students) / % at or above standard All students: 23% Hispanic: 23% African American: 11% White: 24% Two or More Races: n/a Eng. Learners: 8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD (31): 3% Low Income (264): 18%	SWD: 8% Low Income: 23%
7th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at or above standard All students (283): 32% Hispanic (131): 30% African American (32): 28% White (108): 31% Two or More Races: n/a Eng. Learners (103): 3% SWD (23): 9% Low Income (269): 32%	Sub-group / (# students) / % at or above standard All students: 37% Hispanic: 35% African American: 33% White: 36% Two or More Races: n/a Eng. Learners: 8% SWD: 14% Low Income: 37%
8th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA	Sub-group / (# students) / % at or above standard All students (310): 32% Hispanic (137): 32% African American (31): 19% White (123): 35% Two or More Races: n/a Eng. Learners (90): 7% SWD (40): 0% Low Income (277): 31%	Sub-group / (# students) / % at or above standard All students: 37% Hispanic: 37% African American: 24% White: 40% Two or More Races: n/a Eng. Learners: 12% SWD: 5% Low Income: 36%
6th Grade Assessment: CAASPP MATHEMATICS	Sub-group / (# students) / % at or above standard All students (284): 17% Hispanic (112): 18% African American (33): 6% White (110): 19% Two or More Races: n/a Eng. Learners (112): 4% SWD (31): 0% Low Income (273): 18%	Sub-group / (# students) / % at or above standard All students: 22% Hispanic: 23% African American: 11% White: 24% Two or More Races: n/a Eng. Learners: 9% SWD: 5% Low Income: 23%
7th Grade Assessment: CAASPP MATHEMATICS	Sub-group / (# students) / % at or above standard	Sub-group / (# students) / % at or above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All students (299): 20% Hispanic (131): 30% African American (32): 28% White (108): 31% Two or More Races: n/a Eng. Learners (103): 4% SWD (23): 4% Low Income (282): 19%	All students: 25% Hispanic: 35% African American: 33% White: 31% Two or More Races: N/A Eng. Learners: 9% SWD: 9% Low Income: 19%
8th Grade Assessment: CAASPP MATHEMATICS	Sub-group / (# students) / % at or above standard All students (318): 19% Hispanic (137): 32% African American (31): 19% White (123): 35% Two or More Races: n/a Eng. Learners (90): 7% SWD (40): 0% Low Income (283): 20%	Sub-group / (# students) / % at or above standard All students: 24% Hispanic: 37% African American: 24% White: 40% Two or More Races: n/a Eng. Learners: 12% SWD: 5% Low Income: 25%
Reclassification Rate (County 14.9%)	Percent Reclassified: 16.6%	Reclassified Goal: 18%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is committed to supporting student learning by ensuring students have access to the necessary materials for success in the classroom. We will accomplish this by providing instructional supplies for teachers and their classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

9,075	Supplemental Concentration Funding 4000-4999: Books And Supplies Instructional Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is committed to a team-based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while creating consistency in expectations for students both academically and socially across classrooms. Teacher teams allow staff to more effectively address students' basic and physiological needs ultimately moving students toward self-actualization both emotionally and academically.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
122,512	Title I 1000-1999: Certificated Personnel Salaries 1.8 FTE Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is committed to ensuring that our teachers are highly trained. Teachers will participate in high quality site, district, county, and other outside offerings of professional development with a focus on serving the unduplicated student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,297	Title I PD 1000-1999: Certificated Personnel Salaries Funding for Professional Learning and Collaboration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

CVMS is dedicated to supporting students' progress toward grade level proficiency across core subjects. We will fund software programs to support student mastery of core academic content standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Software Programs

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Cajon Valley Middle School staff will model positive interactions and respectful behaviors. On-going programs will focus on the social, emotional, and academic growth of all students. The campus will be welcoming, clean, and safe.

Identified Need

Chronic absenteeism at Cajon Valley Middle School is at the orange level identifying opportunities for growth in the area of student engagement. Cajon Valley Middle School will develop an attendance support team comprised of administrators, counselors, office staff, and our community liaison. The attendance support team will ensure that students and students subgroups with attendance problems are identified as early as possible to provide applicable support services and interventions. Cajon Valley Middle School's attendance support team will meet regularly to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates. Cajon Valley Middle School will send a clear message that going to school every day is a priority by providing regular recognition and incentives to students and families who have good and improved attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.63%	2019 - 20: 96.0%
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	2017-2018: 8.48% 2017-2018: All students: Increased 1.7% Overall 11.8% Orange English Learners: Orange Low Income: Orange SWD: Red Hispanic: Orange White: Orange Two or More Races: Green African American: Red	2019 - 20: 8.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard: Suspension Rate 2016-2017: All students: 6.4% Green English Learners: Orange Low Income: Yellow SWD: Yellow Hispanic: Orange White: Orange African American: Yellow	2017-2018: All students: Increased 1.4% Overall 7.9% Orange English Learners: Orange Low Income: Orange SWD: Orange Hispanic: Orange White: Green Two or More Races: Red African American: Orange	2019 - 20: 6.0%
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.10 Hope 4.28 Entrepreneurial 2.85 Career/Financial Literacy 2.97	Student Gallup Results Engagement 4.25 Hope 4.35 Entrepreneurial 2.95 Career/Financial Literacy 3.10
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.78	Staff Gallup Results Q00 3.95

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is dedicated to restorative practice as an alternative measure to suspension. Alternative Learning Program Assistant (ALP) provides an alternative to suspension for disciplinary situations, as well as support in organization for students, individualized assistance with school work, and is trained in trauma informed responses. ALP also provides support for lunch and after-school programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,470	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries

	Partial Salary & Benefits (ALP)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is committed to meeting the social emotional needs of all students through a variety of modalities. CVMS will provide a Rock and Roll Academy elective course providing students the opportunity to express themselves through music.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,900	Carryover S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is dedicated to the health and wellness of our students. We will have a 6 hr Health Aide to support students and promote health and wellness. Health logs indicate students needing occasional nurse support as well as basic level medical assistance on a daily basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,386	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Salary & Benefits (.75 FTE Health Aide)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is dedicated to the safety and well being of our students. The site will allocate funding for a 0.5 FTE assistant principal and a 0.5 FTE campus safety assistant to help support student wellness, both academically and socially, as well as support a positive overall school environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Salary & Benefits (0.5 Assistant Principal Partial Amount)
20,186	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Salary & Benefits (0.5 Campus Safety Assistant)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Students will be provided an academic program that leads them to proficiency over time. Students will have access to programs that enhance the core curriculum. There will be a variety of elective programs that align to student interests and better prepare them for college and career readiness.

Identified Need

Based on both CAASP data and local assessment it is evident that not only is it important to know overall performance rankings, but also how students score in individual domains. Teachers need to provide on-going formative assessment to students in the classroom and all students take standardized and required State and district summative assessments (EL and SAI students) in order to effectively target specific strategies and areas for student development. Assessment and observation data needs to include feedback to staff in order to monitor, modify and provide academic and social supports to help prepare students to master standards and develop career readiness for global competencies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at or above standard All students (271): 18% Hispanic (112): 18% African American (33): 6% White (110): 19% Eng. Learners (112): 3% SWD (31): 3% Low Income (264): 18%	Sub-group / (# students) / % at or above standard All students: 23% Hispanic: 23% African American: 11% White: 24% Eng. Learners: 8% SWD: 8% Low Income: 23%
7th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at or above standard All students (283): 32% Hispanic (131): 30% African American (32): 28% White (108): 31%	Sub-group / (# students) / % at or above standard All students: 37% Hispanic: 35% African American: 33% White: 36%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Eng. Learners (103): 3% SWD (23): 9% Low Income (269): 32%	Eng. Learners: 8% SWD: 14% Low Income: 37%
8th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA)	Sub-group / (# students) / % at or above standard All students (310): 32% Hispanic (137): 32% African American (31): 19% White (123): 35% Eng. Learners (90): 7% SWD (40): 0% Low Income (277): 31%	Sub-group / (# students) / % at or above standard All students: 37% Hispanic: 37% African American: 24% White: 40% Eng. Learners: 12% SWD: 5% Low Income: 36%
6th Grade Assessment: CAASPP MATHEMATICS	Sub-group / (# students) / % at or above standard All students (284): 17% Hispanic (112): 18% African American (33): 6% White (110): 19% Eng. Learners (112): 4% SWD (31): 0% Low Income (273): 18%	Sub-group / (# students) / % at or above standard All students (284): 17% Hispanic (112): 18% African American (33): 6% White (110): 19% Eng. Learners (112): 4% SWD (31): 0% Low Income (273): 18%
8th Grade Assessment: IAB Geometry MATHEMATICS	% Below/Near/Above Standard All students (219): 13% / 46% / 39% Hispanic (92): 14% / 53% / 32% Asian (4): 0% / 25% / 75% African American (20): 15% / 55% / 30% White (89): 15% / 41% / 42% Two or More Races (5): 0% / 80% / 20% Eng. Learners (71): 26% / 56% / 16% SWD (10): 20% / 60% / 20% Low Income (207): 14% / 47% / 38%	Sub-group / (# students) / % at or above standard All students: 24% Hispanic: 37% African American: 24% White: 40% Eng. Learners: 12% SWD: 5% Low Income: 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rate (County 14.9%)	Percent Reclassified: 16.6%	Reclassified Goal: 18%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CVMS is committed to supporting the academic success of all students. Students will have access to before and after school tutoring with instruction provided by highly qualified instructional staff members.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries
4,500	Title I 2000-2999: Classified Personnel Salaries Classified Salaries
500	Title I 4000-4999: Books And Supplies Instructional Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

CVMS is dedicated to developing our EL's access to intervention software to support their development in the area of reading fluency and comprehension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,075	Supplemental Concentration Funding 4000-4999: Books And Supplies Intervention Software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

CVMS is dedicated to supporting the development of our English Learners. CVMS will support EL's academic achievement and personal development by supporting additional EL staff members including an EL Facilitator and 2 English Language Development Aides (ELDA, Bilingual Arabic).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,610	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits (EL Facilitator: .20 FTE + 200 hrs)
13,333	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Partial Salary & Benefits (2 ELDA's)
53,956	Title I 2000-2999: Classified Personnel Salaries Partial Salary & Benefits (2 ELDA's)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

CVMS will foster shared decision making for parents and community stakeholders through participation on School Site Council (SSC) and/or English Language Advisory Committee (ELAC). There will be on-going communication between staff and parents via the school website, peachjar, email, blackboard connect, community events, and parent/teacher conferences. Language accommodations will be made to ensure that families have access to school information, with translation in both Spanish and Arabic.

Identified Need

Based on our data, we see a continued need to increase parents and families connectedness to school. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home. Parent involvement is also understanding school-wide structures will increase creating more active engagement in their student's overall academic achievement at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Advisory Meetings	Number of parent meetings: 6	Parents will play an active role in the development of the SPSA and advise on the effectiveness of the English Language Development Program.
Parent University Courses	Number of Course Offerings: 10	Parent involvement and understanding of school-wide structures will increase creating more active engagement in their student's overall academic achievement at school.
Home Visits	Number of visits: 25	Strengthen relationship between community, school, staff, and families while

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		providing a deeper understanding of student and community needs.
School Site Council Meetings	Number of parent meetings: 7	Parents will play an active role in the development of the Site Plan for Student Achievement while measuring the effectiveness of the current year's plan.
Title I Parent Involvement Meetings	Number of parent meetings: 2	Parents will development a deeper understanding of the Title I program, advise of site programs, and increase engagement with the site.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Bilingual Community Liaison will support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,545	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Community Liaison Salary & Benefits (Partial Funding)
10,243	Title I 2000-2999: Classified Personnel Salaries Community Liaison Salary & Benefits (Partial Funding)
1,634	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Additional time before or after school

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$286,553
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$505,222.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$241,711.00
Title I Parent Involvement	$5,545.00
Title I PD	$39,297.00

Subtotal of additional federal funds included for this school: $286,553.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Carryover S/C	$29,900.00
Supplemental Concentration Funding	$188,769.00

Subtotal of state or local funds included for this school: $218,669.00

Total of federal, state, and/or local funds for this school: $505,222.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	$187135	-1,634.00
Title I	$241,711	0.00
Title I PD	$39,297	0.00
Title I Parent Involvement	$5,545	0.00

Expenditures by Funding Source

Funding Source	Amount
Carryover S/C	29,900.00
Supplemental Concentration Funding	188,769.00
Title I	241,711.00
Title I Parent Involvement	5,545.00
Title I PD	39,297.00

Expenditures by Budget Reference

Budget Reference	Amount
	29,900.00
1000-1999: Certificated Personnel Salaries	288,419.00
2000-2999: Classified Personnel Salaries	162,253.00
4000-4999: Books And Supplies	24,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Carryover S/C	29,900.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	76,610.00

2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	88,009.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	24,150.00
1000-1999: Certificated Personnel Salaries	Title I	172,512.00
2000-2999: Classified Personnel Salaries	Title I	68,699.00
4000-4999: Books And Supplies	Title I	500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	5,545.00
1000-1999: Certificated Personnel Salaries	Title I PD	39,297.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	173,884.00
Goal 2	152,942.00
Goal 3	160,974.00
Goal 4	17,422.00

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
Laura Stabile	Classroom Teacher
Rachael Coughlin	Classroom Teacher
Vidal Pineda	Classroom Teacher
Sarah Sloane	Classroom Teacher
Justin Goodrich	Principal
Ismael Lopez	Parent or Community Member
Cindy Ruiz-Cruz	Secondary Student
Pang Thao	Other School Staff
Kevin Yousif	Secondary Student
Samar Alyas	Parent or Community Member
Renee Jackson	Parent or Community Member
Yajaira Garcia	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.