

School Year: **2023-24**

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

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).

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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 Form 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

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.

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



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.

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)

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

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.

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:

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.

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

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			

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

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

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.

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Very Low 72.1 points below standard 79 Students</p>		<p align="center">Low 61.6 points below standard 32 Students</p>	<p align="center">No Performance Level 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">Low 69.8 points below standard 312 Students</p>	<p align="center">No Performance Level 10 Students</p>	<p align="center">No Performance Level 5 Students</p>	<p align="center">Low 68.9 points below standard 257 Students</p>

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners
<p align="center">119.8 points below standard 321 Students</p>	<p align="center">321 Students</p>

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	
8.9%	22.8%	

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Very High Filipino
<p align="center">Very High 37.6% Chronically Absent 101 Students</p>		<p align="center">Very High 23.3% Chronically Absent 43 Students</p>	<p align="center">23.3% Chronically Absent No Performance Level</p>

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 Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

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 (39.05 134.6499939 37.896)			

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

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	
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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
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Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
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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

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 an 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

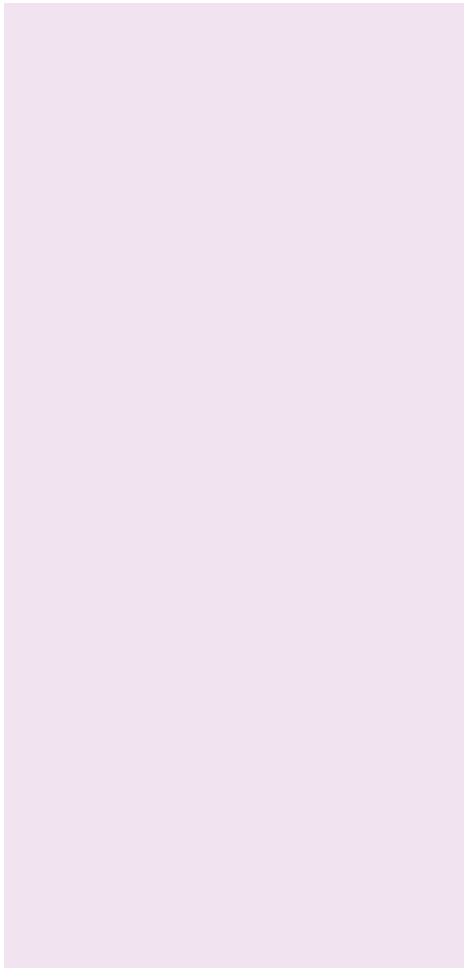
Gallup Student Engagement Items

2021-22 Mean Scores	Cajon Valley Middle School	Cajon Valley Union School District
	Item Mean: The average response to an item based on a 1-5 scale	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

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome



Eng. Learners: 82.3 Points
Below Standard

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

Goals, Strategies, & Proposed Expenditures

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CA Dashboard: Academic
Engagement

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

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)

Students to be Served by this Strategy/Acti

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

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	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

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)

26885

Source(s)

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)

151803

Source(s)

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)

60000

Source(s)

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 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 evidenced 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.

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

School Site Council Membership

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

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

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

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.

- c Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- c 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.
- c 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 pc2iCnTJ 1 0 0 -1 0 38.854000

- c 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.

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

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/>

Developed by the California Department of Education, January 2019