School Year: 2023-24

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	June 1, 2023	July 20, 2021

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)

Schoolwide Program

Additional Targeted Support and Improvement

English Learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Two or More Races

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 concerns 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 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 to Suspension System relying heavily on preventative and restorative practices. 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 Lead 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.

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 development from a highly qualified, highly trained instructor. 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).

Students with Disabilities

Approximately 16% of Cajon Valley Middle School's students are identified as students with disabilities. Cajon Valley Middle School is committed to providing students with disabilities with an inclusive educational experienced coupled with the supports they need to be successful both emotionally and academically. The overwhelming number of students with disabilities are performing below grade level. This subgroup has been identified as at risk and funding will be allocated to provide additional academic supports for these students. This additional funding will support before and after school tutoring support for students with disabilities along with access to intervention software to assist with skills development in identified areas.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)
Annual Gallup Parent Survey
Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys.Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Please refer to the sections "Student Performance Data: Annual Gallup Parent Survey Data" and "Student Performance Data: Annual Gallup Student Survey Data" for additional information.

May 2023 Staff Gallup Survey- 100% of staff were invited to participate in this survey.

Our lowest performing Q was Q11 which states that in the last 6 months someone has talked to me about my progress.
Our highest performing Q was Q1 which states that I know what is expected of me at work.

Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Based on this data, identified needs are working to increase the percentage of parents that are actively engaged in their child's schooling. Additionally, we will work to ensure that students that are attending school feel physically and emotionally safe doing so. The management team will work with employees to set goals and track and monitor progress.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:
Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement
Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation
Summative Evaluation: CVUSD Certificated Appraisal From is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on our data an identified area of need is supporting the social/emotional well being of our students. As we returned to full time in person learning it was clear that the students we are servicing have been impacted significantly by the lack of consistency throughout the pandemic. We saw an increase in unsuccessful academic behaviors as the school year drew to a conclusion. These areas included work completion, daily attendance, and off task behaviors.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

22-23 Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (7th Grade only)
*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.
*Due to the COVID19 pandemic, we did not administer these assessment in the 19-20 or 20-21 school years.

Based on this data, identified needs are use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC).

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

During the 22-23 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so require all staff use iReady Benchmarks to monitor student progress. For the 22-23 school year, teachers will be able to utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

For the 22-23 school year, we will be using iReady to assess all students (K-8) to have more actionable data site wide and to support progress monitoring of all students as well as student groups. Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

For the 22-23 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments to monitor student progress. For the 22-23 school year, teachers will be able to utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our staff will have access to Beable reading intervention to support students with improving reading. Staff will administer Lexile assessments via Beable and track student progress throughout the school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development.

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meeting, release time, Additional Planning Time

During the 22-23 school year, all staff are provided access with our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation for three hours of mandatory professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs:

A greater need to understand current instructional resources and standard.

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students.

Additional time to plan when initiating new instructional models.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coach and District Level Content Facilitators will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

For the 22-23 school year, teachers will be provided grade level collaboration time during early release Mondays.

Based on professional learning data, staff asked for planning time and professional learning around online and blended environment instructional practices. Our leadership team will support this need by providing resources for teachers to explore during their planning time and during staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

For the 22-23 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

English Language Arts, Mathematics, Social Studies and English Language Development is aligned with State Standards. The CVUSD School District is currently working on creating an Open Resource Science curriculum aligned to the State Standards.

Additionally, students receive intervention support in the following approved intervention programs:

Read 180 Reading Intervention (English Learners)
Imagine Learning (English Learners)
ST Math (English Learners/Students with Disabilities)
Formative Math

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

With multiple learning options for 22-23 school year, all schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)
240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD   McGraw Hill, Study Sync
Mathematics   Houghton Mifflin "Go Math"
Science   Amplify Science
Social Studies   Teacher's Curriculum Institute "History Alive"

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELA
iReady Math
School Counselor
Community Liaison
Special Education Classroom Assistant

Additional resources provided by the site are:

English Language Development Assistants
Guidance Technician/Behavior Support Assistant

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Number Talks & Problem Solving
Mathematical Reasoning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI)
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments

Our site found success with incorporating small group instruction regularly into our daily lessons. Students benefitted from a more targeted, personalized approach to the delivery of intended learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals
ELAC
SSC
Parent/Staff/Student Gallup Survey

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process , Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC).

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach
English Language Development Assistants
Community/Parent Liaison
Assistant Principal
Professional Development
Teacher Teams
Intervention Software

Our data suggests that our students benefitted from the resources named above. Our greatest successes included before and after school tutoring that specifically targeted our English Learners and Students with Disabilities as well as our site funded intervention software that supported our Level 1 English Learners in their native language.

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration Funds

Supplemental funds supported our student success this school year by allowing for our staff to more specifically meet the academic, attendance, and behavioral needs of our low income students by funding an additional half time assistant principal.

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

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. 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 is held multiple times throughout the school year and information is shared with SSC as it develops and approves 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.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on our needs assessment and review of data, we found resource inequities for the following student group in the categories listed:

- Students With Disabilities scored Very Low in both ELA and Math, and they had Very High Chronic Absenteeism rates.
- Socioeconomically Disadvantaged students scored Very Low in both ELA and Math, and they had Very High Chronic Absenteeism rates.
- African-American students had a Very High Chronic Absenteeism rate.
- Students of Two or More Races had a Very High Chronic Absenteeism rate.

In response, we have taken the following steps:

- Designate a site counselor to focus on returning chronically absent students to school consistently.
- We chose to become a POC (Proof of Concept) test site for Literacy. As a result, CVMS will be assigned two reading coaches funded by the District, two Learning Loss Intervention

Teachers who will focus on reading support, and compensated release time for teacher for planning and collaboration in support of reading.

- 12 CVMS certificated staff will be trained in reading strategies.
- We will continue to offer quality after-school academic intervention tutoring after school, three days per week.
- For the 2021-22 school year, we will be offering small group before and after school tutoring to support students with disabilities academically throughout the school year. We are funding an additional 0.5 FTE assistant principal that will be working specifically to support our students with disabilities. We will be increasing classroom budgets for our Ed Specialists to ensure they have the instructional resources they need to effectively support students with disabilities. We will support our teachers with professional learning opportunities surrounding Universal Design for Learning (UDL).

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0.21%	2		2
African American	12.4%	10.36%	10.86%	109	83	105
Asian	4.2%	4.74%	5.27%	37	38	51
Filipino	0.8%	0.25%	0.41%	7	2	4
Hispanic/Latino	40.5%	43.57%	40.95%	357	349	396
Pacific Islander	0.7%	0.62%	0.52%	6	5	5
White	37.1%	35.58%	35.99%	327	285	348
Multiple/No Response	1.1%	1.25%	1.86%	10	10	18
			Total Enrollment	882	801	967

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	259	263	189
Grade 7	279	270	379
Grade 8	344	268	399
Total Enrollment	882	801	967

Conclusions based on this data:

1. The current enrollment at Cajon Valley Middle School is 967 students. This represents a 21% increase in students from the 21/22 school year.

2. Cajon Valley Middle School is a richly diverse community of learners with a variety of specific needs. This presents a need to ensure curriculum and delivery of instruction is culturally responsive and meets the needs of individual students.

3. The overall percentage of students represented in each subgroup has remained relatively consistent for the past three school years, despite the sharp increase in the total number of students attending Cajon Valley Middle School.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	454	426	466	51.50%	53.2%	48.2%
Fluent English Proficient (FEP)	175	163	204	19.80%	20.3%	21.1%
Reclassified Fluent English Proficient (RFEP)	1	58	63	0.2%	14.53%	15.22%

Conclusions based on this data:

1. The percentage of students classified as English Learners has remained relatively consistent, hovering at or around 50% of the student population. Based on our Home Language Survey, the predominant primary languages reported are Chaldean, Arabic, Spanish, Farsi and Pashto.

2. The percentage of students that are Fluent English Proficient has been consistent, hovering at or around 20% of the student population.

3. The reclassification rate has been steady, around 15% of EL's for the past two school years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	259	280		0	267		0	267		0.0	95.4	
Grade 7	265	287		0	268		0	268		0.0	93.4	
Grade 8	332	285		0	270		0	270		0.0	94.7	
All Grades	856	852		0	805		0	805		0.0	94.5	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2446.			4.12			14.61			23.22			58.05	
Grade 7		2485.			4.10			23.88			28.73			43.28	
Grade 8		2488.			2.59			18.52			29.63			49.26	
All Grades	N/A	N/A	N/A		3.60			19.01			27.20			50.19	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.17			40.00			52.83	
Grade 7		5.22			54.85			39.93	
Grade 8		7.41			45.93			46.67	
All Grades		6.60			46.95			46.45	

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.88			37.22			60.90	
Grade 7		8.21			57.09			34.70	
Grade 8		5.19			47.04			47.78	
All Grades		5.10			47.14			47.76	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.79			65.66			27.55	
Grade 7		7.46			69.78			22.76	
Grade 8		4.81			70.74			24.44	
All Grades		6.35			68.74			24.91	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		5.99			64.42			29.59	
Grade 7		6.72			57.84			35.45	
Grade 8		6.30			65.19			28.52	
All Grades		6.34			62.48			31.18	

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. English Learners must have access to intervention software to assist with improving reading fluency and comprehension.

3. A strong focus surrounding the development of foundational literacy skills is paramount to the success of students across the curriculum, but specifically in ELA. According to this data, there will need to be a specific site focus on supporting our ATSI subgroups in this area, including EL's, Students with Disabilities, Socioeconomically Disadvantaged students, African Americans, and students identifying as two or more races.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	259	280		0	270		0	270		0.0	96.4	
Grade 7	265	287		0	273		0	272		0.0	95.1	
Grade 8	333	285		0	269		0	269		0.0	94.4	
All Grades	857	852		0	812		0	811		0.0	95.3	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2426.			2.96			7.41			22.22			67.41	
Grade 7		2441.			2.57			9.56			25.74			62.13	
Grade 8		2446.			1.86			7.43			21.93			68.77	
All Grades	N/A	N/A	N/A		2.47			8.14			23.30			66.09	

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		1.85			33.70			64.44	
Grade 7		5.15			31.62			63.24	
Grade 8		1.86			39.03			59.11	
All Grades		2.96			34.77			62.27	

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2.59			33.33			64.07	
Grade 7		2.94			48.53			48.53	
Grade 8		2.23			42.38			55.39	
All Grades		2.59			41.43			55.98	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		4.07			54.44			41.48	
Grade 7		2.94			58.46			38.60	
Grade 8		1.49			53.90			44.61	
All Grades		2.84			55.61			41.55	

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. Students are struggling to meet standards in the area of mathematics across all grade levels. According to this data, there will need to be a specific site focus on supporting our ATSI subgroups in this area, including EL's, Students with Disabilities, Socioeconomically Disadvantaged students, African Americans, and students identifying as two or more races.

3. The site will focus on growth 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1497.2	1518.2		1498.6	1525.0		1495.3	1510.9		135	143	
7	1524.6	1521.6		1533.9	1526.7		1514.8	1516.1		134	141	
8	1526.2	1540.6		1530.4	1547.3		1521.4	1533.5		149	117	
All Grades										418	401	

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.81	21.83		25.93	30.99		28.89	28.87		30.37	18.31		135	142	
7	25.37	22.70		27.61	29.08		23.13	19.86		23.88	28.37		134	141	
8	17.57	23.48		33.11	33.04		25.00	24.35		24.32	19.13		148	115	
All Grades	19.18	22.61		29.02	30.90		25.66	24.37		26.14	22.11		417	398	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	25.19	42.96		37.78	33.10		15.56	9.15		21.48	14.79		135	142	
7	38.81	39.72		31.34	26.24		14.93	12.77		14.93	21.28		134	141	
8	25.68	41.74		44.59	33.04		12.84	8.70		16.89	16.52		148	115	
All Grades	29.74	41.46		38.13	30.65		14.39	10.30		17.75	17.59		417	398	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.96	3.52		14.07	21.13		34.81	42.25		48.15	33.10		135	142	
7	5.97	9.93		26.12	14.18		28.36	37.59		39.55	38.30		134	141	
8	6.08	13.91		20.95	20.00		34.46	33.04		38.51	33.04		148	115	
All Grades	5.04	8.79		20.38	18.34		32.61	37.94		41.97	34.92		417	398	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.11	13.38		60.74	65.49		28.15	21.13		135	142	
7	13.43	7.09		62.69	56.03		23.88	36.88		134	141	
8	13.51	13.04		63.51	62.61		22.97	24.35		148	115	
All Grades	12.71	11.06		62.35	61.31		24.94	27.64		417	398	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	52.59	62.68		29.63	23.24		17.78	14.08		135	142	
7	70.15	68.12		15.67	13.04		14.18	18.84		134	138	
8	63.51	61.40		22.30	23.68		14.19	14.91		148	114	
All Grades	62.11	64.21		22.54	19.80		15.35	15.99		417	394	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.22	4.93		25.93	32.39		71.85	62.68		135	142	
7	9.70	12.06		31.34	31.91		58.96	56.03		134	141	
8	14.19	19.13		28.38	28.70		57.43	52.17		148	115	
All Grades	8.87	11.56		28.54	31.16		62.59	57.29		417	398	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.15	11.35		68.89	72.34		22.96	16.31		135	141	
7	9.70	5.71		69.40	69.29		20.90	25.00		134	140	
8	0.68	2.61		78.23	80.87		21.09	16.52		147	115	
All Grades	6.01	6.82		72.36	73.74		21.63	19.44		416	396	

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 22% 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 allocating personnel and instructional resources to directly support our EL Program.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
801	**73.2**	**53.2**	**0.4**
Total Number of Students enrolled in Cajon Valley 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	426	53.2
Foster Youth	3	0.4
Homeless	9	1.1
Socioeconomically Disadvantaged	586	73.2
Students with Disabilities	130	16.2

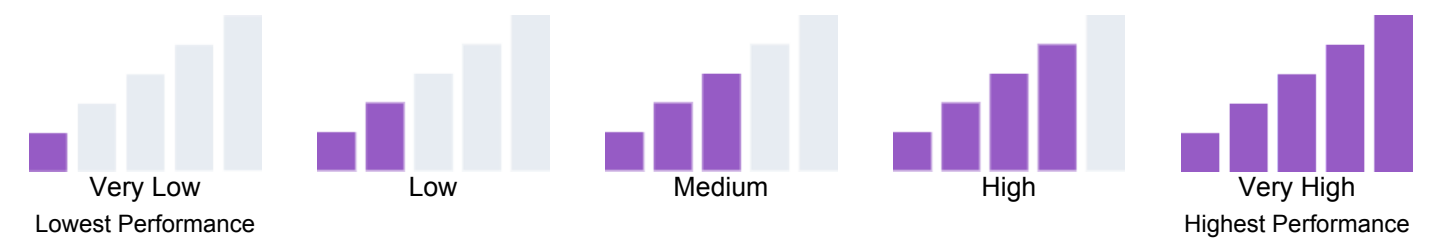| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	83	10.4
American Indian		
Asian	38	4.7
Filipino	2	0.2
Hispanic	349	43.6
Two or More Races	10	1.2
Pacific Islander	5	0.6
White	285	35.6

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student population is 586 students or 73.2%. With the number of families identified within the criteria, CVMS provides both a Breakfast and Lunch program for our students.

2. Students with disabilities are 16% of the total enrollment and continue to be a student group that has identified need with academic performance and suspension.

3. 53.2% of students at CVMS are designated English Learners.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts
Low

Mathematics
Very Low

English Learner Progress
Very High

Academic Engagement

Chronic Absenteeism
Very High

Conditions & Climate

Suspension Rate
Medium

Conclusions based on this data:

1. An identified need is to support the overall academic performance of students at Cajon Valley Middle School in both English language arts and mathematics within and outside of the regular school day.

2. According to this data, chronic absenteeism at Cajon Valley Middle School is very high and is certainly a contributing factor to poor academic outcomes for students. According to this data, there will need to be a specific

site focus on supporting our ATSI subgroups in this area, including EL's, Students with Disabilities, Socioeconomically Disadvantaged students, African Americans, and students identifying as two or more races.
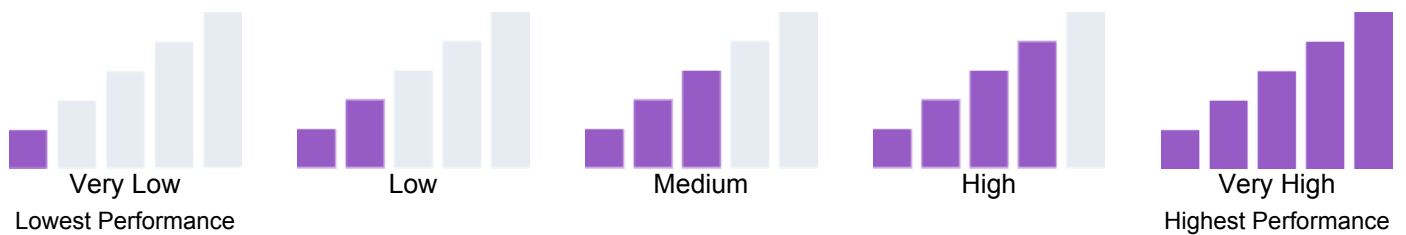
3. Students are making progressing well with their English Language Development acquisition according to our data.
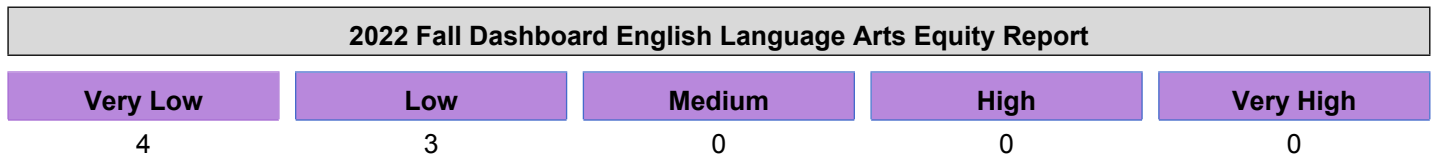
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
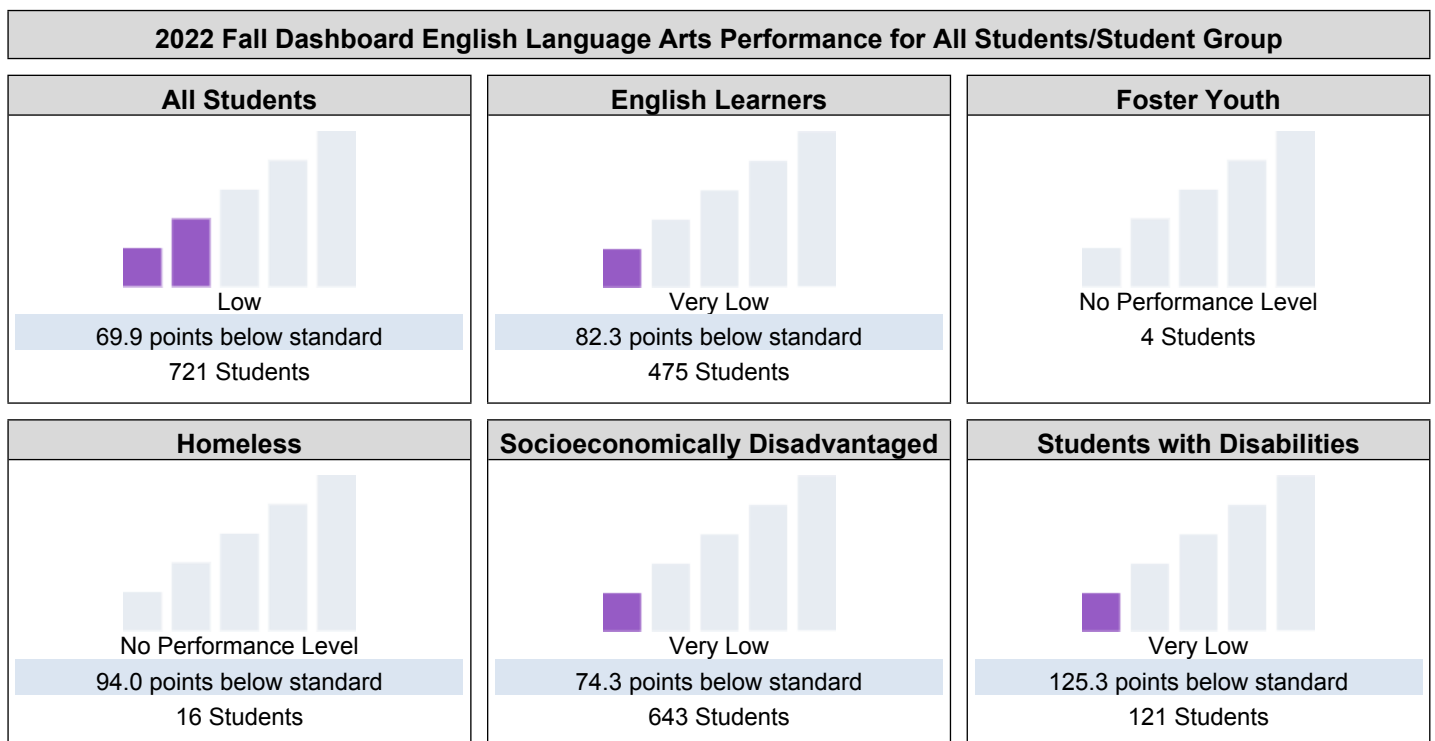
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
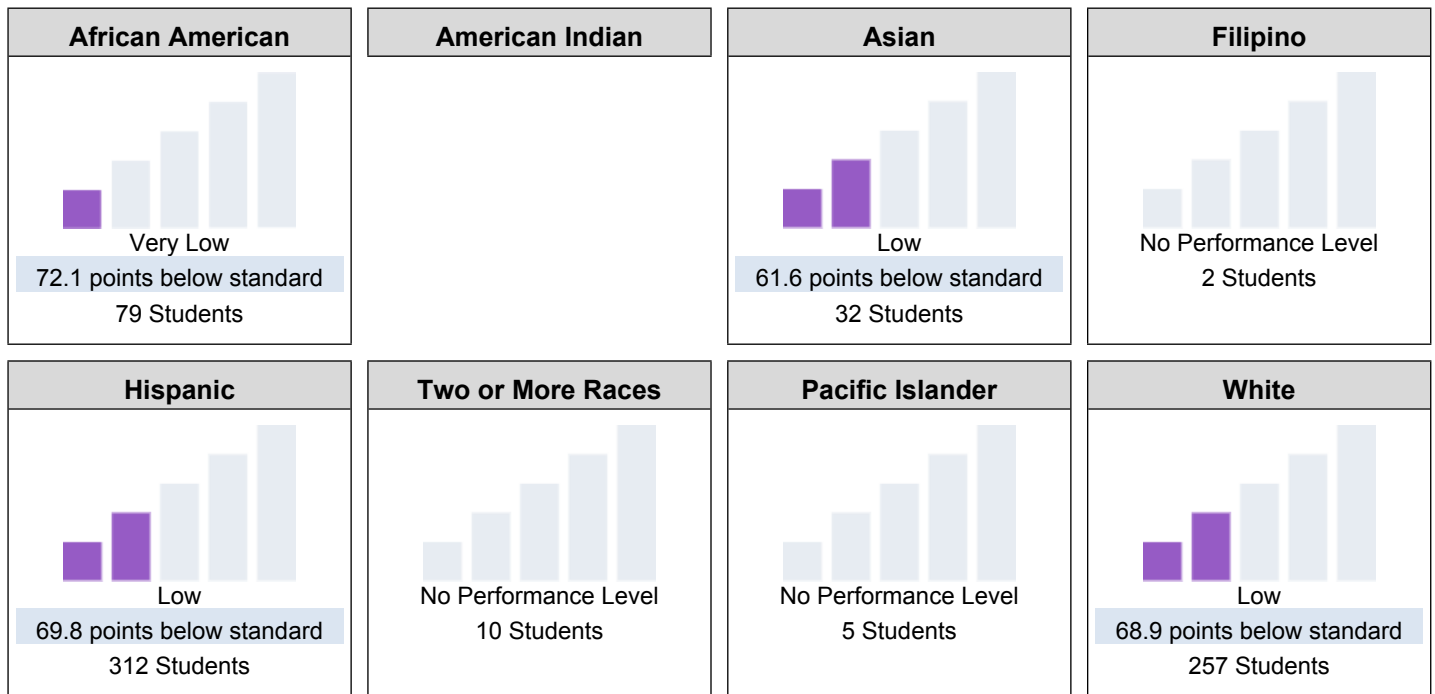
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	3	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
69.9 points below standard	82.3 points below standard	4 Students
721 Students	475 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
94.0 points below standard	74.3 points below standard	125.3 points below standard
16 Students	643 Students	121 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American
Very Low
72.1 points below standard
79 Students

American Indian

Asian
Low
61.6 points below standard
32 Students

Filipino
No Performance Level
2 Students

Hispanic
Low
69.8 points below standard
312 Students

Two or More Races
No Performance Level
10 Students

Pacific Islander
No Performance Level
5 Students

White
Low
68.9 points below standard
257 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner
119.8 points below standard
321 Students

Reclassified English Learners
4.1 points below standard
154 Students

English Only
62.2 points below standard
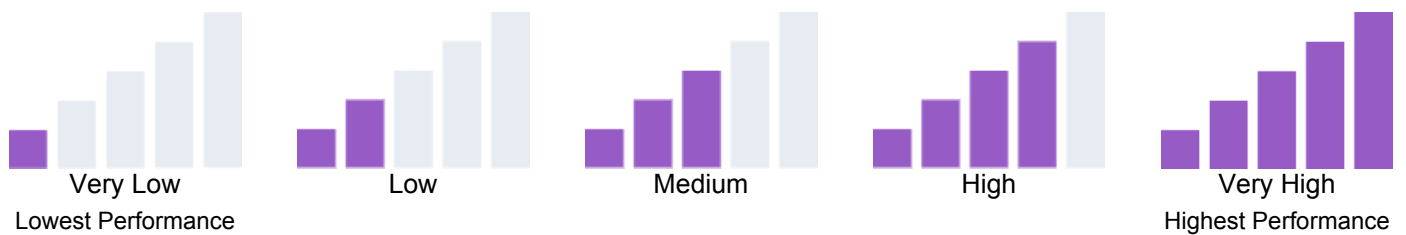185 Students

Conclusions based on this data:

1. Cajon Valley Middle School will ensure that English learners are receiving instruction in the area of English language development from highly trained, highly qualified instructors working in a team based approach to literacy and language development. 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. ATSI Data Point, Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and African American students are performing very low, compared to the overall school performance. An identified need is to better support these students academically both within and outside of the regular school day.
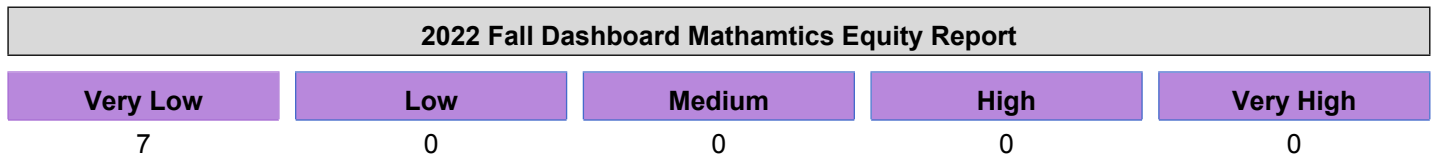
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
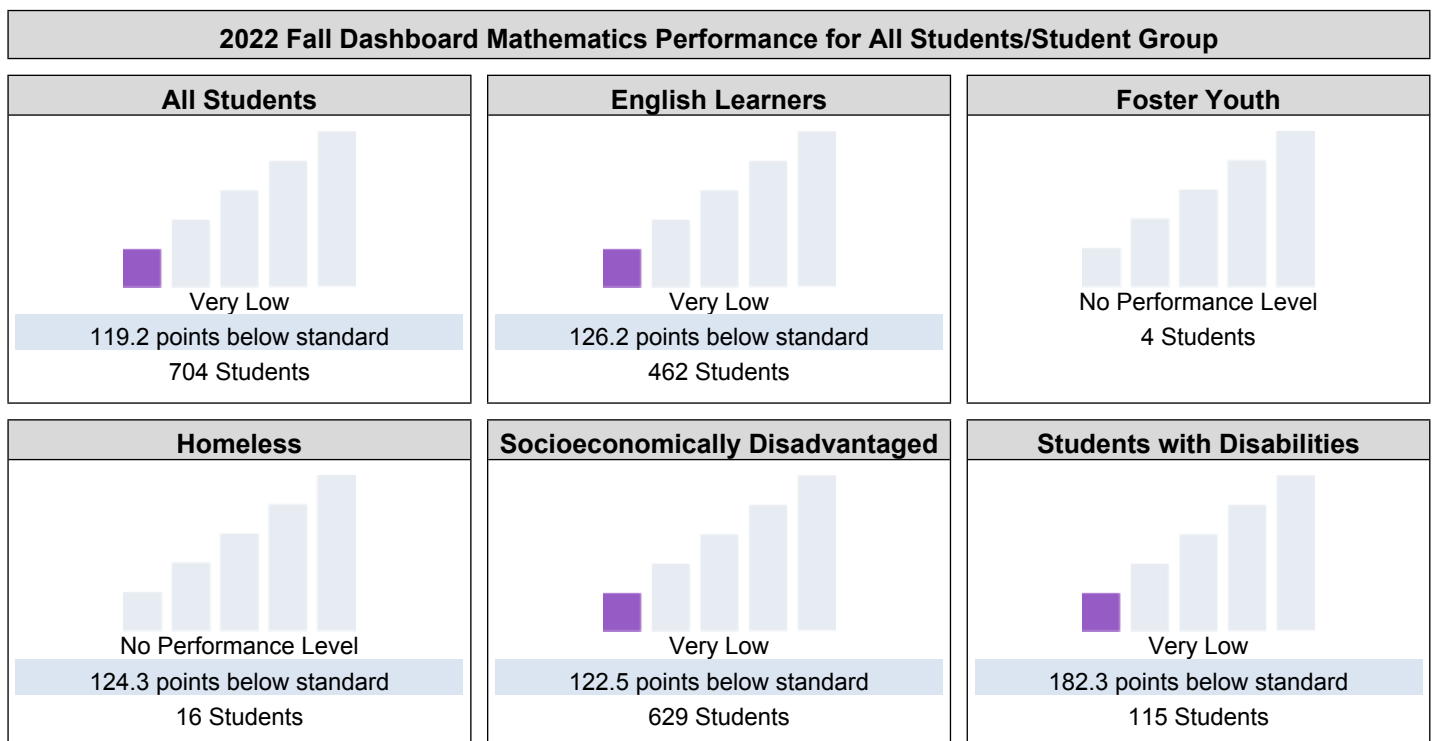
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
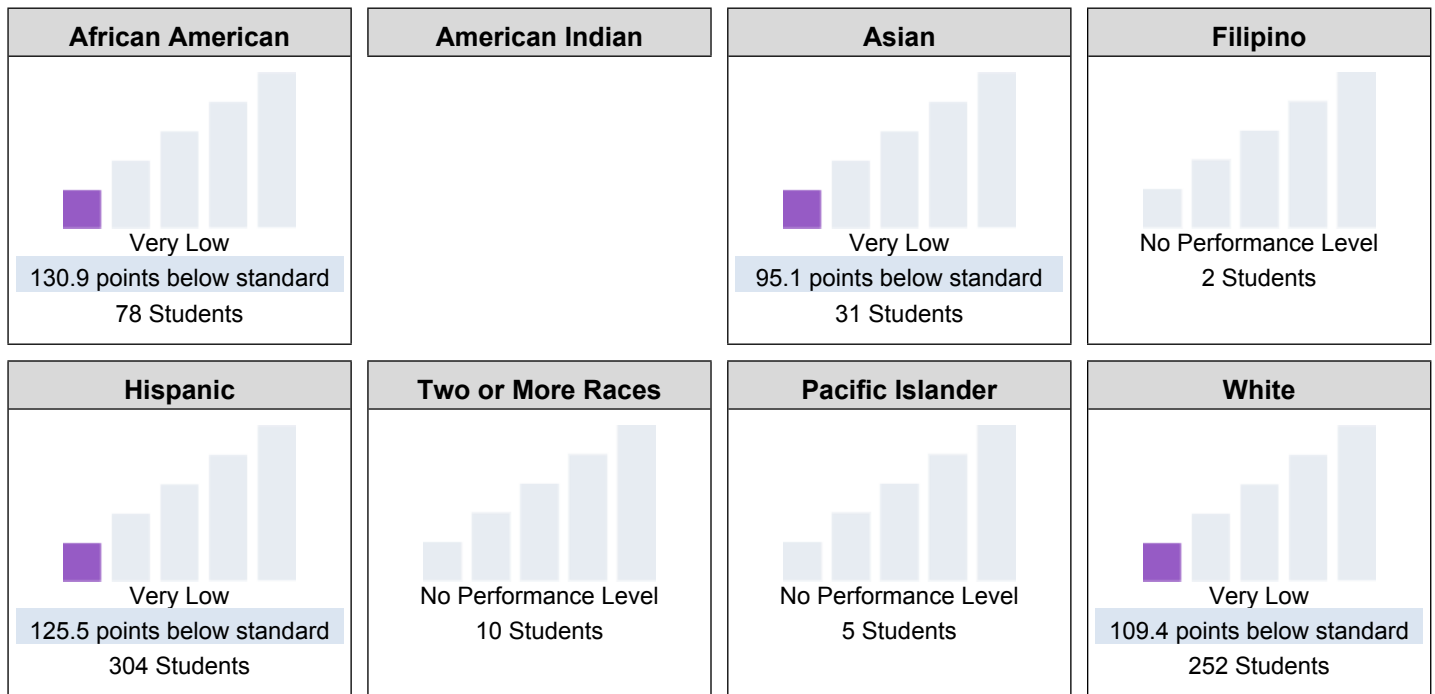
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
7	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
119.2 points below standard	126.2 points below standard	4 Students
704 Students	462 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
124.3 points below standard	122.5 points below standard	182.3 points below standard
16 Students	629 Students	115 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
Very Low
130.9 points below standard
78 Students

American Indian

Asian
Very Low
95.1 points below standard
31 Students

Filipino
No Performance Level
2 Students

Hispanic
Very Low
125.5 points below standard
304 Students

Two or More Races
No Performance Level
10 Students

Pacific Islander
No Performance Level
5 Students

White
Very Low
109.4 points below standard
252 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
161.9 points below standard
311 Students

Reclassified English Learners
52.7 points below standard
151 Students

English Only
122.2 points below standard
182 Students

Conclusions based on this data:

1. All student groups are performing very low in mathematics.

2. RFEP students are the highest performing subgroup at CVMS in the area of mathematics.

3. According to this data, there will need to be a specific site focus on supporting our ATSI subgroups in this area, including EL's, Students with Disabilities, Socioeconomically Disadvantaged students, African Americans, and students identifying as two or more races.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Very High

68.2 making progress towards English language proficiency

Number of EL Students: 337 Students

Performance Level: 5
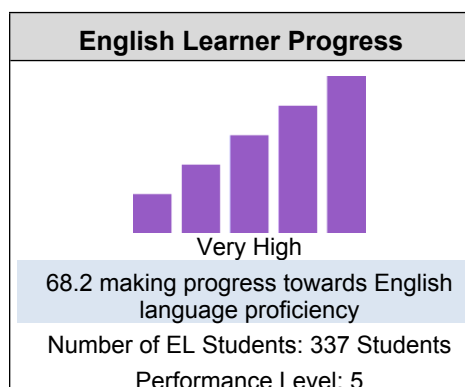
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
8.9%	22.8%	2.7%	65.6%

Conclusions based on this data:

1. Nearly 66% of EL's progressed at least one ELPI Level in 2022.

2. The commitment to allocating resources to our most vulnerable EL's (Newcomers) is demonstrating success. Nearly two-thirds of CVMS EL's are progressing at least one ELPI level.

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 Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

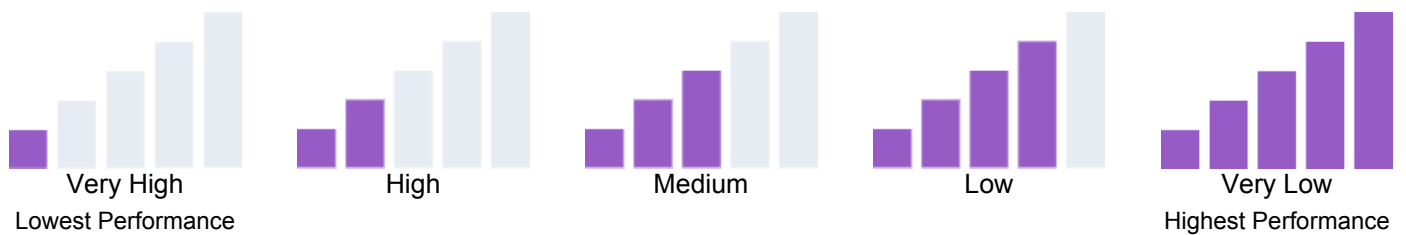**Conclusions based on this data:**

1. n/a

2. n/a

3. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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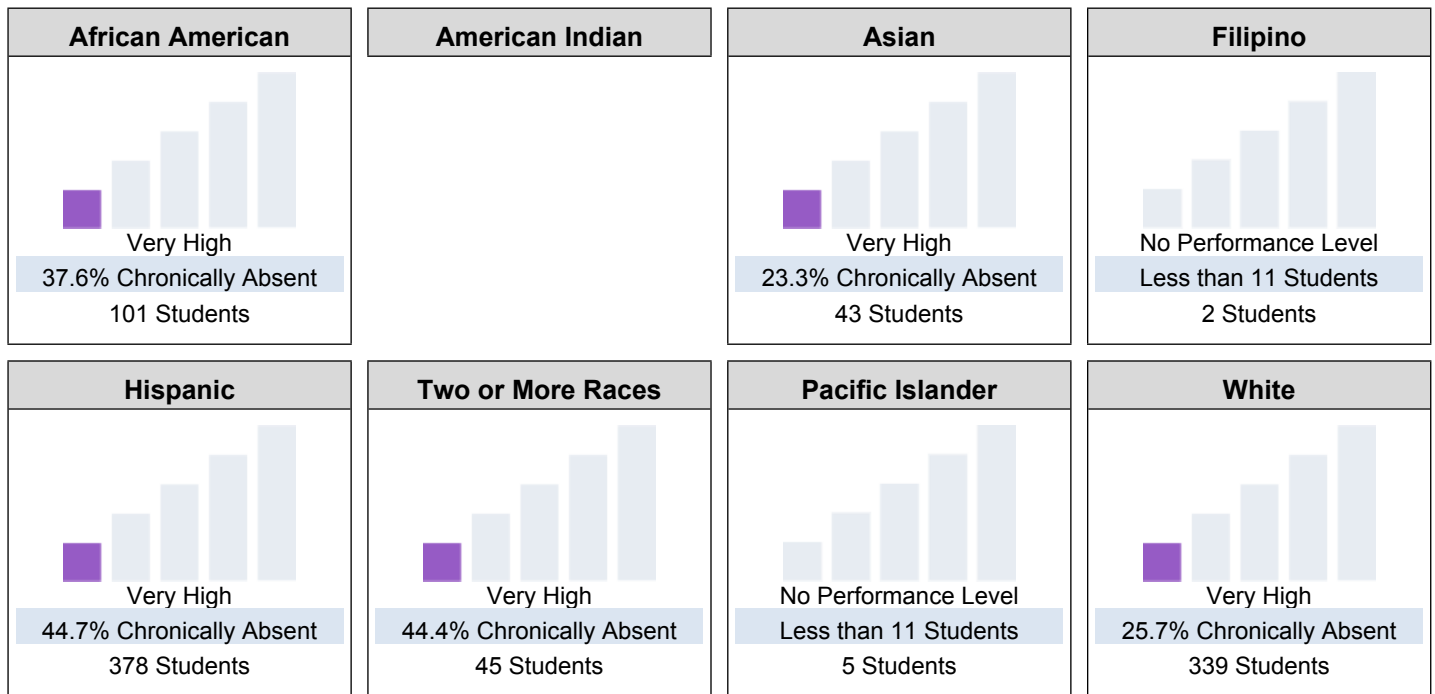
Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
8	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
35.7% Chronically Absent	30.5% Chronically Absent	Less than 11 Students
913 Students	488 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
66.7% Chronically Absent	35.7% Chronically Absent	51.3% Chronically Absent
24 Students	805 Students	154 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High		Very High	No Performance Level
37.6% Chronically Absent		23.3% Chronically Absent	Less than 11 Students
101 Students		43 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
44.7% Chronically Absent	44.4% Chronically Absent	Less than 11 Students	25.7% Chronically Absent
378 Students	45 Students	5 Students	339 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. All subgroups are demonstrating very high levels of chronic absenteeism. According to this data, there will need to be a specific site focus on supporting our ATSI subgroups in this area, including EL's, Students with Disabilities, Socioeconomically Disadvantaged students, African Americans, and students identifying as two or more races.

3. Students with Disabilities are demonstrating the greatest need in this area.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

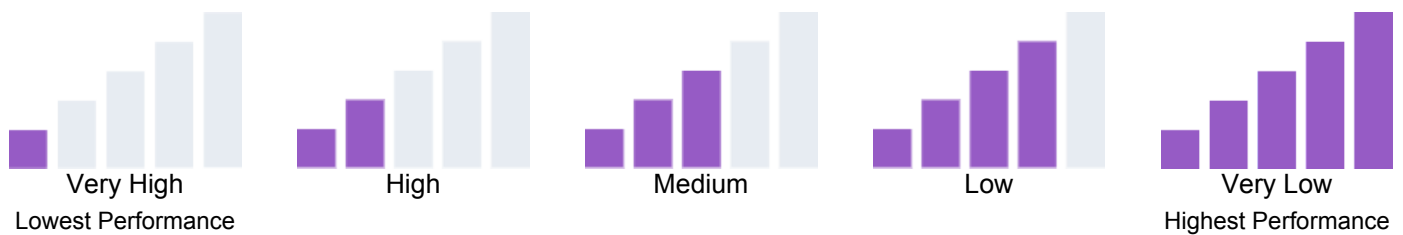**Conclusions based on this data:**

1. n/a

2. n/a

3. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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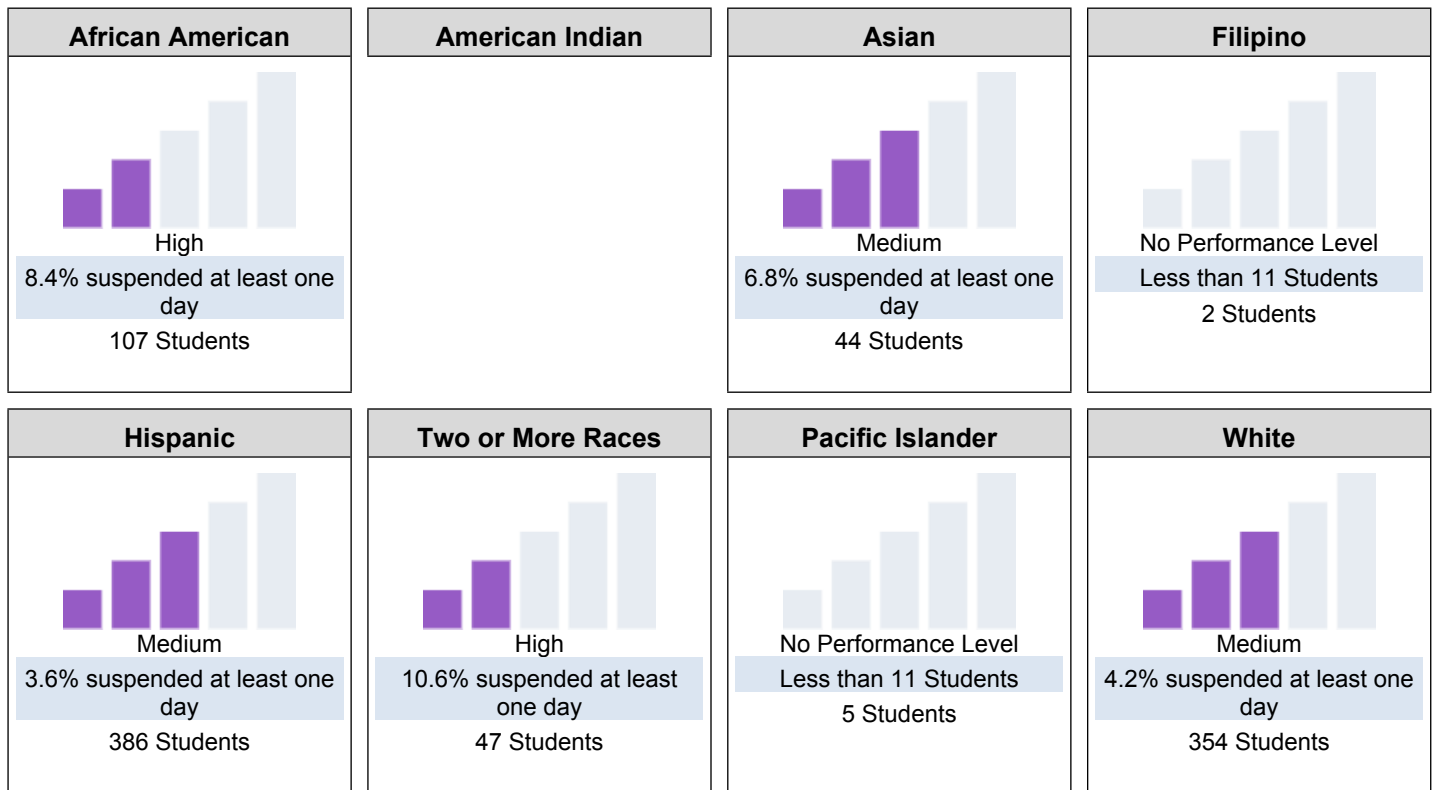

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	2	6	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
4.9% suspended at least one day	4% suspended at least one day	Less than 11 Students
945 Students	498 Students	6 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
0% suspended at least one day	5.2% suspended at least one day	6.8% suspended at least one day
26 Students	824 Students	161 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High		Medium	No Performance Level
8.4% suspended at least one day		6.8% suspended at least one day	Less than 11 Students
107 Students		44 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	High	No Performance Level	Medium
3.6% suspended at least one day	10.6% suspended at least one day	Less than 11 Students	4.2% suspended at least one day
386 Students	47 Students	5 Students	354 Students

Conclusions based on this data:

1. To combat rising suspension rates Cajon Valley Middle School staff 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. Students with disabilities demonstrate higher than typical suspension rates. An identified need is to re-engage students with disabilities in the academic program at Cajon Valley Middle School and better support their social-emotional well-being.

3. African American students show higher than typical suspension rates. An identified need is to re-engage African American students in the academic program at Cajon Valley Middle School and better support their social-emotional well-being.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	16	17	17
Tier 3 % of students (Two or More Grade Levels Below)	67	71	66

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	12	4	8
Tier 3 % of students (Two or More Grade Levels Below)	83	95	89

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	17	17	18
Tier 3 % of students (Two or More Grade Levels Below)	66	73	67

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	5	2	5

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	91	95	89

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	9	20	20
	Tier 3 % of students (Two or More Grade Levels Below)	67	63	58
Black or African American	Tier 2 % of students (One Grade Level Below)	13	23	16
	Tier 3 % of students (Two or More Grade Levels Below)	77	66	66
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	18	15	16
	Tier 3 % of students (Two or More Grade Levels Below)	65	75	70

Conclusions based on this data:

1. The iReady diagnostic data suggests that more than two thirds of the students at CVMS are performing two or more grade levels below average.

2. According to this data, there will need to be a specific site focus on supporting our ATSI subgroups in this area, including EL's, Students with Disabilities, Socioeconomically Disadvantaged students, African Americans, and students identifying as two or more races.

3. The iReady diagnostic data suggests that our students with disabilities and our English Learners are disproportionately struggling when compared to their peers.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	48	61
English Learner % of Students On Track to Meet Typical Growth Goal	55	65
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	48	60
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	41	59

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	54	71
Black or African American % of Students On Track to Meet Typical Growth Goal	32	52
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	51	58

Conclusions based on this data:

1. The iReady diagnostic data suggests that all students are at approximately 61% progress toward making one years typical annual growth for the school year. Based on our LCAP goal of 70% of students making annual typical growth we are approximately 9 percentage points below meeting this goal. An identified need is providing all of our students with opportunities inside and outside of the school day to access academic supports.

2. The iReady diagnostic data suggests that English Learners are at approximately 65% progress toward making one years typical annual growth for the school year. Based on our LCAP goal of 70% of students making annual typical growth we are approximately 5 percentage points below meeting this goal. Based on this data, our EL's are outperforming our non EL's in the area of growth and we need to maintain the support we have in place for our English Learners.

3. The iReady diagnostic data suggests that students with disabilities are at approximately 59% progress toward making one years typical annual growth for the school year. This data is commensurate with our general population data

and indicates that our supports for students with disabilities are making an impact on student growth but also indicates an area for additional growth.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	27	24	26
Tier 3 % of students (Two or More Grade Levels Below)	61	70	64

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	27	12	14
Tier 3 % of students (Two or More Grade Levels Below)	61	88	84

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	28	25	26
Tier 3 % of students (Two or More Grade Levels Below)	60	71	65

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	9	9	6

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	88	91	91

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	34	22	20
	Tier 3 % of students (Two or More Grade Levels Below)	48	65	62
Black or African American	Tier 2 % of students (One Grade Level Below)	20	16	20
	Tier 3 % of students (Two or More Grade Levels Below)	74	81	74
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	26	26	26
	Tier 3 % of students (Two or More Grade Levels Below)	61	68	65

Conclusions based on this data:

1. The iReady diagnostic data suggests that more than two thirds of the students at CVMS are performing two or more grade levels below average.

2. According to this data, there will need to be a specific site focus on supporting our ATSI subgroups in this area, including EL's, Students with Disabilities, Socioeconomically Disadvantaged students, African Americans, and students identifying as two or more races.

3. The iReady diagnostic data suggests that our students with disabilities and our English Learners are disproportionately struggling when compared to their peers.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	57	56
English Learner % of Students On Track to Meet Typical Growth Goal	50	57
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	47	55
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	34	49

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	62	54
Black or African American % of Students On Track to Meet Typical Growth Goal	38	63
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	45	55

Conclusions based on this data:

1. The iReady diagnostic data suggests that all students are at approximately 56% progress toward making one years typical annual growth for the school year. Based on our LCAP goal of 70% of students making annual typical growth we are approximately 14 percentage points below meeting this goal. An identified need is providing all of our students with opportunities inside and outside of the school day to access academic supports.

2. The iReady diagnostic data suggests that English Learners are at approximately 57% progress toward making one years typical annual growth for the school year. Based on our LCAP goal of 70% of students making annual typical growth we are approximately 13 percentage points below meeting this goal. Based on this data, our EL's are outperforming our non EL's in the area of growth and we need to maintain the support we have in place for our English Learners.

3. The iReady diagnostic data suggests that students with disabilities are at approximately 49% progress toward making one years typical annual growth for the school year. This data is commensurate with our general population data

and indicates that our supports for students with disabilities are making an impact on student growth but also indicates an area for additional growth.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	60%	29%	11%
19-20 Parent Survey	48%	40%	11%
20-21 Parent Survey	56%	35%	9%
21-22 Parent Survey	52	40	8

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.44	88	12
I feel proud to be a parent at my child's school.	4.49	88	12
This school is perfect for my child.	4.29	84	16

Conclusions based on this data:

1. According to this data, approximately half of our parents are fully engaged in their child's education.

2. Our three key engagement indicators demonstrate that at least 88% of respondents strongly agree or agree that our school is delivering on our promises and is a perfect fit for their child. This illustrates a strong level of trust amongst our community that our school site acts in the best interest of their children and is transparent and follows through on what we say we will do.

3. The percentage of parents that are actively disengaged has dropped over the past 2 years to 8%. This indicates and opportunity to connect with these families to reengage them in the schooling of their child.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	61	26	13
19-20 Student Survey	55	31	14
20-21 Student Survey	47	32	22
21-22 Student Survey	44	31	25

Gallup Student Engagement Items

2021-22 Mean Scores	Cajon Valley Middle School Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	3.80	3.89
At this school, I get to do what I do best every day	3.51	3.55
My teachers make me feel my schoolwork is important	3.85	4.01
I feel safe in this school.	3.70	3.84
I have fun at school.	3.73	3.77
I have a best friend at school	4.39	4.44
In the last seven days, someone has told me I have done good work at school.	3.49	3.58
In the last seven days, I have learned something interesting at school.	3.68	3.82
The adults at my school care about me.	3.73	3.91
I have at least one teacher who makes me excited about the future.	3.92	4.02

Cajon Valley Middle School

Conclusions based on this data:

1. This data shows that fewer students are actively engaged at school and a growing number of students are actively disengaged.

2. This data shows that the data at CVMS is similar to the district wide data in a all sub categories.

3. The number of students that are actively disengaged has increased over the past two years, with approximately 25% of respondents reporting active disengagement.

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

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. By June 2024, teachers will implement data-driven visible learning strategies using iReady growth data and strengths based coaching. Our school focus will align instructional activities to students' strengths, interests, and values, provide students with engaging access to modern curriculum ,and prepare them for the future World of Work. By June 2024 all teachers will receive at least 3 hours of professional learning GLAD and/or Science of Reading Strategies.

Identified Need

Based on our findings, it has been determined that in order to provide a high-quality education to Cajon Valley students, it is essential that teachers receive ongoing collaboration, site and district professional development, and access to ample instructional materials. Educational programs must be enriched, personalized, and specialized to meet the diverse needs of students with disabilities, English Learners, Socioeconomically Disadvantaged students, students with Two or More Races, and African American students, in order to maintain their scholastic and emotional engagement in school. To ensure that all students receive the necessary support, it may be necessary to provide assistance before, during, or after school to meet their various instructional and creative needs. Additionally, designated supports must be made available both within and outside of the regular school day for English Learners and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ENGLISH LANGUAGE ARTS (ELA)	ENGLISH LANGUAGE ARTS (ELA) Sub-group All students: 69.9 Points Below Standard Hispanic: 69.8 Points Below Standard African American: 72.1 Points Below Standard White: 68.9 Points Below Standard	ENGLISH LANGUAGE ARTS (ELA) Sub-group All students: 59.9 Points Below Standard Hispanic: 59.8 Points Below Standard African American: 62.1 Points Below Standard White: 58.9 Points Below Standard
CAASPP MATHEMATICS	Two or More Races: n/a	Two or More Races: n/a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Eng. Learners: 82.3 Points Below Standard SWD: 125.3 Points Below Standard Low Income: 74.3 Points Below Standard CAASPP MATHEMATICS Sub-group All students: 119.9 Points Below Standard Hispanic: 125.5 Points Below Standard African American: 130.9 Points Below Standard White: 109.4 Points Below Standard Two or More Races: n/a Eng. Learners: 126.2 Points Below Standard SWD: 182.3 Points Below Standard Low Income: 122.5 Points Below Standard	Eng. Learners: 72.3 Points Below Standard SWD: 115.3 Points Below Standard Low Income: 64.3 Points Below Standard CAASPP MATHEMATICS Sub-group All students: 109.9 Points Below Standard Hispanic: 115.5 Points Below Standard African American: 120.9 Points Below Standard White: 99.4 Points Below Standard Two or More Races: n/a Eng. Learners: 116.2 Points Below Standard SWD: 172.3 Points Below Standard Low Income: 112.5 Points Below Standard
Beable RIASEC Completion Rate	As of May 2022, 81% of students completed the RIASEC survey on Beable.	By June 2024, 90% of students will complete the RIASEC survey on Beable.
EL Progress	EL's Who Progressed at Least One ELPI Level: 65.6% EL's Who Maintained ELPI Level 4: 2.7% EL's Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 22.8% EL's Who Decreased at Least One ELPI Level: 8.9%	EL's Who Progressed at Least One ELPI Level:73% EL's Who Maintained ELPI Level 4: 1% EL's Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 20% EL's Who Decreased at Least One ELPI Level: 6%

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, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American 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)
26287	S/C 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, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American 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. Adding this additional teacher will allow for creating Teacher Teams where each student will have the same four teachers. This allows teachers and students to form relationships (identified need: suspension, chronic absenteeism) and to know student academic needs deeply. Teacher teams will meet regularly to evaluate individual student data in order to drive consistent instruction (identified need: academics).

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)
86830	Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE ELA

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American Students

Strategy/Activity

CVMS is dedicated to training teachers extensively, through internal and external professional development opportunities that prioritize the needs of all students, especially those who are historically underserved. All teachers will collaborate with an Instructional Coach to improve their teaching strategies and effectively support the diverse needs of Cajon Valley Middle School students, including those with disabilities, using universal design principles.

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)
40000	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
10000	Title I 1000-1999: Certificated Personnel Salaries Teacher Collaboration
30000	Title I 5800: Professional/Consulting Services And Operating Expenditures Teacher Training

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American Students

Strategy/Activity

CVMS is committed allowing students to develop their strengths and interests. CVMS will offer high quality, high interest electives for our students.

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)
20000	S/C 1000-1999: Certificated Personnel Salaries 0.2 FTE Lunch Sports

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the these strategies proceeded as planned. The requests for instructional supplies shifted for many of our teachers as they adapted to teaching in person full time. We were able to maintain teacher teams which assisted with transitioning students back to full time school after years of instability due to the pandemic. Our instructional coach has been more important than ever. She has shifted her focus to supporting our English Learners and supporting our teachers who are teaching English Learners. We were able to provide students with a variety of educational experiences off site by funding educational excursions for all students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation of the strategies and activities in Goal 1 and the actual implementation of the strategies and activities in Goal 1 was additional concentration funding that assisted with offsetting staffing costs allowing us to address more of our needs. A challenge we faced was supporting professional learning opportunities during the work week, such as conferences, for our teachers. It was very challenging to find substitute teacher coverage and since coverage was unreliable many teachers shifted to opportunities taking place during non-student days.

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

There will be no major changes to the activities or strategies in this goal. Any changes will refine our ability to adequately service student needs.

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

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All CVMS students, staff, and families will feel safe, empowered, and respected. To accomplish this goal we will focus on the wellbeing of the whole child, beginning with the most basic need; health and wellness. By June 2022, CVMS will decrease suspension rates from 4.9% to 3.9%, with a focus on decreasing suspensions in African American students and Students with Two or More Races. We will empower our families and community to be active participants in their child's education. By June 2022, CVMS will decrease chronic absenteeism from 35.7% to 25.7%, with a focus on decreasing chronic absenteeism in all major subgroups. We will have a staff member solely dedicated to leading our community engagement initiative.

Identified Need

Based on data, we have identified the need for on-going programs that will focus on the social, emotional, and academic growth of all students, with targeted support for students with disabilities, English learners, Socioeconomically Disadvantaged students, Students with Two or More Races, and African American students. Our data indicates that we have a safe and welcoming campus but there is still an opportunity for growth. Based on our data there is a need to combat chronic absenteeism at Cajon Valley Middle School. Chronic absenteeism is at 35.7% overall and very high for all major subgroups indicating a need for specific support for these subgroups. 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. Our data indicates that a disproportionate number of students with disabilities are being suspended indicating a need for supports. CVMS is committed to ensuring that students feel safe on campus at all times. Based on our Annual Gallup survey, 15% of CVMS students do not feel safe (disagree/strongly disagree) at school. Site administrators, in conjunction with the site safety lead and the district coordinator of student safety have identified a concern with the sites ability to adequately communicate with and direct students in the lunch area in the case of an emergency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Academic Engagement	2021-2022 Data Overall 35.7% English Learners: 30.5% Low Income: 35.7% SWD: 51.3% Hispanic: 44.7% White: 25.7% Two or More Races: 44.4% African American: 37.6%	2021-2022 Data Overall 25.7% English Learners: 20.5% Low Income: 25.7% SWD: 41.3% Hispanic: 34.7% White: 15.7% Two or More Races: 34.4% African American: 27.6%
CA Dashboard: Conditions and Climate	2021-2022 Data Overall 4.9% English Learners: 4% Low Income: 5.2% SWD: 6.8% Hispanic: 3.6% White: 4.2% Two or More Races: 10.6% African American: 8.4%	2023-2024 Data Overall 3.9% English Learners: 3% Low Income: 4.2% SWD: 5.8% Hispanic: 2.6% White: 3.2% Two or More Races: 9.6% African American: 7.4%
Parent Gallup	May 2022 Overall Parent Engagement Mean 4.44 52% Parent Engagement (fully engaged)	May 2024 Overall Parent Engagement Mean 4.60 65% Parent Engagement (fully engaged)
Student Gallup	May 2022 Overall Engagement 44% Overall Hope 35%	May 2024 Overall Engagement 55% Overall Hope 50%

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, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American 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)
50718	Title I 2000-2999: Classified Personnel Salaries Health Aide

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American Students

Strategy/Activity

CVMS is committed to the safety and well-being of its students, particularly those with disabilities. A 0.5 FTE assistant principal will be funded to aid student wellness and promote a positive school environment. The assistant principal will collaborate with staff to develop tiered strategies for emotional support of disabled students, and guide them in self-monitoring and problem-solving.

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)
98435	S/C 1000-1999: Certificated Personnel Salaries 0.5 AP

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, English Learners, Students with Disabilities

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)
5994	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Parent Involvement

| 27494 | Title I
2000-2999: Classified Personnel Salaries
Community Liasion |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

| All Students, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American Students |

Strategy/Activity

| CVMS takes a proactive, restorative approach to student services and will utilize a trained classified staff member instead of suspensions. The staff member will offer guidance services and access community resources to help students achieve their objectives. |

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)
65710	Title I 2000-2999: Classified Personnel Salaries BIS

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

| All Students, Students w/ Disabilities, English Learners |

Strategy/Activity

| To increase adult presence and ensure student safety, CVMS will hire additional campus safety assistants to supervise and support student needs on campus |

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)
24898	S/C 2000-2999: Classified Personnel Salaries Campus Safety

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the these strategies proceeded as planned. The strategies proved to be effective. Our health aide has seen a decrease in the volume of students requesting assistance daily. Our Assistant Principal has been providing targeted support to students throughout the school year, specifically to students with disabilities and students struggling with attendance. Our Community Liaison has hosted countless parent meetings and informational sessions building parent capacity to support student learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The no major differences between the intended implementation of the strategies and activities in Goal 2.

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

There will be some changes to the Goal 2 strategies. We will no longer need to set aside funding for parent communication tools like the marquee and the interpretation devices.

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

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

By June 2023, all CVMS students will improve academic achievement in ELA from 27% meeting standard to 32% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 65% of students are making Typical Growth on Diagnostic #3. In addition, 60% of English Language Learners will meet their typical growth on iReady Diagnostic assessments, and overall ELA performance on CAASPP will increase from 6% to 12% meeting standard.

Identified Need

Our students struggle in both language arts and math on the CAASPP and while more than half of our English learners are making notable progress toward English language proficiency, our EL's are still testing below levels of their non-EL peers. Based on our local assessment data, collected in February 2022 (iReady Diagnostic #2), 58% of students are 3 or more grade levels below in ELA and 48% of students are 3 or more grade levels below in math. On that same assessment in February of 2022, 81% of our EL's were three or more grade levels below in ELA and 67% of our EL's were three or more grade levels below in mathematics. 85% of our students with special needs were three or more grade levels below in math and 86% of our students were three or more grade levels below in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ENGLISH LANGUAGE ARTS (ELA)	ENGLISH LANGUAGE ARTS (ELA) Sub-group All students: 69.9 Points Below Standard Hispanic: 69.8 Points Below Standard African American: 72.1 Points Below Standard White: 68.9 Points Below Standard Two or More Races: n/a	ENGLISH LANGUAGE ARTS (ELA) Sub-group All students: 59.9 Points Below Standard Hispanic: 59.8 Points Below Standard African American: 62.1 Points Below Standard White: 58.9 Points Below Standard Two or More Races: n/a
CAASPP MATHEMATICS		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Eng. Learners: 82.3 Points Below Standard SWD: 125.3 Points Below Standard Low Income: 74.3 Points Below Standard CAASPP MATHEMATICS Sub-group All students: 119.9 Points Below Standard Hispanic: 125.5 Points Below Standard African American: 130.9 Points Below Standard White: 109.4 Points Below Standard Two or More Races: n/a Eng. Learners: 126.2 Points Below Standard SWD: 182.3 Points Below Standard Low Income: 122.5 Points Below Standard	Eng. Learners: 72.3 Points Below Standard SWD: 115.3 Points Below Standard Low Income: 64.3 Points Below Standard CAASPP MATHEMATICS Sub-group All students: 109.9 Points Below Standard Hispanic: 115.5 Points Below Standard African American: 120.9 Points Below Standard White: 99.4 Points Below Standard Two or More Races: n/a Eng. Learners: 116.2 Points Below Standard SWD: 172.3 Points Below Standard Low Income: 112.5 Points Below Standard
EL Progress	EL's Who Progressed at Least One ELPI Level: 65.6% EL's Who Maintained ELPI Level 4: 2.7% EL's Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 22.8% EL's Who Decreased at Least One ELPI Level: 8.9%	EL's Who Progressed at Least One ELPI Level:73% EL's Who Maintained ELPI Level 4: 1% EL's Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 20% EL's Who Decreased at Least One ELPI Level: 6%

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, Students with Disabilities, English Learners, Socio-Economically Disadvantaged Students, Student with Two or More Races, African American Students

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, specifically for our most vulnerable populations; English Learners and Students w/ Disabilities.

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)
26885	Title I 4000-4999: Books And Supplies Intervention Software

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 supporting the development of our English Learners. CVMS will support EL's academic achievement and personal development by supporting additional EL staff members including 3 English Language Development Aides.

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)
151803	Title I 2000-2999: Classified Personnel Salaries ELDA's

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 the success of its English Learners. An EL Facilitator will work with staff and students to ensure the needs of our English Learners are being met through both integrated and designated English Language Development.

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)
60000	Title I 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the these strategies proceeded as planned. We were forced to pivot to offering our tutoring support virtually. The strategies proved to be effective. Our teachers are consistently using provided software to improve student outcomes. Our ELDA's are consistently supporting our most at risk English Learners by providing targeted, small group instruction. Our tutoring program is less effective virtually than it was in person as evidence by daily student attendance in the program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation of the strategies and activities in Goal 3 and the actual implementation of the strategies and activities in Goal 3 was the need to pivot how we offered these supports in light of the COVID-19 pandemic and the constraints it put on school sites, specifically the constraints on in person learning activities.

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

There will be no major changes to the activities or strategies in this goal. The changes will simply include aligning the implementation of these strategies to the ever changing health and safety guidelines from the California Department of Public Health.

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	$0.00
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	$725,054.00

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	$549,440.00
Title I Parent Involvement	$5,994.00

Subtotal of additional federal funds included for this school: $555,434.00

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 ($)
S/C	$169,620.00

Subtotal of state or local funds included for this school: $169,620.00

Total of federal, state, and/or local funds for this school: $725,054.00

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
S/C	169620	0.00
S/C Carryover		
Title I	549,440	0.00
Title I Carryover		
Title I Parent Involvement	5,994	0.00

Expenditures by Funding Source

Funding Source	Amount
S/C	169,620.00
Title I	549,440.00
Title I Parent Involvement	5,994.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	315,265.00
2000-2999: Classified Personnel Salaries	326,617.00
4000-4999: Books And Supplies	53,172.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	118,435.00
2000-2999: Classified Personnel Salaries	S/C	24,898.00
4000-4999: Books And Supplies	S/C	26,287.00

1000-1999: Certificated Personnel Salaries	Title I	196,830.00
2000-2999: Classified Personnel Salaries	Title I	295,725.00
4000-4999: Books And Supplies	Title I	26,885.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	5,994.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	213,117.00
Goal 2	273,249.00
Goal 3	238,688.00

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
Justin Goodrich	Principal
Rebecca Irwin	Classroom Teacher
Linda Schmidt	Other School Staff
Stacey Isom	Classroom Teacher
Kelsey Huizing	Classroom Teacher
Rachel Conroy	Classroom Teacher
Elijah Davis	Secondary Student
Corey Cocke	Parent or Community Member
Rachel Cody	Parent or Community Member
Allyson Mayzon	Parent or Community Member
Henry Castelon	Secondary Student
Jacqueline Cruz-Cruz	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**

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 6/1/2023.

Attested:

	Principal, Justin Goodrich on 6/1/23
	SSC Chairperson, Rebecca Irwin on 6/1/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities
Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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