



The School Plan for Student Achievement

School: Carmel Valley Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-6117352
Principal: Victoria Kim
Date of this revision: 05/22/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on:

**A. School Site Information
Carmel Valley Middle School**

Vision Statement:

The Carmel Valley Middle School will meet the developmental needs of all our students through a creative and challenging environment, which encompasses the essential tenets of a middle school philosophy:

- Strong academics and high expectations
- A positive school climate
- Flexible scheduling to better meet student needs
- Curriculum that is integrated and exploratory
- Programs that foster health, wellness and safety
- Comprehensive guidance and support services
- Family and community partnerships

Mission Statement:

Our mission is to educate our students in a safe and challenging learning environment to become life-long learners who will be resourceful, responsible, and compassionate community members.

CARMEL VALLEY MIDDLE SCHOOL CORE VALUES: The pioneering spirit of Carmel Valley Middle School leads us to value...

STUDENT FOCUS: We provide a caring, student-centered community that encourages students to become well-rounded, responsible members of society.

ACADEMICS: We provide a challenging academic environment that empowers students to reach their potential, develop real-life applications, and embrace life-long learning.

PROFESSIONALISM: We are a professional staff that practices respectful interactions, shared decision-making, and continuous collaboration.

COMMUNICATION: We are committed to open, honest, and respectful communication among students, staff, parents, and community.

SAFE AND SECURE ENVIRONMENT: We provide an environment that is physically and emotionally safe and secure, one that fosters self-expression, respects individuality, and accepts diversity.

Principal's Message: Carmel Valley Middle School (CVMS) opened in 1999 and celebrates its 20th year of excellence in education. CVMS currently serves approximately 1,135 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our wellness goals focus on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 30 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborate on a regular basis using the formative process to inform instruction, reteach and individualized student needs. In 2003, 2009 and 2013 CVMS was named a California Distinguished School. This year, Carmel Valley Middle School was named a National Blue Ribbon School.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Carmel Valley Middle School implements a Single Plan for Student Achievement (SPSA) to set goals to increase student achievement and success overall. CVMS has a diverse population of learners with 45.02% White, 35.3% Asian, 10.84% Hispanic or Latino, 0.62% Black or African American, and 9.87% Two or More Races. The school also has 424 students of 1135 who speak a home language other than English, with 32 different languages represented, which accurately represents the diversity of the area.

The primary goal is to design and implement a school program that ensures each student's success in a standards-based core curriculum. Through the coordination of these services, we have an increased ability to provide additional services to any student needing them, while continuing to meet the special needs of identified students. Classroom teachers and support staff work together collaboratively to differentiate and integrate learning activities in order to address varied student-learning needs.

In addition, we have frequent staff development opportunities that provide training for staff in the areas of identified needs. We are continually striving to improve and tailor teaching and learning to meet the individual needs of all of our students. This includes regular Professional Learning Community (PLC) meeting time to review Essential Learning Outcomes, develop common formative assessments, analyze student work and data, identify students needing intervention, develop reteach and intervention plans, prioritize needs, and set learning/performance goals.

All of the services provided at Carmel Valley Middle School are coordinated for students through an inclusive process of collaborative planning and program design. This ensures that all students acquire the knowledge and skills of the standards-based core curriculum. All students engage in a high-quality, well-balanced standards-based core curriculum; yet, teachers acknowledge that students are at different developmental stages and that some may take longer to succeed and respond to different approaches. Consequently, curriculum and instructional practices are varied in order to address the academic, social, and personal needs of each student, including students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, and/or receiving special education services.

Additionally, students who need additional support are targeted for enrollment in a variety of academic support programs including before and after school tutoring, Math A and B Essentials classes, Bobcat Connections, Academic Power Hour, reteach opportunities through PAW and HIRE time, and online reteach opportunities using teacher developed lessons, videos or other teaching tools.

All students have access to English 7 and 8 Honors, and Integrated Math A and B Honors. Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test taken before entering 7th grade. 8th graders who successfully completed Integrated Math B Honors can take Integrated Math 1 Honors, a high school level course, on campus. All students are encouraged and eligible to participate in the numerous student clubs which offer academic enrichment and/or competition opportunities including Math League, Science Olympiad, Future Problem Solvers, Academic Quiz Bowl, the After School Theater Program, Odyssey of the Mind, Speech & Debate, and *Honors Band (*must qualify).

Students with exceptional needs are served by 504 Education Plans or Individual Education Plans. Carmel Valley offers support for special education students in the standards-based core curriculum by:

- 1) Teaming special educators with general education teachers in targeted general education classes.
- 2) All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating expectations for students with a disability.
- 3) Offering Special Education courses (Fundamentals) in the areas of Math and ELA as well as Reading intervention programs to specific students in need.
- 4) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
- 5) All teachers receive on-going training in strategies to assist special needs students.
- 6) Students with moderate to severe disabilities are enrolled in our Transitional Alternative Program (TAP) which focuses on functional academics and life skills.

Instructional practices which accelerate as well as remediate learning are employed in all classrooms. Instructional settings and practices are rich in experiences, technology, and materials that enhance the standards-based core curriculum. Educationally-disadvantaged students are provided with opportunities that allow learning time to be extended and all students who need additional support for academics are offered a variety of programs with varying levels of support. Many teachers are trained in "AVID" instructional strategies, which are infused throughout the curriculum. Students are recruited for enrollment in our College Readiness class, Math Skills class or Study Skills class based on academic, socio-emotional or behavioral factors. CVMS has extensive before, during and after school programs that are tailored to address individual learning needs as determined by a variety of both formative and summative assessment results. These opportunities include: a) Productive Academic Work (PAW) time - 30 minutes three days a week within 3rd or 4th period class b) Homework Intervention Reteach Enrichment (HIRE) time - 15 minutes attached to classes on

Thursday and Friday c) Academic Power Hour - after school tutoring offered two days a week d) peer tutoring, e) counseling programs to facilitate readiness to learn, and f) Math and general academic support electives.

Teachers respond to students' linguistic and cultural backgrounds by providing Specially Designed Academic Instruction in English (SDAIE) in designated sheltered and ELD courses and through integration in general ed classes. Sheltered and ELD courses provide all EL students with the district's standards-based core curriculum. English Learners have access to standards-based curriculum in ELD, sheltered science class, sheltered history class, and non-sheltered math courses. All teachers have CLAD/EL certification and some have received SDAIE training. District program specialists, along with a designated counselor, work closely with the CVMS EL teacher lead and teachers to ensure that EL students have access to services and support.

Differentiated curriculum is implemented to support heterogeneous grouping. This is accomplished by adjusting the standards-based core curriculum and instruction by using one or more of the following five dimensions: depth, compacting, complexity, novelty, or acceleration. This is a key component of the long term goal for full implementation of California State Standards and Next Generation Science Standards.

New teachers are provided professional development tailored to their specific needs, particularly in classroom management, student discipline and the teaching of students with diverse needs and skills. They also receive one-on-one support from a BTSA (Beginning Teacher Support and Assessment) mentor at the school site.

Training for parents includes how to help their children transition to and thrive in middle school, and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include the summer Parent Orientation, monthly Coffee with the Principal meetings which included two evening meetings this year, Parent Information Nights throughout the year based on needs as determined by parent and administrative collaboration, Parent Education Nights throughout the year, PTSA organization membership or board participation, School Site Council, School Site Safety Committee, English Learner Advisory Committee, District Special Education Task Force, District Safety and Wellness Committee, Site Wellness Committee, and a wide variety of volunteering opportunities. Training is provided by parents, staff and consultants.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

In 2017-18, students scored well above the state and county averages in both ELA and Math. 2018 CAASPP results show that 83.82% of 7th grade students Met or Exceeded Standards in ELA and 83.3% Met or Exceeded Standards in Math. Results for 8th grade students show, 86.07% Met or Exceeded Standards in ELA and 81.86% Met or Exceeded Standards in Math.

An analysis of multi-year CAASPP results for target student groups shows that the percentage of Students with Disabilities who Met/Exceeded standards decreased by 0.53% in ELA, which indicates most students scored similarly when compared to the prior year. Students with Disabilities demonstrated similar progress in Math where the percentage of students who Met/Exceeded standards decreased by 0.55% when compared to the previous year, which had seen significant growth from the year before. While our Students with Disabilities scored similarly to the previous year and continues to score significantly higher than the state average, there is still a recognized need to monitor and support this subgroup.

Past multi-year review of CELDT scores showed that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test was steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) was increasing (2015=6%, 2017=14%). This year marks the first year that our English Learners took the ELPAC instead of the

CELDT.

Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years.

The CAASPP scores show that the percent of English Learners who Met/Exceeded standards increased by 12.81% in ELA and decreased by 1.21% in Math. It is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress.

Traditionally, Reclassified Fluent English Proficient (RFEP) students score either similarly to their English Only (EO) peers on CAASPP assessments in ELA. In Math, until 2017, our RFEP students had historically outperformed their EO peers. 2018 CAASPP scores, however, show a return to the previous trend of RFEP students significantly outperforming their EO peers - this year by 8.63%.

In 2017-18, 9.3% of EL students at CVMS were redesignated as Fluent English Proficient, a percentage significantly lower than the previous year's of 22.5%. Again, because the EL student population changes significantly every year, this percentage is not a significant indicator of program efficacy. Continuing to offer and refine programs and services provided at CVMS to support English Learners is a priority.

For students in Special Education, additional data from those receiving reading intervention shows all students receiving targeted intervention through the Read 180 program in 2017-18 increased their lexile performance, some with significant gains. There is still a need for continued use of the reading intervention programs with students identified as scoring below grade level in reading.

The 2017-18 CAASPP scores and other performance data will serve as a baseline for the school moving forward with more consistent demographic and enrollment data. Multi-year CAASPP data shows steady and sustainable performance for all students from 2016 to 2018, with some fluctuations in our EL population. The scores from this subgroup tend to fluctuate, especially in ELA because there are different English Learner students tested from year to year. The overall steady performance rates indicate that the supports in place should continue to be provided to maintain or increase improvement in future years.

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective. Local attendance data reflects a chronic absenteeism (>10% absent rate) of 4.4% for all students. Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.

The 2019 Healthy Kids Survey was altered slightly this year in its administration due to the district's decision to have a different organization administer the tests. As a result of this change, only 7th graders were surveyed for the 2019 Healthy Kids Survey. 2018 results indicated 83% of 7th graders perceived school as very safe or safe, increased from last year's 77% of students who reported feeling safe at school. Only 73% of 7th graders perceived that there were caring adult relationships at school, while 90% of students last year felt there was an adult at school who cared about them. 79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2018 who felt like they were a part of the school. These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are part of the school.

Since CVMS is in declining enrollment due to the addition of a middle school in its boundary area, the demographics of the school has changed over the last three years.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

During the 2018-19 school year, the SSC worked with the Principal to review current goals, analyze and discuss school progress on goals, and then revise and develop goals for the school based on perceived student needs for 2019-20 at meetings on December 11, 2018, February 19, 2019 and May 13, 2019. School progress was also presented to staff at the all staff meeting on February 4, with instructions to PLC groups to further investigate the results to help discussion and decision on individual PLC goals. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on May 20, 2019.

The Principal collaborated with the Special Education Department Chairperson and the English Learner Lead teacher to incorporate goals specific to these subgroups into the plan. The 2018-19 School Site Council met on May 23, 2019 to approve the 2019-20 CVMS School Plan for Student Achievement.

**D. Summary of Progress Made on 2017-18 Goals
Carmel Valley Middle School**

School Goal 1

Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.

LCAP Priority Area:

State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access

Targeted Pupil Student Group(s):

All Students

A. Actual Measurable Outcomes:

On PLC Teacher Survey core subject teachers (excluding Science teachers who are implementing new curriculum):

- 100% of PLCs develop at least four common formative assessments
- 100% of PLCs administer at least four common formative assessments
- 100% of PLCs analyze and discuss student learning based on the common formative assessments
- 100% of teachers determine reteach/intervention strategies
- 75% of teachers take at least one Release Day for collaboration
- 100% of teachers report their PLC group making progress in 2019-20.

B. Summary of Progress:

Teachers collaboration time with use of the Late Start Days decreased this year with the addition of 3 all-staff meetings. Total collaboration time between teachers during Late Start Days was 16.5 hours. However, PLC groups also took Release Days for collaborative work throughout the year. Course-alike and/or department groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and they have created ELO's, common formative assessments, a timeline for implementation for the current school year, methods to analyze student data, and reteach/intervention strategies for students.

All PLC groups kept notes of meetings in a shared document to which members have access. Every staff member on campus is a part of a PLC including Math, English, Social Science, World Languages, PE, and Electives. The Science department did not take part in the traditional PLC process, but instead used the time to collaborate, discuss, debrief, and plan for NGSS implementation. Administrators walked around during PLC time to check in on groups and to support groups as needed.

PLCs continue to work on developing and administering common assessments and then analyzing and discussing student learning based on those common formative assessments. PLCs are in different places in terms of the measurable outcomes set for the PLCs, but all report to be making progress. All teachers collaborate on reteach/intervention strategies and at least 75% of teacher took at least one Release Day for collaboration.

The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and Math. In 2017-18, students scored well above the state and county averages in both ELA and Math and maintained over 80% of students scoring in the Standards Met/Exceeded range in both ELA and Math.

C. Relevance:

This goal has been partially met. Teacher collaboration continues to be offered where course alike teams meet to align practices, calibrate standards, design and implement common assessments, and increase innovative learning sills and student achievement. Teachers still need more training and practice in analyzing data and implementing reteach/intervention strategies for student learning.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Now that teachers have established PLC groups in each content area, for 2019-20, PLC groups will continue using the formative process to implement state content standards and assess student achievement for all subgroups. Targeted training for course-alike groups or departments will be implemented for analyzing data and reteach/intervention strategies. PLC groups will use data from CAASPP and climate surveys to help guide their work.

School Goal 2

Maintain current student achievement for all students and focus on increasing achievement in targeted student group areas.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 4: Pupil Performance, 7: Course Access

Targeted Pupil Student Group(s):

All students performing below grade level in ELA and math with focus on EL students, students in special education programs, and students in intervention/readiness classes.

A. Actual Measurable Outcomes:

SBAC results in ELA and Math, ELPAC data, D/F Lists

2018 CAASPP Results

All Students:

84.93% of all students scored in the Met or Exceeded range in ELA and 82.60% in Math which is a slight decline from the previous year's results.

Students with Disabilities

43.59% (-0.53%) scored in the Met or Exceeded range in ELA and 39.75% (-0.55%) in Math

English Learners:

34.43% (+12.81%) scored in the Met or Exceeded range in ELA and 62.29% (-1.22%) in Math

Economically Disadvantaged Students:

67.54% (+4.8%) scored in the Met or Exceeded range in ELA and 66.67% (+1.97%) in Math

Reclassified Fluent English Proficient (RFEP)

RFEP students outperformed their English Only peers on CAASPP assessments by 1.05% in ELA and 8.63% in Math.

CELDT

A past multi-year review of CELDT scores showed that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test was steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) was

B. Summary of Progress:

Overall CASSPP test scores indicate that Carmel Valley Middle School (CVMS) students continue to score significantly higher than the state average. Although target student groups mostly demonstrated progress on the CAASPP tests, results for Students with Disabilities and our English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards meeting grade level standards.

The percent of Students with Disabilities who Met/Exceeded standards decreased in ELA by 0.53% and in Math by 0.55%. A review of previous years' results with Students with Disabilities show us that results in this subgroup have been relatively consistent within the past four years. However, just as overall CVMS scores are significantly higher than the state average, this subgroup is no different. The overall percentage of 43.59% of Students with Disabilities meeting or exceeding standards in ELA is significantly higher than the state average of 11.94% in the same categories. In Math, 39.75% of CVMS's Students with Disabilities met or exceeded standards, significantly higher than the state average of 8.03% in the same categories.

We saw a significant increase of 12.81 % in ELA performance by our EL subgroup. With the same group, we saw a slight decline (1.22%) in Math. Again, it is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress.

Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years.

The D/F list was reviewed each grading period by counselors, administrators, and the I-

increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provided additional context to the decline in SBAC score for English Learners in ELA.

ELPAC

The ELPAC assessment for English Learners was given for the first time in Spring 2018. These scores will serve as a baseline to determine future measurable outcomes in determining EL progress. Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years.

Reclassification rate

In 2017-18, 9.3% of EL students at CVMS were redesignated as Fluent English Proficient, a significantly lower rate than the previous year's 22.5%. Again, because the EL student population changes significantly every year, this percentage is not a significant indicator of program efficacy or inefficacy.

Team. Counselors met with all students who had more than one D or F as indicated on their grade report. Counselors reached out to teachers and parents to discuss supports for specific students, and recommended interventions including Bobcat Connections, Math Skills class, Study Skills class, Academic Power Hour, reteach opportunities with teachers or specific subject tutoring by teachers. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or on an IEP, counselors worked with the EL Lead or special education case manager for supports.

C. Relevance:

This goal was partially met in that overall assessment scores showed students generally maintained achievement in ELA and mathematics. However, targeted subgroups continue to show an achievement gap that needs to be addressed.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Targeted intervention will focus on student groups who are scoring below the school average including students in the EL program, students in special education programs, and students who are economically disadvantaged.

School Goal 3

Increase the level of student connectedness and overall safety of pupils, staff and parents.

LCAP Priority Area:

State Priorities 1: Basic, 3: Parent Involvement, 5: Pupil Engagement, and 6: School Climate

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Attendance Data

Local attendance data reflects a chronic absenteeism (>10% absent rate) of 4.4% for all students. This represents an increase of 2.2% from the previous year.

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective.

The 2019 Healthy Kids Survey was altered slightly this year in its administration due to the district's decision to have a different organization administer the tests. As a result of this change, only 7th graders were surveyed for the 2019 Healthy Kids Survey. It is important to note that while we make comparisons with this year's data to last year's data, students completing this year's survey are not the same students as last year (as was typically the case with the previous survey since it was administered every two years); also, last year's survey included both 7th and 8th graders, while this year's survey only included 7th graders.

2019 results indicated 83% of 7th graders perceived school as very safe or safe ("How safe do you feel when you are at school?"), increasing from last year's 77% of students who reported feeling safe at school. 15% perceived school as neither safe nor unsafe; 2% perceived school as unsafe or very unsafe.

79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2017-18 who felt like they were a part of the school. These are positive indicators of student connectedness: 80% "agreed" or "strongly agreed" to feeling close to people at the school; 79% "agreed" or "strongly agreed" with being happy to be at the school; 72% "agreed"

B. Summary of Progress:

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective.

- Suspension and expulsion rates remain low
- CHKS survey results show positive indicators of student connectedness and sense of safety. However, positive student responses related to teacher connectedness decreased when compared to 2017 HKS results.

The current CVMS bell schedule incorporates time each week for students to receive more academic support as well as to allow for time for students to participate in activities during the school day. This time, called PAW, allows for students to participate in ASB activities such as Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, and the Talent Show without missing class time. There are about 30 clubs on campus that meet during lunch as well as Math League and Science Olympiad that offers opportunities for students to participate in extra-curricular activities. Through the local Boys & Girls Club, students also have an opportunity to participate in athletics with other students from CVMS. Academic Power Hour averages 25 students per session with two teachers and multiple high school volunteer tutors. Counselors push in to classes to directly address students about topics such as career interest and inventory, high school preparedness, planning for your future, and suicide awareness and prevention.

This year, the CVMS Wellness Committee committed to creating monthly wellness themes that included weekly challenges related to the theme. Examples of themes ranged from Gratitude, Kindness, and Understanding & Managing Your Emotions. Most weekly challenges were structured to allow students an opportunity to focus on "self" one week, "others" another week, and "community" the next week.

There have also been ongoing conversations in Cabinet and Department Chair meetings about student work balance and the opportunity for homework-free breaks.

The Safety committee which had representatives from the school community including an administrator, classified staff, certificated staff, and parents met bi-monthly to develop a comprehensive safety plan for the school. Teachers also used PAW time to review safety

or "strongly agreed" to feeling like they are a part of the school; 77% "agreed" or "strongly agreed" that teachers at the school treat students fairly; and 87% "agreed" or "strongly agreed" to feeling safe at school ('I feel safe in my school')."

The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are part of the school.

These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school by 5%.

Only 73% of 7th graders perceived that there were caring adult relationships at school, while 90% of students last year felt there was an adult at school who cared about them. 68% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who really cares about me"; 72% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who notices when I'm not there"; and 81% reported "pretty much true" or "very much true" that there is a teacher or some other adult who listens to me when I have something to say."

82% of 7th graders report high expectations from the adults at school. 81% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who tells me when I do a good job"; 87% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who always wants me to do my best"; and 79% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who believes that I will be a success."

85% of students reported feeling academically motivated: 95% "agreed" or "strongly agreed" that they try hard to make sure that they are good at their schoolwork; 69% "agreed" or "strongly agreed" with trying hard at school because they are interested in their work; 84% "agreed" or "strongly agreed" to working hard to try to understand new things at school; and 91% "agreed" or "strongly agreed" that they are always trying to do better in their schoolwork.

In the area of mental health, survey results show that 14% of 7th graders answered "yes" to the question, "During the past 12 months,

procedures with students and there were emergency drills conducted throughout the year for student safety.

Working with the PTSA, there were parent information sessions with evening parent education events covering various topics including Drug Trends and Social Media Awareness; Social Media, Gaming, and the Teen Brain; "Anxiety in Tweens and Teens"; "Technology & Teens"; "High School and Beyond", Wellness Night, and parent orientation for incoming 7th graders. Some were well attended with 150-200 parents some were not with only 20-30 parents. This year, we also included two evening sessions of "Cocoa with the Principal" so that working parents could also have an opportunity to attend this event (usually held in the morning). The district also provided some additional informational sessions for parents from "Self-Harm and Suicide" to Informational Sessions about NGSS.

There are multiple opportunities for parent volunteers from weekly opportunities in the office and at lunch to other school events such as Red Ribbon Week, Kindness Week, Wellness Week, Spirit Week, school dances, and promotion.

The increased effort to facilitate staff connectedness from 2017-18 continued during the 2018-19 school year with the continuation of the Staff Sunshine Committee who organized staff events both during and after school time, special staff recognition for birthdays, or gifts for staff needing support. There was also an increase of all staff meetings to allow for more opportunities for the whole staff to meet together not only for smoother, clearer, and consistent dissemination of information, but also to allow for the staff to bond together as a whole group. This year, we introduced the first Staff Wellness Day, where we dedicated a day for staff to learn wellness techniques and to experience services from wellness providers. They were also introduced to tips and ideas of healthy cooking and eating. Data collected from surveys of participants throughout the day showed that there was a significant decrease in staff stress levels and pain levels after each session (group and/or individual).

did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?" 10% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever seriously consider attempting suicide?"

Parents and Staff were also given the opportunity to complete the district LPAC survey but the results of the survey were not available at the time of writing this plan.

Discipline Data

Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.

C. Relevance:

This goal was partially met with student connectedness to school remaining about the same, parent connectedness continuing to be effective, and staff connectedness increasing.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

CVMS will continue this goal in 2019-20 to maintain the positive school climate and address areas of concern evident from survey results.

School Goal 4	
LCAP Priority Area:	
Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	B. Summary of Progress:
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 1
 Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.

LCAP Priority Area:
 State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access 8: Other Pupil Outcomes

Targeted Pupil Student Group(s):
 All students

<p>A. Rationale:</p> <p>Teachers will continue to work in their PLC groups and will use the formative process throughout the year to implement state content standards and assess student achievement. Reflection and discussion of the CAASPP performance results, particularly of the Students with Disabilities and English Learner subgroups. There are now ample technological resources on campus for student access which allows teachers to implement more use of technology in lessons.</p>	<p>B. Expected Measurable Outcomes:</p> <p>On PLC Teacher Survey core subject teachers (excluding Science teachers who are implementing new curriculum):</p> <ul style="list-style-type: none"> 100% of PLCs develop or include at least four common formative assessments 100% of PLCs analyze and discuss student learning based on the common formative assessments 100% of teachers determine reteach/intervention strategies 75% of teachers take at least one Release Day for collaboration 100% of PLCs review, analyze, and discuss data from CAASPP and CHKS to help inform PLC and/or department goals 100% of teachers report their PLC group making progress in 2019-20
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C. Strategy:

Administration will provide allotted time and supports for teachers to complete formative process cycle for all ELO's in the PLC groups with specific emphasis on analyzing student data and implementing reteach/intervention strategies. Administration will also provide opportunities for teachers to receive training in Universal Design for Learning, so that they can be equipped with the knowledge and tools to set up their classrooms and lessons for all students to be able to access and learn from. Teachers will be given release days as needed to collaborate as well, and support from PD opportunities and district support personnel will be used.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups utilize the formative process cycle in the 2019-20	a-g. Teachers, PLC groups	\$8,000.00 for teacher release days as	<ul style="list-style-type: none"> District PLC teacher 	a-g. Ongoing h. May 2020

	<p>school year on an on-going basis. PLC groups meet during Late Start Collaboration Days and release days as needed to:</p> <p>a. Review and evaluate alignment to state content standards, review and revise Essential Learning Outcomes.</p> <p>b. Review how they will address the ELO's through lessons and instruction.</p> <p>c. Review and revise common formative assessments that address specific ELO's and create a timeline for administering assessments (at least four throughout the year) to students.</p> <p>d. Administer common formative assessments to students on agreed upon timeline.</p> <p>e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning.</p> <p>f. Through analysis of data, identify students who need intervention or re-teach of subject matter.</p> <p>g. Determine and implement effective intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement.</p> <p>h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p> <p>i. Focus on specific strategies to help Students with Disabilities and English Learners.</p> <p>j. Consider using UDL framework to help identify and eliminate barriers to learning and increase student access to curriculum.</p>	h. Principal, teachers	needed Source: Site Formative/Achievement funds	<p>survey results</p> <ul style="list-style-type: none"> • Development of ELO's, CFA's and timelines • Participation documentation from on-going PLC meetings • PLC groups descriptions of intervention and re-teach methods. 	
2.	<p>Provide Professional Development opportunities on collaboration and implementation of state content standards and research based instructional practices.</p> <p>a. During staff meetings and Late Start days, provide Professional Development and support for PLC groups with specific emphasis on analyzing student data and implementing effective reteach/intervention strategies.</p> <p>b. Utilize district TOSAs for on-site PD related to state content standards implementation and assessment.</p>	a. Administrators, teachers b. Administrators, district TOSAs	\$3,300.00 for teacher release days and extra work hours as needed Source: Site Formative/Achievement funds	<ul style="list-style-type: none"> • Evidence of Professional Development implemented • Survey from PLC groups on needs for PD • Participation documentation from on-going PLC groups 	Ongoing

LCAP Goal:

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.
Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 2

Maintain or improve current student achievement for all students and focus on increasing achievement in targeted student group areas.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 3: Parental Involvement, 4: Pupil Performance, 7: Course Access

Targeted Pupil Student Group(s):

Students scoring below grade level, specific subgroups include English Learners, students in Special Education, and students in intervention/essentials classes.

A. Rationale:

2018 CAASPP Results

All Students:

84.93% of all students scored in the Met or Exceeded range in ELA and 82.60% in Math which is a slight decline from the previous year's results.

Students with Disabilities:

43.59% (-0.53%) scored in the Met or Exceeded range in ELA and 39.75% (-0.55%) in Math

English Learners:

34.43% (+12.81%) scored in the Met or Exceeded range in ELA and 62.29% (-1.22%) in Math

Economically Disadvantaged Students:

67.54% (+4.8%) scored in the Met or Exceeded range in ELA and 66.67% (+1.97%) in Math

Reclassified Fluent English Proficient (RFEP):

RFEP students outperformed their English Only peers on CAASPP assessments by 1.05% in ELA and 8.63% in Math.

CELDT

B. Expected Measurable Outcomes:

CAASPP data:

All students:

Maintain over 80% of all students scoring in the Standard Met/Exceeded range in ELA and Math

Target student groups; Students with Disabilities and English Learners:

Increase of 2% in the percentage of student in each target student group who score within the Standard Met/Exceeded range in ELA and Math

Decrease number of students on quarterly D/F list by 2% from the 1st Semester Progress Report to the Final 2nd Semester Progress Report.

A past multi-year review of CELDT scores showed that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test was steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) was increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provided additional context to the decline in SBAC score for English Learners in ELA.

ELPAC

The ELPAC assessment for English Learners was given for the first time in Spring 2018. These scores will serve as a baseline to determine future measurable outcomes in determining EL progress. Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years.

Reclassification rate

In 2017-18, 9.3% of EL students at CVMS were redesignated as Fluent English Proficient, a significantly lower rate than the previous year's 22.5%. Again, because the EL student population changes significantly every year, this percentage is not a significant indicator of program efficacy or inefficacy.

CVMS has experienced a decline in enrollment (approximately -27%) and a shift in student demographics with the opening of an additional district middle school within CVMS boundaries in 2015. Since 2017, our Socio-economically Disadvantaged student population grew from 3.5% to 6.2%. In order to effectively assess student achievement trends for target student groups, CVMS will use the 2018 CAASPP scores as a new baseline for measuring future growth in target student groups.

C. Strategy:

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Use SBAC assessment results in ELA and math to identify areas to revise or supplement curriculum. a. Utilize late start collaboration time and provide release days for teacher to meet as department/grade level teams to analyze pupil performance	Administrators, Teachers	none	CAASPP results	a. December 2019 b. Identify by December 2019, add/revise ongoing

	<p>data from SBAC results.</p> <p>b. Identify common standards that were not met and add/revise curriculum and instruction.</p>				
2.	<p>Continue to maintain a system to track effectiveness of interventions for students performing below grade level.</p> <p>a. iTeam (Counselors, Administrator, School Psychologist, Special Ed Dept Chair, Social Worker) meet weekly to review student data including grades, assessment results, teacher reports, attendance, and parent input to determine general education interventions and level of support needed.</p> <p>b. Use established criteria with counselors to identify students who could benefit from Academic Lab, Math Skills, or College Readiness (general education) classes - grade in Math and/or English, MDTP entrance test, SBAC score from 6th grade, parent or teacher reports, SRI lexile scores, GPA, I-Team recommendation.</p> <p>c. Counselors meet with each student on D/F list quarterly to identify issue(s) and communicate areas of need to parents and teachers.</p> <p>d. Counselor and/or support teacher will work with student to develop an action plan to address issues.</p> <p>e. Counselors and teachers will track meetings and team agreed upon interventions through the Intervention screen on Aeries.</p> <p>f. iTeam will communicate with families and support teachers related to effectiveness of identified interventions.</p>	<p>a. iTeam members, Assistant Principal</p> <p>b. Counselors</p> <p>c. Counselors</p> <p>d. Counselors, teachers</p> <p>e. Counselors, teachers</p> <p>f. iTeam members, Assistant Principal, counselors</p>	<p>\$75,000</p> <p>Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> • D/F list comparisons throughout year • SBAC • MDTP entrance tests • Progress of students in Math Skills and Study Skills, grades & assessments • Intervention records 	<p>Ongoing</p>
3.	<p>Support implementation of ELD standards to support EL students in ELA and math classes.</p> <p>a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum.</p> <p>b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.</p> <p>c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas.</p> <p>d. EL Lead meets with students to review Reclassification criteria and academic progress.</p>	<p>a. EL Lead, teachers</p> <p>b. EL Lead, administrators</p> <p>c. EL Lead, Sheltered subject area teachers</p>	<p>\$50,000</p> <p>Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> • Student ELPAC scores • Assessments given within EL classes • Student performance data including grades, assessments, and SBAC scores • District EL monitoring documents 	<p>a. September 2019</p> <p>b. September 2019, May 2020</p> <p>c. Ongoing</p>
4.	<p>For students with disabilities, increase access to general education curriculum while implementing targeted specific support for students such as the math support classes and team taught classes.</p>	<p>a. Special Education teachers, District Reading Intervention</p>	<p>none</p>	<ul style="list-style-type: none"> • SRI scores • Student 	<p>Ongoing</p>

	<p>a. Continue Reading Intervention programs for students scoring below grade level lexile with Read 180 Universal in Academic Support classes, English Fundamental classes, and TAP Reading Intervention class. Special Education teachers will continue training and support for these programs to implement in their classes.</p> <p>b. All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating expectations for students with a disability.</p> <p>c. Continue Math Fundamentals class, Team Taught Int Math A Essentials and Int Math B Essentials courses to support students below grade level in math.</p> <p>d. Designate at least one section of English to be Team Taught.</p>	<p>Coordinator</p> <p>b. Special Education teacher and support staff</p> <p>c. Special Education teacher, administration</p>		<p>progress in Essentials classes including assessments from math software used in classes</p>	
5.	<p>Help support the work of the general education teachers by ensuring a balance of numbers of students with disabilities in each class.</p>	<p>Counselors, Administrators</p>	<p>none</p>	<p>CAASPP results</p>	<p>Ongoing</p>

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3

Increase the level of student connectedness.

LCAP Priority Area:

State Priority 1:Basics, 3: Parental Involvement, 5: Pupil Engagement, 6: School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

Attendance Data

Local attendance data reflects a chronic absenteeism (>10% absent rate) of 4.4% for all students. This represents an increase of 2.2% from the previous year.

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective.

79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2017-18 who felt like they were a part of the school. These are positive indicators of student connectedness: 80% "agreed" or "strongly agreed" to feeling close to people at the school; 79% "agreed" or "strongly agreed" with being happy to be at the school; 72% "agreed" or "strongly agreed" to feeling like they are a part of the school; 77% "agreed" or "strongly agreed" that teachers at the school treat students fairly; and 87% "agreed" or "strongly agreed" to feeling safe at school ("I feel safe in my school")."

The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are part of the school.

These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school.

Only 73% of 7th graders perceived that there were caring adult relationships

B. Expected Measurable Outcomes:

Attendance Data

Reduce chronic absenteeism rate by 0.5%

CA Healthy Kids Survey results for 2020:

Increase number of students who feel there is an adult who cares about them by 5%.

Increase number of students who feel like there is an adult who believes they will be a success by 5%.

Increase number of students who feel like they are part of the school by 5%.

Establish baseline for staff & student connectedness and safety using climate surveys in Spring 2019.

at school, while 90% of students last year felt there was an adult at school who cared about them. 68% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who really cares about me"; 72% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who notices when I'm not there"; and 81% reported "pretty much true" or "very much true" that there is a teacher or some other adult who listens to me when I have something to say."

82% of 7th graders report high expectations from the adults at school. 81% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who tells me when I do a good job"; 87% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who always wants me to do my best"; and 79% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who believes that I will be a success."

85% of students reported feeling academically motivated: 95% "agreed" or "strongly agreed" that they try hard to make sure that they are good at their schoolwork; 69% "agreed" or "strongly agreed" with trying hard at school because they are interested in their work; 84% "agreed" or "strongly agreed" to working hard to try to understand new things at school; and 91% "agreed" or "strongly agreed" that they are always trying to do better in their schoolwork.

C. Strategy:

Focus on student opportunities for participation in school related activities both in and out of the classroom. Focus on strategies that teachers can employ on a regular basis that would increase student perception of teachers caring and believing in them. Establish a baseline through student and parent surveys for longitudinal comparison of perceived opinion of student and parent connectedness.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Continue current programs and implement additional programs to increase student connectedness with one another and staff.</p> <p>a. Administrators and counselors work with ASB to plan student activities throughout the year during PAW time, lunch and after school including Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, student dances, and movie nights.</p> <p>b. Utilize PAW time and other school related activities to allow for teachers and staff to make personal connections with students.</p> <p>c. Offer a variety of student-led clubs including academic, social, student-interest, and creative type clubs, and hold Club Day to encourage students to get involved in at least one activity on campus. Hold a second club day later in the year to encourage student participation.</p>	<p>a. Administrators, counselors, ASB advisor</p> <p>b. Teachers, Administrators</p> <p>c. Teachers as Club Advisers, ASB advisor, students</p> <p>d. Administrators, counselors, ASB advisor</p> <p>e. Administrators,</p>	<p>a-d. None</p> <p>e. \$2,285 LCAP funded Site Tutoring Funds; \$3,500 Site Budget Tutoring Funds</p> <p>f - i. none</p>	<ul style="list-style-type: none"> • Participation in student activities, number of activities • Data on number of clubs and extra curricular activities 	Ongoing

	<p>d. Administrators collaborate with counselors and ASB advisor to plan events and/or workshop relating to career exploration and planning for the future.</p> <p>e. Provide voluntary Academic Power Hour tutoring twice a week for students after school to support student success in classes with support from teachers and high school peer volunteers.</p> <p>f. Counselors meet individually with students who are at risk for feeling less connected to school such as students on the D/F list, students whose parents do not have a college degree, and others who have generated concerns from teachers or parents.</p> <p>g. Communicate with Boys & Girls Club on student activities after school which our students are involved in to foster a collaborative environment for student participation.</p> <p>h. Develop a Student Stand Out recognition system which recognizes and rewards students for going above and beyond in areas such as academically, emotional support, community service, extra-curricular activities, etc. Use ASB Bobcat Brag Cards and monthly recognition party as one means of recognition.</p> <p>i. Hold regularly scheduled Brown Bag Lunches with the Principal for students to have an avenue to express thoughts and ideas about school improvement.</p>	<p>teachers</p> <p>f. Counselors</p> <p>g. Administrators, school staff</p> <p>h. Administrators, school staff</p> <p>i. Administrators, ASB Adviser, teachers, school staff</p>		<p>offered for students</p> <ul style="list-style-type: none"> • Survey on student participation in clubs • Participation in Academic Power Hour • CHKS Survey Spring 2020 • Staff climate survey in Spring 2020 • Parent climate survey in Spring 2020 • D/F lists 	
2.	<p>Increase connectedness by encouraging participation of school activities and events.</p> <p>a. Encourage participation of lunchtime events for all students, especially 0 period and ISPE students who often leave campus at lunch by sending out an email to parents encouraging their student to stay on campus at lunch.</p> <p>b. Promote participation of after-school activities by encouraging teachers not to assign homework to be due or have tests the day after a major school activity.</p> <p>c. Wellness committee to continue to create and publicize monthly wellness themes with weekly challenges.</p>	<p>Administrators, counselors, and teachers, and Wellness Committee</p>	None	<ul style="list-style-type: none"> • Participation in student activities • Ticket sales • CHKS Survey Spring 2020 	Ongoing
3.	<p>Increase Parent Participation through various opportunities:</p> <p>a. Encourage parents to volunteer for school activities including Parent Orientation, dances, movie nights, Spirit Week activities, Science Olympiad and Math League, and other opportunities throughout the year.</p> <p>b. Host more family events on campus and/or opportunities for parents to be on campus, as a member of the Bobcat family and not just as a volunteer.</p>	<p>Administrators; PTSA</p>	None	<ul style="list-style-type: none"> • Number of Parent Information Nights • Attendance at Parent Information Nights 	Ongoing

				<ul style="list-style-type: none"> • Number of Parent Volunteers • Inclusion of Family events (one per semester) • Parent climate survey in Spring 2020 	
4.	<p>Communicate with School Community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community.</p> <p>a. Send a weekly email (eblast) through communication system to parents highlighting events and giving information about CVMS. Include a message from Principal or other staff members relevant to school connectedness or support of students each week.</p> <p>b. Include updates on school events and information on school website and social media pages.</p> <p>c. Hold Coffee with the Principal on a regular basis to update parents on school and community related events and issues; include evening opportunities for working parents to attend as well.</p> <p>d. Work with PTSA to offer relevant parent education opportunities; invite guest speakers to present to parents with any determined needs such as school safety, vape pen prevention and education, and suicide prevention information and protocol.</p> <p>d. Encourage communication with parents by teachers through update websites, email and other messages.</p>	Administrators and support staff; PTSA	None	<ul style="list-style-type: none"> • Weekly Eblasts sent • Website updates • List of topics discussed at Coffee with the Principal • LCAP survey data from parents 	Ongoing
5.	<p>Increase student connectedness with school as a means for building capacity of students' college and career readiness.</p> <p>a. Begin to connect students to school through early college and career readiness inventories with online career exploration programs and six year school plans.</p> <p>b. Hold annual Career Fair supported by counselors and parents for students to begin exploration of careers in our community.</p> <p>c. High School students present to students at an assembly on how to be successful in high school, opportunities to explore in high school both college prep and career technical prep, and how to prepare for the college admission process.</p> <p>d. Principals from high schools present to parents about programs at high school that lead to college and career readiness for students.</p>	<p>a. Counselors</p> <p>b - d. Counselors and Administrators</p>	None	<ul style="list-style-type: none"> • College and Career Inventory data • Six year plans developed • CHKS student Survey Spring 2020 	<p>a. By January 2020</p> <p>b. May 2020</p> <p>c. February 2020</p> <p>d. January 2020</p>

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 4

Increase the level and sense of overall safety of pupils, staff and parents.

LCAP Priority Area:

State Priority 3 Parental Involvement, 5 Pupil Engagement, 6: School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective. However, as we have observed nation-wide, we also see evidence of the increase of mental health issues at CVMS.

2018-19 results indicated 83% of 7th graders perceived school as very safe or safe ("How safe do you feel when you are at school?"), increasing from last year's 77% of students who reported feeling safe at school. 15% perceived school as neither safe nor unsafe; 2% perceived school as unsafe or very unsafe.

13% of 7th graders report have "mean rumors or lies" spread about them 2 or more times; 11% report having "sexual jokes, comments, or gestures" made at them 2 or more times; 14% report being made fun of 2 or more times because of their looks or the way they talk; and 16% report being made fun of, insulted, or called a name 2 or more times in the last 12 months.

5% of 7th graders report having been pushed, shoved, slapped, hit, or kicked 2 or more times by "someone who wasn't just kidding around"; 4% report being afraid of being beaten up 2 or more times; 2% report being threatened with harm or injury 2 or more times; 2% report having been in a physical fight 2 or more times; and 2% report being offered, sold, or given an illegal drug 2 or more times. 9% of 7th graders report having "mean rumors, lies, or hurtful pictures" spread about them online, on social media, or through a cell phone 2 more times in the last 12 months.

It is important to note that the survey was taken in March 2019, so it is possible that some students may have reported incidents that occurred

B. Expected Measurable Outcomes:

CA Healthy Kids Survey results for 2020:
Increase students' sense of safety by 3%.
Decrease number of students who have seriously considered attempting suicide by 3%.

Discipline Data
Suspension rate of >2% and an expulsion rate of 0%-0.5%

during their 6th grade experience. However, the school has included this data to be monitored as we continue to stress the importance of students feeling safe and valued on campus.

In the area of mental health, survey results show that 14% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?" 10% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever seriously consider attempting suicide?"

Discipline Data

Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Continue current programs and implement additional programs to increase student, staff, and parent wellness.</p> <p>a. Wellness Committee to continue to promote the importance of physical, mental, emotional, and psychological wellness by creating and implementing monthly wellness themes with weekly challenges.</p> <p>b. Utilize PAW time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally.</p> <p>d. Administrators collaborate with counselors and ASB advisor to conduct assemblies or SEL lessons based on student needs and safety such as Bullying Prevention, Anti-drug & alcohol, and Cybersafety.</p> <p>e. Administrators and Counselors to present Suicide Awareness and Prevention and School Resources to all students</p> <p>f. Continue having the Wellness Committee who will discuss and implement activities to increase student and staff wellness, including student-student, student-staff, and staff-staff connectedness.</p> <p>g. Conduct at least 5 lessons throughout the year using Second Step to increase student learning and education around social emotional competencies.</p> <p>h. Work with PTSA to promote wellness activities and education for parents.</p> <p>i. Continue to provide annual Wellness Fair for staff to promote and model the importance of self-care</p> <p>j. Continue having staff discussions about balance and consider implementation of campus-wide policy on homework-free nights and breaks (Major school activities and Thanksgiving break, Winter Break, Semester Break, Presidents' Weekend, & Spring Break)</p>	<p>a. Administrators, counselors, ASB advisor</p> <p>b. Teachers, Administrators</p> <p>c. Teachers as Club Advisers, ASB advisor, students</p> <p>d. Administrators, counselors, ASB advisor</p> <p>e. Administrators, teachers</p> <p>f. Counselors</p> <p>g. Administrators, school staff</p> <p>h. Administrators, school staff</p> <p>i. Administrators, ASB Adviser, teachers, school staff</p> <p>j. Administrators, Dept. Chairs, Faculty</p>	<p>ASB, Site, and PTSA funded \$3000 for assemblies \$2000 for Wellness Activities</p>	<ul style="list-style-type: none"> • CHKS Survey Spring 2020 • Staff climate survey in Spring 2020 • Parent climate survey in Spring 2020 • D/F lists 	<p>Ongoing</p>

2.	<p>Provide a comprehensive safety plan for students and staff.</p> <p>a. Develop school safety plan with safety committee comprised of administrators, classified and certificated staff, and parents. Coordinate with school resource officer for safety on campus and surrounding campus.</p> <p>b. Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan.</p> <p>c. Provide appropriate communication and support regarding school safety procedures for students and staff, and send updates during year to all staff through email and staff meetings.</p> <p>c. Use PAW time to review safety plan with students.</p> <p>d. Use email and voice notification system to communicate with school community any safety concerns, and use text message alert system with staff to communicate in emergency situations.</p> <p>e. Monitor implementation of a Digital Citizenship plan using Common Sense Media curriculum school-wide to educate students regarding online safety and appropriate use of digital media. Include presentation to students and parents regarding cybersafety annually.</p>	<p>a - b. Administrators, Safety Committee</p> <p>c - e. Administrators, School Community</p> <p>f. Administrators, teachers</p>	None	<ul style="list-style-type: none"> • Participation in Safety Drills throughout year • Feedback from Safety Committee • CHKS student survey in 2020 • Staff climate survey in Spring 2020 • Digital Citizenship plan developed and implemented 	Ongoing
3.	<p>Provide relevant education to parents to help promote safety of students:</p> <p>a. Incorporate Parent Information nights throughout year for student safety and information on such topics as bullying prevention, drug and alcohol awareness, suicide prevention and awareness, cybersafety, and supporting an independent teenager.</p>	Administrators, PTSA	\$1500 source PTSA	Parent feedback through LCAP survey	Ongoing

F. School Site Council Membership Carmel Valley Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Victoria Kim	X				
Renee Leslie		X			
Lori Meyer		X			
Dan Mai		X			
Elizabeth Engelberg		X			
Roberta Blank			X		
Ines Derrien					X
Julia Liu					X
Viplove Rahate					X
Josh Raysman				X	
Stephanie Van Vinkle				X	
Nesli Ciner				X	
Numbers of members of each category	1	4	1	3	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**Form G. Budget 2017-18
Carmel Valley Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$0
Site LCFF Supplemental Funding - Site Tutoring Funds	\$0
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$125,000
Title I Funds Does Not Apply	\$0.00
Total	\$125,000

**F. School Site Council Membership
Carmel Valley Middle School**

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Victoria Kim <i>[Signature]</i>	[X]	[]	[]	[]	[]
Renee Leslie <i>Lori</i>	[]	[X]	[]	[]	[]
Lori Meyer <i>Lori Meyer</i>	[]	[X]	[]	[]	[]
Dan Mai <i>[Signature]</i>	[]	[X]	[]	[]	[]
Elizabeth Engelberg <i>[Signature]</i>	[]	[X]	[]	[]	[]
Roberta Blank <i>[Signature]</i>	[]	[]	[X]	[]	[]
Ines Derrien	[]	[]	[]	[]	[X]
Julia Liu	[]	[]	[]	[]	[X]
Viplove Rahate <i>[Signature]</i>	[]	[]	[]	[]	[X]
Josh Raysman <i>[Signature]</i>	[]	[]	[]	[X]	[]
Stephanie Van Vinkle <i>S. Van Vinkle</i>	[]	[]	[]	[X]	[]
Nesli Ciner <i>[Signature]</i>	[]	[]	[]	[X]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
Numbers of members of each category	1	4	1	3	3

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

Susan Polizzotto (PTSA) [Signature]