

School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cajon Valley Middle School	37-67991-6037584	May 29, 2025	August 5, 2025

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

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.

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals: All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. All students, staff, and families will feel safe, empowered, and respected. All students will excel in reading, writing, listening, speaking, and mathematics. Students with disabilities will demonstrate expected yearly growth in literacy skills. In collaboration with our School Site Council, we have ensured our plan is aligned to the district LCAP goals with a specific focus on improvement in English language arts and mathematics, suspension and chronic absenteeism. Chronic Absenteeism

Chronic absenteeism at Cajon Valley Middle School is at the red 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 student 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. Additionally, CVMS will create a position with an emphasis on reducing chronic absenteeism and suspension rates.

CVMS is dedicated to the health and wellness of our students. We will have a 7.5 hr Health Aide, increased from 6 hours, 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. 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 red 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 CVMS will create a position solely focused on reducing chronic absenteeism and suspension rates.

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 red level for English language arts and orange for 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.

Finally, CVMS will train staff in the Science of Reading strategies as a Proof of Concept school in the District.

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 to 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 3 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 experience 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).

As seen in our previous data tables, we collect voice throughout the year using multiple surveys and data collection tools.

Q12:

In order to collect data from our staff members, we use Gallup Q12. The Gallup Q12 is a proven tool that school districts utilize to measure staff engagement, providing insightful data on the key elements that drive employee satisfaction and commitment, thus enabling targeted strategies to enhance workplace morale and productivity. On our most current Q12, our engagement scores were:

41% engaged

The comparison data is not available.

Based on this survey, Q4 (Recognition), and Q12 (Learn and Grow), rank the highest at 3.54 and 4.07, respectively. Conversely, the lowest ratings are Q2 (Materials and Equipment) and Q3 (Opportunity to do Best) at 3.66 and 3.84, respectively.

SSC Surveys:

As a part of our SSC meetings, we review our site goals, metrics, and expenditures. At the end of each meeting, we collect feedback from our SSC and ELAC participants. In this survey, we asked for areas of pride (what is working?) and areas of growth (what isn't working?).

LCFF Priority Survey: Areas of pride include: A high quality teaching staff, open and effective communication, a welcoming environment in the front office and in classrooms, school leadership, clean building, clean grounds, family engagement opportunities, quality educational experiences in the form of field trips, and parent leadership opportunities in workshops and volunteer opportunities. Areas for growth include: Instructional materials and resources and school safety.

Goal 1 Survey: Areas of Pride include: Staff professional learning time dedicated to developing staff literacy teaching and staff receiving the supplies they need to do their jobs. Areas of need indicated in the Goal 1 survey include additional resources for contacting parents for translation services, and time and guidance for teacher collaboration.

Goal 2 Survey: Though there were no written responses on the LCAP survey for goal 2, SSC discussion suggests that areas of pride include ample opportunities for students and parents to participate in growth and strength-based programs, such as Lunch on the Lawn, Cougar Awards Ceremonies, Coffee with the Principal, Coffee with the Counselors, coffee with the Assistant Principals, Parent Information and Education Nights, and Parent Empowerment meetings. Areas for growth included increased school safety measures.

Goal 3 Survey: Areas of pride include: Maintaining additional staff to support students because it allows for students to collaborate frequently in small groups. The addition of reading materials and literacy supports is a plus. We have a lot of supplies and software to support instruction. We are training a lot of staff in the Science of Reading. Our school is attracting ELs. The Cougar Den is making progress, and SAI students are getting schedules that meet their needs - we have 21

paraprofessionals supporting in SAi classes. Areas of growth include: Maintaining small class sizes due to the influx of students new to our country and to our area, a continued focus on reading and reading materials, the need to retain teachers that have been trained in the Science of Reading, continued teacher collaboration and planning time.

Annual Review Survey: Data and feedback indicate highlighted areas of strength in Goals 1, 2 and 3 to be: Goal 1: CVMS purchased site licenses for Aspire (Lexia) for all classroom teachers. Aspire training is implemented during Monday Professional Development time. Administration conducted two walkthrough cycles to observe and provide feedback for teachers implementing the explicit vocabulary routine. Eleven teachers were trained in LETRS (Language Essentials for Teachers of Reading and Spelling). Additionally, we trained 21 certificated staff in OG (Orton-Gillingham) literacy implementation. All of these trainings focus on the SOR (Science of Reading). All staff across the curriculum are committed to teaching students how to read, and thus giving them the chance to access any learning throughout their lives. Goal 2: We created and established a Restore and Recover Center, called the Cougar Den, for the purpose of identifying and establishing alternative to suspension and absenteeism recovery. The Cougar Den will be staffed with an MTSS Facilitator and an Intervention Counselor. The program resulted in a decrease in our suspension and chronic absenteeism rates by approximately 5% each. Goal 3: Our strongest area of success occurs in our EL population - 59% of English Learners, are making typical growth on Diagnostic 3 Reading, and 65% of EL students are making typical growth in Math.

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

Learning Walks: Administration and Literacy Coaches will assist content-area teachers in including Literacy strategies in all academic areas.

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May

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

Based on these observations and evaluations, identified needs are providing time for students to reflect on their own progress and to establish their own learning goals, as well as to increase the use of student performance data to drive instruction.

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)

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing

*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

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.

iReady and ELPAC Data

57% of students are on track to typical growth for 24/25 (an increase of 1%)

58% of English Learners are on track to typical growth for 24/25 (an increase of 2%)

55% of students with disabilities are on track to typical growth for 24/25 (an increase of 5%)

37 Students Reclassified Fluent English Proficient

Welcomed more than 80 Multi Language Learners (first time in California)

On 2024 ELPAC, 48.1% of English Learners made progress toward proficiency

CAASPP Data

All students ELA progress declined 8.2 points

All students math progress held steady

48.1% of EL student made progress

Based on this data, identified needs include the need to:

Continue allocating money for staff training in Literacy

Continue funding human resources to implement teaching teams

Continue funding a site ELF

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.

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 iReady standards based assessments. All staff are encouraged to also 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 school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

Finally, our 25-26 Professional Learning Calendar includes three dates to engage with our DAP (Data Analysis Protocol) to examine iReady student achievement data.

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. Based on our annual Williams audit we have found all students and staff have access to district adopted core curriculum materials. In order to ensure all staff members have access to professional learning, we have an asynchronous learning platform (Cajon 365), that provides learning 24-7. Staff members can find training and support for the district adopted curriculum, as well as best practices in academics and technology. In addition to Cajon365, all staff members are invited to participate in professional learning during Summer, Spring, and Winter academies. Additionally, professional learning time is built into the professional day on minimum day Mondays. Further, core subject general education teachers have a common prep period, allowing them to meet daily during the week as necessary.

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, minimum day Mondays, release time, additional compensated planning time

All staff are provided access to 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 up to six hours of 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 standards

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

CVMS uses professional learning time, subject area common prep time, and compensated time for planning and collaboration to support staff development of content standards and examination of student achievement data.

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

District Level Instructional Coaches and Program Specialists will provide ongoing instructional assistance and support for teachers in English Language Arts, Mathematics, English Learner and Special Education Strategies, and Visual and Performing Arts. For our teachers in need of clearing their credential, we offer BTSA mentorship and support over two years.

CVMS will fund a 1.0 FTE Facilitator to support ongoing instructional assistance and English Learner Program support. The CVMS professional learning calendar for 25-26 will reflect opportunities for teacher-led professional learning. For the 25-26 school year, the Monday PL calendar will reflect time on Mondays to:

5 Hours dedicated to LCAP Goal 1

6 Hours dedicated to LCAP Goal 2

21 Hours dedicated to LCAP Goal 3

4 Hours dedicated to LCAP Goals 4

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

Teachers are provided grade level collaboration time during early release Mondays. Content area teachers at CVMS have a common prep time and may be compensated for planning and collaboration outside of work hours. Title I money was allocated to funding teacher planning and collaboration time.

Teaching and Learning

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

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.

Instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

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. Additionally, two CVMS math teachers are part of the District's math adoption committee.

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.

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)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

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.

As part of our districtwide literacy initiative, master schedule flexibility is crucial as we are collecting data throughout the year to determine intervention needs. CVMS invests heavily in human resources, resulting in smaller class sizes in general, which provides opportunities for staff to better individualize instruction. Our master schedule provides for a common prep time for content-area teachers. Additionally, students with disabilities are strategically placed to maximize collaboration between education specialist case managers and general education teachers.

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"
Literacy	LETRS, OG, Aspire, Barton

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 support for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

- iReady ELA Teacher Toolbox and Online Lessons
- iReady Math Teacher Toolbox and Online Lessons
- Adaptive Online Programs (ST Math, Khan Academy, Beable)
- School Counselor
- Community Liaison
- Paraprofessional Support

For the 25-26 school year, CVMS will fund a comprehensive intervention and restoration program for students exhibiting negative behaviors, comprised of a certificated Facilitator for Behavior Intervention and an Intervention Strategies counselor. This intervention program is intended to eliminate behaviors that impair or interfere with student academic achievement.

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
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments (Quantitative Data & Qualitative Data)
Science of Reading, LETRS, OG, Aspire Training
Barton Reading and Spelling System

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
Project2Inspire Parent Trainings
Parent/Teacher conferences
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals
Extended Learning Opportunities
Parent Engagement Site Planning and Goal Setting
SSC Meetings
ELAC Meetings

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

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- Title 1 Parent 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

School Counselor

Community/Parent Liaison

Bilingual Facilitator

Newcomer Teacher

Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)

Support/Intervention Teachers

Learning Loss Intervention Teachers

After-school Tutoring

English Language Development Assistants

Cougar Den (Student Restoration and Recovery program)

Fiscal support (EPC)

Title I, II, III, IV

Supplemental Concentration Funds

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) at our school is an integral process that relies on the continuous engagement of parents, students, and other stakeholders, particularly those representing diverse subgroups. The process involves ongoing review and development that includes assessing needs and evaluating programs through the School Site Council (SSC), Title I meetings, and the English Learner Advisory Committee (ELAC).

Each spring, using annual review data from the previous SPSA and by conducting site needs assessments, the site SPSA development process begins. In collaboration with SSC, the site SPSA is developed based on identified needs. Before the end of the year, through the SSC process, this site SPSA is approved and sent to the district school board for final approval.

This sets the stage for a year-round evaluation of existing programs to ensure they meet the evolving needs of our students. Throughout the year, the SSC meets regularly not only to review goals, metrics, and expenditures but also to monitor the effectiveness of implemented programs. Decision-making is data-driven, focusing on student outcomes to adapt educational programs, professional learning opportunities, and any supplemental curriculum required.

Our Title I meeting provides a platform for community input into the SPSA. This occurs alongside regular ELAC meetings, where the focus is on the needs of English Learners, culminating in recommendations for SPSA development.

Key to this continuous process is the SSC's role in periodically reviewing and revising the SPSA. With input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary revisions during their meetings throughout the year, ensuring the plan and budget consistently align with school needs. Additionally, staff meetings

and student polls contribute ongoing feedback, ensuring that the SPSA truly reflects the needs and aspirations of the entire school community.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.21%	0.54%		2	5
African American	10.36%	10.86%	10.32%	83	105	96
Asian	4.74%	5.27%	6.56%	38	51	61
Filipino	0.25%	0.41%	0.75%	2	4	7
Hispanic/Latino	43.57%	40.95%	39.25%	349	396	365
Pacific Islander	0.62%	0.52%	0.75%	5	5	7
White	35.58%	35.99%	36.45%	285	348	339
Multiple/No Response	1.25%	1.86%	1.61%	10	18	15
Total Enrollment				801	967	930

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	263	189	168
Grade 7	270	379	365
Grade 8	268	399	397
Total Enrollment	801	967	930

Conclusions based on this data:

1. Since this data was aggregated, the enrollment at CVMS has risen to 990. Next school year, 25-26, the CVMS enrollment is projected to be 1015. The conclusions are that we will need 4-5 additional staff and four additional buildings.
2. CVMS has a richly diverse population. It should be noted that Middle Eastern students are counted as "white" in the demographic. Conclusions are that new staff may need to be also certified to teach ELD.
3. The current enrollment, as of March 2025, is 985, representing a sharp increase in enrollment, especially among Middle Eastern students. Conclusions include the need to continue funding EL support staff, including, but not limited to: ELDAs, an ELF, hiring ELD certificated staff, FACE staff, and bilingual office staff.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	426	466	436	53.20%	48.20%	46.90%
Fluent English Proficient (FEP)	16	24	15	2.00%	2.50%	1.60%
Reclassified Fluent English Proficient (RFEP)	147	180	169	18.40%	18.60%	18.20%

Conclusions based on this data:

1. Based on this data, the overall percentage of students identified as English Learners has decreased in consistent increments over three years, due to strong reclassification achievement. The dramatic increase in EL students for the 24-25 school year has CVMS currently at 52% English Learners, indicating the need to continue our robust EL program at all levels.
2. The percentage of students represented in the EL population who are identified as Fluent English Proficient has consistently hovered at around 2% over the last three years, indicating a consistent pattern of success and the need to continue outlay for EL support staff, such as our English Language Facilitator. Additionally, for the 25-26 school year, we may need to use a .2 of our FTE to fund a teacher at 6/5 to teacher one more section of ELD.
3. The reclassification rate has been steady, around 20% of EL's for the past three school years, indicating a consistent pattern of success and the need to continue outlay for EL support staff, such as our English Language Facilitator, and for continue literacy instruction in the form of purchasing site licenses for training programs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	852	938	970	805	886	863	805	884	863	94.5	94.5	89

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A	3.60	4.41	3.71	19.01	20.02	18.66	27.20	27.26	26.88	50.19	48.30	50.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	6.60	6.23	5.79	46.95	53.79	47.62	46.45	39.98	46.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	5.10	6.33	3.94	47.14	44.46	41.07	47.76	49.21	54.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	6.35	7.13	6.95	68.74	68.78	66.16	24.91	24.10	26.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	6.34	8.48	7.07	62.48	62.33	61.41	31.18	29.19	31.52

Conclusions based on this data:

1. The percentage of students in the "Overall Achievement for All Students" in each category (exceeded, met, nearly met, not met) has remained consistent over the last 3 years, indicating the need to continue funding human resources to maintain "MESH" (Math, English, Science, History) teaching teams.
2. The percentage of students scoring at or near standard in each of the Language Arts presented in the table dropped consistently in each category about 3%, suggesting the need to continue supporting human resources to ensure all students receive Tier I instruction. We should continue to purchase site licenses for Aspire training for all staff, OG Comp training for selected staff, OG morphology training for a few staff, and Barton literacy training for a very few select staff if necessary.
3. The percent of students above standard in Reading has maintained at about 6% over three years, indicating the need to continue support for a site Literacy focus.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A	2.47	4.00	3.51	8.14	9.33	8.93	23.30	23.00	23.38	66.09	63.67	64.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	2.96	6.56	6.48	34.77	34.00	32.62	62.27	59.44	60.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	2.59	2.89	3.19	41.43	41.56	39.00	55.98	55.56	57.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	2.84	3.44	3.83	55.61	58.11	58.45	41.55	38.44	37.73

Conclusions based on this data:

1. The percent of students above, at or near standard in concepts and procedures has consistently hovered at about 39%, indicating the need to continue funding books and supplies for Tier I instruction.
2. The percent of students above, at or near standard in problem-solving and modeling has consistently hovered at about 43%, indicating a continued need to support teacher planning and collaboration for the math department.
3. The percent of students above, at or near standard in Communicating and Reasoning has consistently hovered at around 60%, indicating strong teacher collaboration for Tier I curriculum and instruction, and thus a need to continue funding teacher planning, books, teaching teams, and supplies.

School and Student Performance Data

ELPAC Results

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	21.83	26.09	19.77	30.99	35.87	30.23	28.87	18.48	15.12	18.31	19.57	34.88	142	92	86
7	22.70	24.22	16.76	29.08	27.33	22.16	19.86	25.47	16.22	28.37	22.98	44.86	141	161	185
8	23.48	24.83	11.95	33.04	25.52	25.16	24.35	17.93	23.90	19.13	31.72	38.99	115	145	159
All Grades	22.61	24.87	15.58	30.90	28.64	24.88	24.37	21.11	18.84	22.11	25.38	40.70	398	398	430

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	42.96	51.09	43.02	33.10	25.00	23.26	9.15	8.70	5.81	14.79	15.22	27.91	142	92	86
7	39.72	36.65	36.22	26.24	36.02	13.51	12.77	6.83	15.14	21.28	20.50	35.14	141	161	185
8	41.74	40.00	23.90	33.04	17.93	27.67	8.70	14.48	14.47	16.52	27.59	33.96	115	145	159
All Grades	41.46	41.21	33.02	30.65	26.88	20.70	10.30	10.05	13.02	17.59	21.86	33.26	398	398	430

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	3.52	4.35	2.33	21.13	18.48	16.28	42.25	41.30	32.56	33.10	35.87	48.84	142	92	86
7	9.93	6.21	3.78	14.18	19.25	16.22	37.59	31.68	22.70	38.30	42.86	57.30	141	161	185
8	13.91	4.14	1.89	20.00	25.52	13.84	33.04	28.28	29.56	33.04	42.07	54.72	115	145	159
All Grades	8.79	5.03	2.79	18.34	21.36	15.35	37.94	32.66	27.21	34.92	40.95	54.65	398	398	430

Conclusions based on this data:

1. The number of overall level 1 ELPAC students in 6th grade nearly doubled over the last 3 years, from 18% to almost 35%, indicating the need to continue to fund our ELF and to hire new staff who have an ELD authorization.
2. The data suggests that overall, EL students perform much stronger on the Oral Language portion of the assessment than on the Written Language portion, indicating the need to continue dedicating Monday professional Development time to Literacy in the form of the Science of Reading, as well as to fund site licenses for Tier I, II, and III literacy instructional programs.
3. 8th Grade students appear to drop in the majority of categories, suggesting possible student apathy and a need to invest in student incentives and parent engagement.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
930	92.3%	46.9%	0.3%

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.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	436	46.9%
Foster Youth	3	0.3%
Homeless	35	3.8%
Socioeconomically Disadvantaged	858	92.3%
Students with Disabilities	162	17.4%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	96	10.3%
American Indian	5	0.5%
Asian	61	6.6%
Filipino	7	0.8%
Hispanic	365	39.2%
Two or More Races	15	1.6%
Pacific Islander	7	0.8%
White	339	36.5%

Conclusions based on this data:

1. The 23-24 percentage of EL students is 46.9%. Currently, for 25-26, we are at 52%, indicating a steadily rising EL population and the need to continue to fund human resources, instructional supplies and equipment, and collaboration time to meet the demand of our growing EL population.
2. Students with disabilities are at 17.4% of the total enrollment and continue to be a student group that has an identified need in academic performance and suspension. A conclusion based on this data is the need to continue to funding our student recovery and restoration program to increase student academic and social-emotional engagement.
3. Approximately 92% of students are socioeconomically disadvantaged according to this data. Based on this data, we need to continue funding for social-emotional support programs, specifically Title I outlay to support a full-time Facilitator for our Cougar Den program.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Red		
English Learner Progress Orange		

Conclusions based on this data:

1. Per the 2024 Fall Dashboard, students performed low in both math and ELA. Based on this data, we need to continue to support staffing and programs to ensure Tier I instruction for all students.
2. EL students are in the orange band, presenting higher than average achievement compared to the whole student body, suggesting the need to continue support licensure purchasing and staff training in literacy.

3. The chronic absenteeism and suspension rates are in the yellow band, presenting an improvement in both chronic absenteeism and in suspension rates, suggesting the need to continue to fund the Cougar Den, our student restoration and recovery program (alternatives to suspension).

School and Student Performance Data

Academic Performance English Language Arts

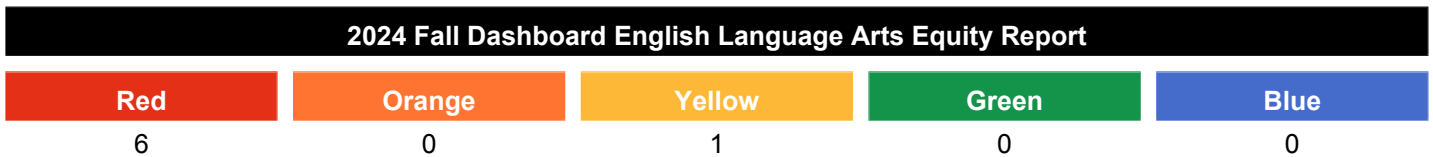
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>78.8 points below standard</p> <p>Declined 8.2 points</p> <p>786 Students</p>	<p>English Learners</p> <p>Red</p> <p>97.8 points below standard</p> <p>Declined 7.8 points</p> <p>478 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>105.1 points below standard</p> <p>Declined 10.6 points</p> <p>160 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>120.8 points below standard</p> <p>Declined 39.9 points</p> <p>29 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>80.9 points below standard</p> <p>Declined 6.8 points</p> <p>728 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>132.3 points below standard</p> <p>Declined 7.2 points</p> <p>143 Students</p>	<p>African American</p>  <p>Yellow</p> <p>69.8 points below standard</p> <p>Increased 5.2 points</p> <p>74 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>Red</p> <p>83.0 points below standard</p> <p>Declined 5.4 points</p> <p>50 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>77.9 points below standard</p> <p>Declined 17.3 points</p> <p>317 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>73.9 points below standard</p> <p>Increased 26.5 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>White</p>  <p>Red</p> <p>88.5 points below standard</p> <p>Declined 8.1 points</p> <p>287 Students</p>

Conclusions based on this data:

1. All Students, EL Students, and LTEL Students are in the Red, declining an average of 8 points, with LTEL Students declining the most, suggesting the necessity for continued intervention and supports needed to meet the needs of these populations, including providing FACE support, bilingual office support, an ELF, and ELD certified staff.
2. Students with disabilities declined, but kept pace with all other subgroups presented. Students with disabilities historically have not kept pace with other subgroups, suggesting the need for continued support for the SAI programs at or beyond current levels, including providing stipends for planning and collaboration and building a master schedule that allows for time to effectively administer the high volume of initial IEPs we consistently receive.
3. Hispanic students are in the red band and declined the most of any subgroup. Based on this data, we need to continue funding our ELF, hire ELD certified staff, and build student/teacher/parent relationships throughout the year in concert with our FACE team, through ELAC meetings, and through parent engagement activities, such as Lunch on the Lawn and Students Recognition assemblies.

School and Student Performance Data

Academic Performance Mathematics

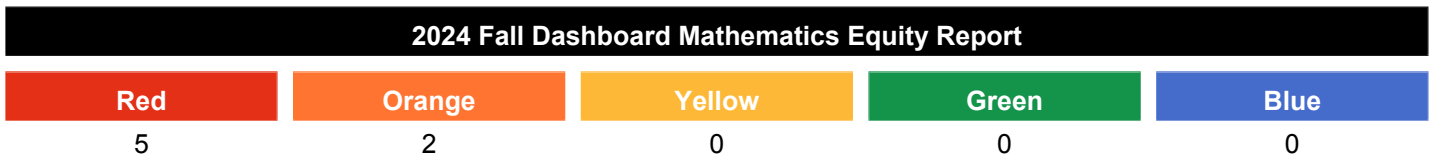
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>115.3 points below standard</p> <p>Maintained 0.8 points</p> <p>815 Students</p>	<p>English Learners</p> <p>Red</p> <p>132.2 points below standard</p> <p>Maintained 1.1 points</p> <p>509 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>137.2 points below standard</p> <p>Increased 9.1 points</p> <p>159 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>144.9 points below standard</p> <p>Increased 29.7 points</p> <p>36 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>117.1 points below standard</p> <p>Maintained 1.3 points</p> <p>757 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>175.3 points below standard</p> <p>Increased 11.9 points</p> <p>140 Students</p>	<p>African American</p>  <p>Orange</p> <p>101.2 points below standard</p> <p>Increased 12.7 points</p> <p>72 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Asian</p>  <p>Red</p> <p>115.9 points below standard</p> <p>Declined 4.7 points</p> <p>53 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>115.2 points below standard</p> <p>Declined 8.4 points</p> <p>322 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>115.6 points below standard</p> <p>Increased 37.0 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>White</p>  <p>Red</p> <p>126.0 points below standard</p> <p>Declined 3.6 points</p> <p>308 Students</p>

Conclusions based on this data:

1. All students maintained their level of academic achievement in mathematics, which is outstanding, considering the changing demographics at CVMS. Based on this data, we should continue to fund supplemental materials to support mathematics.
2. EL students maintained their level of academic achievement in mathematics, which speaks to the outstanding work our math department is doing. Based on this data, we should continue to create stipends for teacher planning and collaboration.
3. Students with disabilities increased their academic performance in mathematics by nearly 12 points. This is a wonderful testament to our math and SAI departments. Based on this data, we should continue to fund a .5 AP to ensure one AP can continue to work with and lead the SAI department.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 48.1% making progress. Number Students: 318 Students	Long-Term English Learner Progress  Orange 52.8% making progress. Number Students: 125 Students

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.

2024 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
9.7%	41.2%	1.6%	46.2%

Conclusions based on this data:

- 48% of English Learners made progress on their ELPI. Based on this data, we need to continue funding programs and personnel to support our site's EL needs.
- 52% of LTEL students made progress on their ELPI. Based on this data, we should continue funding Tier I academic and social-emotional supports for students.
- 90% of EL students either maintained their progress or grew at least one ELPI level in their progression towards English language acquisition. Based on this data it is imperative we continue supporting EL students with human, time, and material resources.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>35.6% Chronically Absent</p> <p>Declined 3.2</p> <p>1068 Students</p>	<p>English Learners</p> <p> Orange</p> <p>29.2% Chronically Absent</p> <p>Declined 1.5</p> <p>534 Students</p>	<p>Long-Term English Learners</p> <p> Red</p> <p>44.3% Chronically Absent</p> <p>Increased 0.9</p> <p>183 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p> Orange</p> <p>60.3% Chronically Absent</p> <p>Declined 13.2</p> <p>63 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>35.9% Chronically Absent</p> <p>Declined 2.6</p> <p>992 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>50.8% Chronically Absent</p> <p>Declined 1.1</p> <p>185 Students</p>	<p>African American</p>  <p>Orange</p> <p>36.4% Chronically Absent</p> <p>Declined 2.4</p> <p>110 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Orange</p> <p>16% Chronically Absent</p> <p>Increased 4.9</p> <p>81 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>45.8% Chronically Absent</p> <p>Declined 1</p> <p>393 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>49.1% Chronically Absent</p> <p>Declined 4.4</p> <p>53 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>White</p>  <p>Yellow</p> <p>27.7% Chronically Absent</p> <p>Declined 4.1</p> <p>412 Students</p>

Conclusions based on this data:

1. Chronic absenteeism among all students declined by 3.2%, suggesting continued funding support for high engagement activities, such as field trips and restorative recovery programs, such as the Cougar Den.
2. Though chronic absenteeism for students with disabilities declined 1.1%, they still represent the highest group level of chronic absenteeism. Based on this data, we should continue support for parent outreach for this subgroup.
3. Based on the overall aggregation of data on student chronic absenteeism, we need to continue to fund student and parent engagement strategies, including, but not limited to: Lunch on the Lawn, Student Recognition programs for iReady, Beable, and GPA achievement, student conduct recognition assemblies with parent invitations, SSC meetings, ELAC meetings, Parent FACE Engagement nights and weekends, and Coffee with the Principal/APs/Counselors.

School and Student Performance Data

Conditions & Climate Suspension Rate

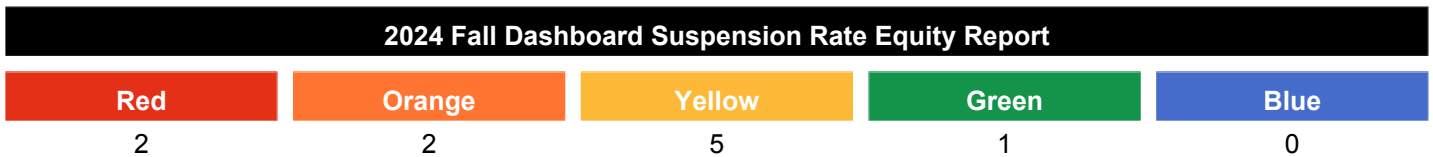
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>11.1% suspended at least one day</p> <p>Declined 5.1%</p> <p>1110 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>8.9% suspended at least one day</p> <p>Declined 3%</p> <p>562 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>17.2% suspended at least one day</p> <p>Increased 1.3%</p> <p>192 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p>Orange</p> <p>14.9% suspended at least one day</p> <p>Declined 4.5%</p> <p>67 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>11.3% suspended at least one day</p> <p>Declined 5.2%</p> <p>1029 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>14.8% suspended at least one day</p> <p>Maintained 0.1%</p> <p>189 Students</p>	<p>African American</p>  <p>Orange</p> <p>23% suspended at least one day</p> <p>Declined 6.7%</p> <p>113 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Green</p> <p>2.2% suspended at least one day</p> <p>Declined 6.7%</p> <p>91 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>11.5% suspended at least one day</p> <p>Declined 2.9%</p> <p>408 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>11.1% suspended at least one day</p> <p>Declined 2.2%</p> <p>54 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>White</p>  <p>Yellow</p> <p>9.5% suspended at least one day</p> <p>Declined 5.6%</p> <p>422 Students</p>

Conclusions based on this data:

1. The suspension rate for all students fell 5.1%. Based on this data, we will continue funding the Cougar Den, our restoration and alternatives to suspension program.
2. African-American students represent the largest percent decline in suspensions. Based on this data, we will shift Title I money to continue supporting a Cougar Den Facilitator, and we hope to be able to fund an additional intervention counselor, given our CSI money will no longer be there in 25-26. This may come in the form of a Guidance Technician.
3. The English Learner suspension rate declined 3%. Conclusions based on this data support continuing to hire staff certified to teacher ELD.

School and Student Performance Data

iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	21	17	62	16	13	71	-5%
English Learners	5	7	87	3	5	92	-2%
Socioeconomically Disadvantaged	21	17	62	16	14	70	-5%
Students with Disabilities	5	11	85	2	6	92	-3%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	60	0	40	50	25	25	-10%
Asian	31	12	58	12	15	73	-19%
Black or African American	23	18	59	21	16	63	-2%
Native Hawaiian or Other Pacific Islander	14	14	71	17	17	66	3%
White	18	14	67	15	10	75	-3%
Two or More Races	18	35	47	7	36	57	-11%
Hispanic or Latino				14	17	69	

Conclusions based on this data:

1. Overall, students declined 6% in tier I. Based on this data, we will continue focusing staff professional learning time on Literacy, and we will continue to provide stipends to teacher planning and collaboration for Literacy.
2. English Learners declined the least in the student categories displayed. Based on this data, we should continue to fund all supports and strategies for our EL program.
3. Students with disabilities outperformed all students in Tier I. Based on this data, we should continue to fund and support all strategies for our SAI program, including OG comp, OG morphology, and Barton training.

School and Student Performance Data

iReady Reading Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	54	48
Socio-economically Disadvantaged	54	49
English Learners	59	54
Students w/Disabilities	53	30

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		41
American Indian or Alaska Native	80	75
Asian	56	62
Black or African American	43	41
Native Hawaiian or Other Pacific Islander	43	33
White	54	50
Two or More Races		43

Conclusions based on this data:

1. The percent of all students on track to make typical growth decreased by 8. Based on this data, we will continue to support Tier I strategies, such as paying for one extra ELA teacher to complete our 5th teaching team at the 7/8 grade levels.
2. Socioeconomically disadvantaged students exhibited the least percent of decline in the student categories presented. Based on this data, we should continue funding our Cougar Den staff, which provides outstanding social-emotional support for socioeconomically disadvantaged students.
3. EL students declined one point fewer than the all-student average. Based on this data, we should continue to fund personnel and strategies to support Tier I learning for EL students.

School and Student Performance Data

iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	14	26	60	13	23	64	-1%
English Learners	6	15	79	3	14	83	-3%
Socioeconomically Disadvantaged	13	27	60	13	23	64	0%
Students with Disabilities	3	8	89	5	13	82	+2%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	40	40	20	0	80	20	
Asian	29	21	50	14	22	64	
Black or African American	7	24	68	13	15	72	
Native Hawaiian or Other Pacific Islander	0	29	71	14	14	72	
White	14	24	63	12	21	67	
Two or More Races	0	29	71	6	25	69	
Hispanic or Latino				12	24	64	

Conclusions based on this data:

1. All students declined by 1% in Tier I, outperforming the reading diagnostic data. Based on this data, we should continue to fund our math department's supplemental teaching materials.
2. African-American students show the greatest gain in Tier I. Based on this data, we should continue funding materials and collaboration time for staff to focus on Tier I curriculum and instructional strategies.
3. Students with disabilities maintained Tier I levels, increasing by 2%. Based on this data, We should continue funding planning and collaboration time for SAI staff.

School and Student Performance Data

iReady Math Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	55	56
Socio-economically Disadvantaged	54	57
English Learners	56	57
Students w/Disabilities	43	51

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		49
American Indian or Alaska Native	40	40
Asian	62	59
Black or African American	53	52
Native Hawaiian or Other Pacific Islander	43	43
White	56	59
Two or More Races		47

Conclusions based on this data:

1. Students with disabilities made the largest percent gain for being on track to make typical growth, suggesting the need to continue support for materials, supplemental curriculum, software supports, and collaboration time for SAI and all staff.
2. The percent of all students making progress towards typical growth increased by 1%. Based on this data, we will continue funding after-school math tutorial.
3. English Learners outpaced the All Students category in making progress towards typical growth. Based on this data, we need to continue funding personnel and program strategies for EL students at or above the current rate.

School and Student Performance Data

Annual Gallup Parent Survey Data

Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	60	29	11
19-20	48	40	11
20-21	56	35	9
21-22	52	40	8
22-23	46	39	15
23-24	38	48	15

Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.53	87	3
19-20	4.34	83	3
20-21	4.49	88	2
21-22	4.44	88	4
22-23	4.30	82	4
23-24	4.24	83	4

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.54	88	10
19-20	4.43	85	9
20-21	4.54	89	5
21-22	4.49	88	7
22-23	4.41	85	9
23-24	4.26	79	7

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.33	81	10
19-20	4.35	83	9
20-21	4.39	83	5

21-22	4.29	84	7
22-23	4.17	78	9
23-24	4.17	78	6

Conclusions based on this data:

1. The percent of parents who agree that "My child's school always delivers on what it promises" rose by 1%, indicating a need to continue Title I Parent Involvement expenditures to increase parent participation.
2. The percent of parents who agree that "This school is a perfect fit for my child" held at a very high 78, justifying our continued financial support for academic and emotional support programs. Additionally, our goal is increase this number to 100%. We will therefore continue funding parent involvement strategies and focus on listening sessions next year.
3. The percent of "fully engaged" parents fell by 8%, suggesting the need to continue implementing parent engagement and communication strategies.

School and Student Performance Data

Annual Gallup Student Survey Report

Annual Gallup Student Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19			
20-21	47	31	22
21-22	44	31	25
22-23	36	35	30
23-24	43	30	27

23-24 Question Analysis

	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At this school, I get to do what I do best every day	60	11
My teachers make me feel my schoolwork is important	67	12
I feel safe in this school.	59	16
I have fun at school.	60	17
I have a best friend at school.	86	7
In the last seven days, someone has told me I have done good work at school.	58	27
In the last seven days, I have learned something interesting at school.	61	19
The adults at my school care about me.	62	15
I have at least one teacher who makes me excited about the future.	66	20

Conclusions based on this data:

- "Fully Engaged" students rose 7% from 22/23 to 23/24. Based on this data, we should continue to fund engagement strategies, such as Yearbook, ASB, tutoring, sports, and field trips.
- "Actively Disengaged" students decreased 3% from 22/23 to 23/24. Based on this improving data, we should continue to fund comprehensive student supports, such as a full-time health aide, a .5 Assistant Principal, and a program facilitator who focuses on student restoration and recovery as an alternative to suspension.
- "My teachers make me feel my schoolwork is important" and "I have at least one teacher who makes me excited about the future" represent the highest percentages, excluding "I have a best friend at school." Based on this data, we should continue to fund a full-time ELA teacher to round our our 5th teaching team in 7/8 grade. Teaching teams get to know their students on a personal level.

School and Student Performance Data

Student Survey Report

Goal 1		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At least one adult in my school knows my interests.	42.9	32.9
At least one adult in my school knows my hopes/goals for the future.	40.3	38.2
The things I'm learning in school are important to me.	62.2	13.7
The things I'm learning in school are important to my future.	70.0	11.5

Goal 2		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
I feel safe at school.	59.2	19.0
My school is clean.	55.4	20.3
Adults at my school treat me with respect.	66.4	12.2
I feel like I belong at my school.	48.1	17.9
My classmates treat me with respect.	56.5	16.6
I enjoy being at school.	47.1	21.7
I have a best friend at school.	82.9	9.4

Conclusions based on this data:

1. "The things I'm learning in school are important to my future" ranks the highest, suggesting a strong growth mindset among our students. Based on this data point, we should continue our SEL focus, which is in part supported by our restorative Cougar Den (funded by Title I).
2. The lowest metric is, "At least one adult in my school knows my hopes/goals for the future." We will focus on student-teacher relationships next year. Based on this data we should continue Title I parent involvement support to continue to improve student/family relationships.
3. The data suggests a need to focus on relational activities to increase student efficacy.

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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

Goal 1

By June 2026, CVMS will increase student engagement and strengthen student-staff connections by implementing targeted strategies that result in at least a 2% increase (from 43% to 45%) in the number of students who report that an adult at school knows their interests and goals, and a 2% increase (from 42% to 44%) in students who report feeling engaged at school, as measured by the annual student survey and Gallup poll. Strategies will include expanding personalized learning opportunities, increasing staff-student mentoring initiatives, and enhancing family engagement through quarterly events and outreach programs, with progress monitored through biannual internal check-ins and feedback tools. Chronic absenteeism is at 35.6%. Our goal is to reduce it to 30%. The suspension rate fell 5.1%, but remains at 11.1%. Our goal is to reduce the suspension rate to 8%.

Identified Need

Recent student survey and Gallup poll results show a strong need to increase student engagement and strengthen connections between students and staff to better support students in discovering and pursuing their future goals. Only 43% of students said an adult at school knows their interests, and just 40% said an adult knows their hopes or goals. Additionally, only 42% of students reported feeling engaged at school, and just over half (52%) agreed they get to do what they do best each day. While the majority of students are optimistic about their future—78% believe they have a great future and 79% believe they'll find a good job—fewer students (62%) feel what they're learning is personally important. This shows a need to make learning more relevant to students' strengths, interests, and values, while building stronger adult relationships that guide and inspire them. By addressing this gap, we can better prepare all students with the skills and confidence needed for meaningful, successful employment. Additionally, suspensions and absenteeism has declined, but remain high. We will continue to fund and increase methods and opportunities for student engagement and parent inclusion through purposeful educational experiences and family engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	24-25 Priority 6 Student Survey 43% of respondents agreed (4 or 5 rating) with the statement,	25-26 Priority 6 Student Survey Increase % of respondents agreeing with each statement (4 or 5 rating) by 2% to.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>“At least one adult in my school knows my interests.”</p> <p>40% of respondents agreed (4 or 5 rating) with the statement, “At least one adult in my school knows my hopes/goals for the future.”</p> <p>62% of respondents agreed (4 or 5 rating) with the statement, “The things I'm learning in school are important to me.”</p> <p>70% of respondents agreed (4 or 5 rating) with the statement, “The things I’m learning in school are important to my future.”</p>	<p>45% of respondents agreed (4 or 5 rating) with the statement, “At least one adult in my school knows my interests.”</p> <p>42% of respondents agreed (4 or 5 rating) with the statement, “At least one adult in my school knows my hopes/goals for the future.”</p> <p>64% of respondents agreed (4 or 5 rating) with the statement, “The things I'm learning in school are important to me.”</p> <p>72% of respondents agreed (4 or 5 rating) with the statement, “The things I’m learning in school are important to my future.”</p>
Gallup Student Poll	<p>24-25 Student Gallup Poll</p> <p>42% of students are engaged</p> <p>52% of respondents agreed (rating 4 or 5) with the statement “At this school, I get to do what I do best everyday.”</p> <p>78% of respondents agreed (rating 4 or 5) with the statement “I have a great future ahead of me.”</p> <p>79% of respondents agreed (rating 4 or 5) with the statement “I know I will find a good job in the future.”</p>	<p>25-26 Student Gallup Poll</p> <p>Increase student engagement by 2%</p> <p>44% of students are engaged</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>54% of respondents agreed (rating 4 or 5) with the statement “At this school, I get to do what I do best everyday.”</p> <p>80 % of respondents agreed (rating 4 or 5) with the statement “I have a great future ahead of me.”</p> <p>79% of respondents agreed (rating 4 or 5) with the statement “I know I will find a good job in the future.”</p>

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)

20000

Source(s)

S/C

4000-4999: Books And Supplies

Instructional Supplies and Support Equipment

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)

92000	Title I 1000-1999: Certificated Personnel Salaries 1.0 FTE ELA
76000	Title I 1000-1999: Certificated Personnel Salaries .86 Art Teacher

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)
4010	Title I 1000-1999: Certificated Personnel Salaries Teacher Planning and Collaboration
30000	S/C 1000-1999: Certificated Personnel Salaries Teacher Training, Planning and collaboration

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

To provide field trip admission costs coverage to ensure students are exposed to a variety of authentic instructional opportunities.

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)
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6000	S/C 5000-5999: Services And Other Operating Expenditures Field Trip Admissions
6746	S/C 5000-5999: Services And Other Operating Expenditures Field Trip Transportation and Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

Impact and Effectiveness – Evidence of Progress
 CVMS continuously evaluates the effectiveness of its strategies through student data, classroom observations, and teacher collaboration outcomes. The following data highlights positive trends and areas of growth resulting from the implementation of the strategies outlined above:

Academic Achievement and Growth
 iReady Diagnostic Growth

ELA: 62% of students showed growth from Diagnostic 1 to Diagnostic 2.

Math: 58% of students demonstrated growth between diagnostics.

Significant gains were observed among English Learners and Students with Disabilities, reflecting the success of targeted interventions and instructional supports.

Reading Proficiency
 Students receiving Orton-Gillingham (OG) intervention showed a 15% average increase in decoding skills based on progress monitoring assessments.

80% of students using Lexia Aspire consistently met their weekly usage goals, correlating with growth in comprehension scores on schoolwide assessments.

Teacher Capacity and Instructional Practice
 Professional Learning Outcomes

100% of teachers participated in at least one LETRS, OG, or Aspire training session.

Walkthrough data showed a 30% increase in observed use of explicit vocabulary instruction strategies between walkthrough cycles.

PLC reflections indicate higher levels of collaboration and shared instructional planning, especially in MESH teams.

Coaching Impact

Teachers involved in 1:1 coaching cycles reported increased confidence in implementing UDL and SOR-based strategies.

Coaching logs indicate that 85% of participating teachers implemented at least one new literacy practice within four weeks of their coaching session.

Student Engagement and Enrichment Field Trip Participation

Over 90% of students in grades 6–8 participated in at least one field trip during the academic year.

Post-trip student surveys indicated a marked increase in interest in science, history, and college planning after trips to the Midway Museum, Balboa Park, and local universities.

Elective Enrollment

Elective courses (including Art and STEM) reached full enrollment, with waiting lists for some classes, reflecting strong student interest and the value of a diverse curriculum.

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

There were no major changes to the Goal 1 implementation strategies.

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.

The SSC approved a 10-hour stipend from Title I for all staff with a prep period 1, 2, 3, or 4 so that they may be compensated for working during their prep when taking students on a field trip. The stipend was approved by the SSC at our March 6 meeting, and it falls under Title I, Planning and Collaboration.

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

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

LEA/LCAP Goal

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

Goal 2

By June 2026, CVMS will reduce the suspension rate for all students from 11.1% to 9.1%, and for English Learners from 8.9% to 6.9%. The school will also reduce the chronic absenteeism rate for all students from 35.6% to 33.6%, and for English Learners from 29.2% to 27.2%, representing a 2% decrease for each group as measured by the 2026 California School Dashboard. In addition, CVMS will improve school climate and stakeholder engagement by increasing the percentage of students who report being fully engaged (currently 42%), feeling safe at school (currently 55%), and believing that adults care about them (currently 54%) according to the Student Gallup Poll. Parent engagement and satisfaction will also be a focus, with current Parent Gallup Survey data showing 38% of respondents fully engaged, 48% agreeing the school delivers on its promises, 56% feeling proud to be a parent at CVMS, and 51% believing the school is a perfect fit for their child. CVMS will also aim to increase students' sense of belonging and peer respect, as reflected in the 2024–2025 Priority 6 Student Survey, where 57% of students currently agree they feel a sense of belonging and 57% agree their classmates treat them with respect.

Identified Need

CVMS recognizes the need for improvements in school climate, student engagement, attendance, and overall satisfaction among stakeholders. Current data from the California School Dashboard highlights concerns, including high suspension rates (11.1% for all students and 8.9% for English Learners, both within the Yellow performance band) and significant chronic absenteeism (35.6% for all students and 29.2% for English Learners, with English Learners in the Orange performance band). The 2024–2025 Student Gallup Poll results show that only 42% of students feel fully engaged, 55% feel safe at school, and 54% believe adults at school care about them. Parent feedback from the 2024–2025 Parent Gallup Survey also points to lower engagement (38%) and mixed views on school quality, with only 48% agreeing that the school is meeting its promises and 51% feeling the school is the right fit for their child. Additionally, Priority 6 Student Survey results show that only 57% of students feel a sense of belonging, and the same percentage report feeling respected by their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Suspension) All Students English Learners	2024 Accountability Dashboard (Suspension) All Students: 11.1% Yellow	2025 Accountability Dashboard (Suspension) Decrease suspension rate by at least 2% All Students:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners: 8.9% Yellow	Green 9% English Learners: 6.9% Green
California Accountability Dashboard Performance Level (Chronic Absenteeism) All Students English Learners	2024 Accountability Dashboard (Chronic Absenteeism) All Students: 35.6% Yellow English Learners: 29.2% Orange	2025 Accountability Dashboard (Chronic Absenteeism) Decrease chronic absenteeism rate by at least 2% All Students:33.6% Green English Learners: 27.2% Yellow
Local Student Survey (Gallup, Priority 6)	24-25 Student Gallup Poll 42% of respondents are fully engaged. 55% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school." 54% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."	25-26 Student Gallup Poll Increase Student Engagement by 2% 44% of respondents are fully engaged. Increase % of respondents agreeing with each statement by 2% 57% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school." 56% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."
Local Parent Survey (Gallup)	24-25 Parent Gallup Survey 38% of respondents are fully engaged. 48% of respondents agreed (4 or 5 rating) with the statement,	25-26 Parent Gallup Poll Increase Parent Engagement by 2% 40% of respondents are engaged.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>"My child's school always delivers on what it promises." 56% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 51% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>	<p>Increase % of respondents agreeing with each statement by 2% 50% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises." 58% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 51% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>
Priority 6: Local Student Survey	<p>24-25 Priority 6 Student Survey</p> <p>57% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school"</p> <p>57% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"</p>	<p>25-26 Priority 6 Student Survey</p> <p>Increase % of respondents agreeing with each statement (4 or 5 rating) by 2%</p> <p>59% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school" 59% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"</p>

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

"Family Focus on Literacy Fridays" (FFLF) integrates a holistic approach to family engagement in literacy, ensuring families are actively involved in their child's educational journey. By participating in advisory sessions focused on hopes and dreams, data exploration, and literacy support strategies, families gain valuable insights into their child's progress and how to facilitate learning at home. Additionally, the opportunity to observe literacy instruction across classrooms provides a

comprehensive view of instructional practices, empowering families to reinforce literacy skills beyond school hours. Complementing FFLF, "Lunch on the Lawn" sessions offer informal settings for parents to bond with their child while reinforcing the importance of literacy in everyday life. Together, these initiatives foster strong partnerships between families, students, and educators, creating a nurturing environment conducive to literacy 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)

1000

Source(s)

Title I Parent Involvement
0001-0999: Unrestricted: Locally Defined
Parent Participation Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English Learner and student with disabilities.

Strategy/Activity

Create and establish a Restore and Recover Center (RRC) for the purpose of identifying and establishing alternative to suspension and absenteeism recovery. The RRC will be staffed with an MTSS Facilitator and an Intervention Counselor.

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)

103000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Program Facilitator

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 the health and wellness of our students. We will have a 7 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)

75000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Health Aide

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, 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)

88000

Source(s)

S/C
1000-1999: Certificated Personnel Salaries
.5 AP

Strategy/Activity 5

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)

27420

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Community Liaison

4580

Title I Parent Involvement
2000-2999: Classified Personnel Salaries
Community Liaison

Strategy/Activity 6

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

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)

19000

Source(s)

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, including EL and students with disabilities.

Strategy/Activity

Stipend teachers for summer home visits to their students, thereby establishing relationships with students and families even before the school year begins!

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)

5000

Source(s)

S/C
1000-1999: Certificated Personnel Salaries
Stipend for summer home visits

Annual Review

SPSA Year Reviewed: 2024-25

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.

Strategy 1

CVMS reserved Title I Parent Involvement monies to feed families participating in 3 FFLF nights, 6 ELAC meetings, and 25 Project2Inspire meetings, designed to empower parents of EL students so that they can navigate how to fully engage with their student and the school as the navigate education in America.

Strategy 2

Create and establish a Restore and Recover Center (RRC) for the purpose of identifying and establishing alternative to suspension and absenteeism recovery. The RRC will be staffed with an MTSS Facilitator and an Intervention Counselor. The CSI and Title I monies that supported a Restorative Program counselor and a certificated program facilitator resulted in our suspension rate decreasing by 5%.

Strategy 3

CVMS supported a full-time Health Aide out of Title I. The CVMS health office runs smoothly and effectively.

Strategy 4

CVMS funded a .5 AP from SC to support with student management, instructional monitoring, teacher evaluations, and campus safety.

Strategy 5

There is no school in the district that has greater need for a Community Liaison and for funding parent involvement. Our high-need population and continually growing immigrant community rely on our support, guidance, kindness, patience, tolerance, and leadership.

Strategy 6

We partially funded a full-time campus safety assistant out of SC to ensure campus safety, timely response to teachers seeking classroom assistance, general supervision of students, and extra locker room supervision to help out our lone female coach.

As we review our suspension and chronic absenteeism data for the 25-26 school year, we saw an increase from 27% to 30% in chronically absent students. For suspension, we have currently reduced our suspension rate from 6% to 3%. As we move into the 25-26 school year, we will be continuing our programs that showed success reducing suspension, and placing an intentional focus on attendance.

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

CVMS funded a certificated staff to provide extra boys locker room supervision. We shifted \$16,000 in CSI money from equipment and furniture for the restorative program to staff salaries for the restorative program.

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.

The result of this analysis shows improvement in the areas of suspensions and chronic absenteeism. We decreased in the areas of parent engagement and students feeling safe and that they belong. Conclusions suggest a need to increase focus on student safety, building relationships, and increasing opportunities for parent involvement. Strategies to meet these needs will be found in the 25-26 SPSA. One major change is funding our Cougar Den Facilitator at 100% of Title I, rather than 55%, as the result of our losing CSI funding due to our improvement in suspension and chronic absenteeism rates.

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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

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

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. CVMS will improve academic outcomes in English Language Arts (ELA) and Mathematics for all students, with a focused effort on accelerating progress for English Learners (ELs), by increasing performance by at least 2 points in each performance indicator by June 2026.

2024 Accountability Dashboard (ELA)

Reduce the points below for all students from 78.8 to 75.8

Reduce the EL points below from 97.8 to 94.8

2024 Accountability Dashboard (Math)

Reduce the points below for all students from 115.3 to 112.3

Reduce the EL points below from 132.2 to 129.2

CAASPP ELA: Increase the percentage of all students meeting or exceeding standards from 22.37% to at least 24.37%, and English Learners from 3.66% to at least 5.66%.

CAASPP Math: Increase the percentage of all students meeting or exceeding standards from 12.44% to at least 14.44%, and English Learners from 2.90% to at least 4.90%.

i-Ready/Diagnostic Tier 1 Reading: Increase the percentage of all students in Tier 1 from 15.11% to at least 17.11%, and English Learners from 2.65% to at least 4.65%.

i-Ready/Diagnostic Tier 1 Math: Increase the percentage of all students in Tier 1 from 12.10% to at least 14.10%, and English Learners from 2.87% to at least 4.87%.

Typical Growth (i-Ready/Diagnostic #2):

Reading: Increase the percentage of all students on track from 48.18% to at least 50.18%, and ELs from 48.8% to at least 50.8%.

Math: Increase the percentage of all students on track from 49.5% to at least 51.5%, and ELs from 50.5% to at least 52.5%.

English Language Proficiency Indicator (ELPI): Increase the percentage of ELs making progress toward English proficiency from 48.1% to at least 50.1%.

ELPI Regression: Decrease the percentage of ELs who regress by at least one ELPI level from 9.9% to 7.9%.

Means of Monitoring Progress:

Quarterly analysis of CAASPP interim assessments, i-Ready diagnostic growth, and ELPI reports. PLC data cycles to monitor student performance, intervention efficacy, and EL progress.

Ongoing formative assessments, walk-throughs, and instructional coaching to strengthen Tier 1 instruction and language development supports.

Identified Need

CVMS demonstrates a need to improve academic outcomes in English Language Arts (ELA) and Mathematics for all students, with a critical focus on English Learners (ELs). According to the 2024 California Accountability Dashboard, all students are performing in the Red performance level, scoring 78.8 points below standard in both ELA and Math, with ELs performing significantly lower—132.2 points below standard in Reading and 97.8 points below standard in Math.

CAASPP scores reinforce this need, with only 22.37% of all students and 3.66% of ELs meeting or exceeding ELA standards, and 12.44% of all students and 2.90% of ELs meeting or exceeding Math standards. Diagnostic assessments show that only 15.11% of all students and 2.65% of ELs are achieving Tier 1 in Reading, and 12.10% of all students and 2.87% of ELs are achieving Tier 1 in Math. While approximately 48–50% of students are on track to make typical growth, this growth is not sufficient to close the significant achievement gaps.

Additionally, only 48.1% of ELs are making progress toward English language proficiency, with 9.9% regressing by at least one ELPI level, an increase of 2.5% from the previous year. These data reflect a systemic need to strengthen Tier 1 instruction, targeted interventions, and English language development supports, particularly for English Learners, to ensure equitable access to grade-level standards and academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) All Students English Learners	2024 Accountability Dashboard (ELA) All Students: Red 78.8 points below standard English Learners: Red 97.8 points below standard	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points All Students: Orange 75.8 points below standard English Learners: Orange 94.8 points below standard
California Accountability Dashboard Performance Level (Math) All Students English Learners	2024 Accountability Dashboard (Math) All Students: Red 115.3 points below standard English Learners: Red 132.2 points below standard	2025 Accountability Dashboard (Math) Increase Student Performance by at least 3 points All Students: Orange 112.3 points below standard English Learners: Orange 129.2 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2024 Diagnostic #3 (Reading) All Students: 15.11% Tier 1 English Learners: 2.65% Tier 1	May/June 2024 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 2% All Students: 17.11% at Tier 1 English Learners: 4.65% at Tier 1
iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2024 Diagnostic #3 (Math) All Students: 112.10% Tier 1 English Learners: 2.87% Tier 1	May/June 2026 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 4% All Students: 16.10% at Tier 1 English Learners: 6.87% at Tier 1
iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	24-25 Diagnostic #2 (Reading) All Students: 48.18% "on track" to make "typical growth" English Learners: 48.8% "on track" to make "typical growth"	25-26 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% All Students: 50.18% "on track" to make "typical growth" English Learners: 50.8% "on track" to make "typical growth"
iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	24-25 Diagnostic #2 (Math) All Students: 49.5% "on track" to make "typical growth" English Learners: 50.5% "on track" to make "typical growth"	25-26 Diagnostic #2 (Math) Increase % of students "on track" to make "typical growth" by 2% All Students: 51.5% "on track" to make "typical growth" English Learners: 52.5% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % All Students Met or Exceeded Standard for ELA % English Learners Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA All Students: 22.37% Met or Exceeded Standard English Learners: 3.66% Met or Exceeded Standard	May/June 2026 CAASPP ELA Increase % of students that met or exceeded standard by 2% All Students: 24.37% met or exceeded standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		English Learners: 5.66% met or exceeded standard
CAASPP Overall Achievement (Math) % All Students Met or Exceeded Standard for Math % English Learners Met or Exceeded Standard for Math	May/June 2024 CAASPP Math All Students: 12.44% Met or Exceeded Standard English Learners: 2.90% Met or Exceeded Standard	May/June 2026 CAASPP Math Increase % of students that met or exceeded standard by 2% All Students: 14.44% met or exceeded standard English Learners: 4.90% met or exceeded standard
California Accountability Dashboard: English Learner Progress Indicator % making progress towards English language proficiency	2024 California Dashboard (ELPI) 48.1% making progress towards English language proficiency	2025 California Dashboard (ELPI) Increase % of English Learners making progress toward English language proficiency by 2% 50.1% making progress towards English language proficiency
California Dashboard ELPI % of English learners that decreased at least one ELPI level on ELPAC	2024 California Dashboard ELPI 9.9% of English learners that decreased at least one ELPI level on ELPAC 2.5% Change from 2023	2025 California Dashboard ELPI Decrease by at least 2% 7.9% of English learners that decreased at least one ELPI level on ELPAC

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, teacher professional learning, and instructional supplies 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)

2002

Source(s)

Title I
4000-4999: Books And Supplies
Books, Supplies, and 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)

124000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
3 ELDAs

Annual Review

SPSA Year Reviewed: 2024-25

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.

Strategy 1

CVMS is dedicated to supporting students' progress toward grade level proficiency across core subjects. We will fund software programs, teacher professional learning, and instructional supplies to support student mastery of core academic content standards, specifically for our most vulnerable populations; English Learners and Students w/ Disabilities.

Expenditures for books, supplies, software intervention, instructional materials, professional training, and literacy training include:

Brainpop LLC

Boom Learning

DeltaMath Solutions Inc.

Ed Puzzle, Inc.

Formative

Goguardian

Houghton Mifflin Harcourt

Learning A-Z, LLC

Screencastify, LLC

Lexia Learning Systems LLC

Aspire site licenses for every classroom teacher

Training licenses and materials for OG and Morphology program implementation

Updated hardware and software for Engineering and Media Arts

Strategy 2

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.

CVMS pays for 3 full-time English Language Development Assistants who support our Newcomer and ELD programs.

Program Effectiveness

All students in ELA from 24% meeting standard to 26% CAASPP

55% of all students make typical growth iReady 3 reading

59% of English Learners, are making typical growth on Diagnostic 3 Reading

61% for all students typical growth in math

65% of EL students making typical growth in Math.

Percentages as of iReady Diagnostic 2, 24-25 School Year

All students ELA typical growth - 55% on track

EL students ELA typical growth - 58% on track

All students math typical growth - 57% on track

EL students math typical growth - 58% on track

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

With the massive influx of English-Learner students and students brand new to the United States, CVMS hired 3 additional English Language Development Assistants to support our EL population.

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 this goal. Rather, we will continue rigorous staff training in Literacy, furthering our understanding of the Science of Reading through LETRS training, LETRS for Admin. training, Orton-Gillingham Comprehension training, Orton-Gillingham Morphology

training, Aspire training, and Barton training. Additionally, we will continue to establish stipends for teacher planning planning and collaboration to increase our growing success in mathematics.

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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

Goal 4

By June 2025, Cajon Valley Middle School will improve outcomes for students with disabilities by implementing targeted supports and interventions to increase academic achievement, reduce chronic absenteeism and suspension rates, and promote overall student engagement:

Increase the percentage of students with disabilities who meet or exceed the standard in CAASPP ELA from 6.06% to at least 8.06%.

Improve the average ELA performance level for students with disabilities from 132.3 points below standard to at least 130.0 points below standard on the California School Dashboard.

Increase the percentage of students with disabilities scoring in Tier 1 on the May/June i-Ready Diagnostic (Reading) from 2.47% to at least 4.47%.

Increase the percentage of students with disabilities who are on track to make typical growth on the i-Ready Reading Diagnostic from 43.37% to at least 45.37%.

Reduce the chronic absenteeism rate among students with disabilities by at least 2% from the current baseline (to be specified from most recent data).

Reduce the suspension rate among students with disabilities by at least 2% from the current baseline (to be specified from most recent data).

Improving these metrics by even modest margins requires sustained, focused effort and data-informed strategies. A 2% gain in each area represents meaningful progress toward closing achievement and engagement gaps while ensuring students with disabilities receive equitable support and opportunities for success per the strategies listed to achieve this LCAP Goal.

Identified Need

Our district has identified a pressing need to enhance support for students with disabilities, particularly in addressing chronic absenteeism, suspension rates, and academic performance in core subject areas such as English Language Arts (ELA) and Mathematics. Recent performance indicators underscore significant academic challenges. According to the 2024 California School Dashboard, students with disabilities scored 132.3 points below the standard in ELA, placing them in the Red performance level. Additionally, results from the May/June 2024 CAASPP ELA assessment show that only 6.06% of students with disabilities met or exceeded the standard, indicating persistent and widespread underachievement. Interim diagnostic data further supports this need. The May/June 2024 Diagnostic #3 (Reading) shows only 2.47% of students with disabilities performing in Tier 1, the benchmark for on-grade-level performance. Similarly, the Dec/Jan 2024 Diagnostic #2 reveals that only 43.37% of students with disabilities are on track to make typical growth, reflecting limited progress despite ongoing instruction. These data trends reflect systemic barriers that impede access to equitable academic outcomes for students with disabilities. Targeted

interventions and supports are critically needed to address learning gaps, promote regular attendance, reduce disciplinary exclusions, and improve achievement outcomes in alignment with the district's commitment to equity and student success, especially among English Learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) Students with Disabilities	2024 Accountability Dashboard (ELA) Students with Disabilities Red 132.3 points below standard	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points Students with Disabilities: 129.3 points below standard Orange
iReady Diagnostic Assessment Data (Reading) % of Students with Disabilities at Tier 1 on Diagnostic #3	May/June 2024 Diagnostic #3 (Reading) Students with Disabilities: 2.47% Tier 1	May/June 2026 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% Students with Disabilities: 4.47% at Tier 1
iReady Diagnostic Growth (ELA) % of students with disabilities "on track" to make "typical growth" D2	Dec/Jan 2024 Diagnostic #2 (Reading) Students with Disabilities: 43.37% "on track" to make "typical growth"	Dec/Jan 2026 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% Students with Disabilities: 45.37 % "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA Students with Disabilities: 6.06% Met or Exceeded Standard	May/June 2026 CAASPP ELA Increase % of students that met or exceeded standard by 2% Students with Disabilities: 8.06 % met or exceeded standard

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)

Students with disabilities.

Strategy/Activity

CVMS will allocate dedicated release time for collaboration between Educational Specialists and General Education Teachers, fostering cohesive teamwork to enhance student learning outcomes.

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)

3000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Planning and Collaboration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

To enhance the educational support for students with special needs, CVMS will provide paraprofessionals opportunities for professional learning and collaboration during the 24/25 academic year. This initiative aims to improve paraprofessionals' skills, foster peer collaboration, and ultimately contribute to better outcomes for students with 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)

2000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Paraprofessional Professional Learning

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Release time for collaboration for Ed Specialists and General Education Teachers

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2024-25

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.

Our SAI department and students have enjoyed overall positive results, especially in math, in student achievement. Expenditures for Tier I, II, and III teachers training in Literacy has yielded good RFEP numbers and promising ELA achievement data, considering the challenges we face in having such a high EL and newcomer population. Release time for teacher planning and collaboration with and among each other in the SAI department, as well as with and among general education staff who service SAI students in their classrooms, has also served as an effective strategy that we will continue to fund.

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

We may increase funding to teacher Literacy training and for teacher planning and collaboration, which will be found in the Goal 4 section when and if the changes are implemented.

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.

With our increased enrollment for the 24-25 school year, the District will provide at least one more SAI teacher to the site. Though this FTE will not come out of any categorical site monies, it may affect the money we allocate for teacher training, collaboration, and planning, which will be reflect

in Goal 4 of the 25-26 plan. The intended outcomes for SAI students is to raise their achievement in every area/metric by 2%.

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	\$688,758.00

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	\$508,432.00
Title I Parent Involvement	\$5,580.00

Subtotal of additional federal funds included for this school: \$514,012.00

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	\$174,746.00

Subtotal of state or local funds included for this school: \$174,746.00

Total of federal, state, and/or local funds for this school: \$688,758.00

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	\$174,746	0.00
S/C Carryover		
Title I	\$508,432	0.00
Title I Carryover		
Title I Parent Involvement	\$5,580	0.00
CSI Funding		

Expenditures by Funding Source

Funding Source	Amount
S/C	174,746.00
Title I	508,432.00
Title I Parent Involvement	5,580.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	401,010.00
2000-2999: Classified Personnel Salaries	252,000.00
4000-4999: Books And Supplies	22,002.00
5000-5999: Services And Other Operating Expenditures	12,746.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	123,000.00

2000-2999: Classified Personnel Salaries	S/C	19,000.00
4000-4999: Books And Supplies	S/C	20,000.00
5000-5999: Services And Other Operating Expenditures	S/C	12,746.00
1000-1999: Certificated Personnel Salaries	Title I	278,010.00
2000-2999: Classified Personnel Salaries	Title I	228,420.00
4000-4999: Books And Supplies	Title I	2,002.00
0001-0999: Unrestricted: Locally Defined	Title I Parent Involvement	1,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,580.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	234,756.00
Goal 2	323,000.00
Goal 3	126,002.00
Goal 4	5,000.00

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
David Geck	Principal
Stacey Isom	Classroom Teacher
Nada Baithoun	Other School Staff
Matthew Jones	Classroom Teacher
Gabriela Scheckel	Classroom Teacher
Rachel Conroy	Classroom Teacher
Leah Gross	Parent or Community Member
Tarina Sediqi	Parent or Community Member
Xander Eldred	Secondary Student
Magnus Valdez	Secondary Student
Wafa Alzubi	Parent or Community Member
Elijah Davis	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/29/25.

Attested:



Principal, David Geck on 5/29/25



SSC Chairperson, David Geck on 5/29/25