

# The School Plan for Student Achievement

**School:** Graham Middle School  
**CDS Code:** 43-69591-6047989  
**District:** Mountain View Whisman School District  
**Principal:** Heidi Galassi  
**Revision Date:** November 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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 SPSA on December 9, 2021.**

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## School Vision and Mission

### Graham Middle School's Vision and Mission Statements

#### Vision:

Every student, family, staff and community member is engaged and committed to learning in a collaborative diverse and innovative partnership.

#### Mission Statement:

We inspire, prepare and empower every student.

#### Core Values:

Essential Elements: I Belong, Together We Can, Pursue Knowledge, Take Pride, Do No Harm

Take ownership of your learning because you are in charge of your education.

Take ownership of your actions because you are in charge of yourself.

## School Profile

Graham Middle School is located in Mountain View, a suburban community of 78,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in nine elementary schools and two middle schools. The school receives students from all elementary schools in the district, but the major feeder schools are Bubb, Huff, Landels, and Castro. Graham Middle School students represent the diversity of the city of Mountain View; preparing them for a successful transition to high school, college, and life.

### Goal 1: Academic Achievement - English Language Arts

By June 2022, there will be an increase from 70% to 73% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP.

#### Subgroup goals:

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 2% increase from 7% to 9%.

Socio-Economically Disadvantaged (SED): There will be a 6% increase from 39% to 45%.

English Only (EO): There will be a 1% increase from 85% to 86%.

#### Ethnicity Subgroups:

a. Asian: There will be a 1% increase from 89% to 90%.

b. Hispanic/Latino: There will be a 6% increase from 41% to 47%.

c. White: There will be a 1% increase from 88% to 89%.

### One year's growth goal: Reading

By June 2022, there will be a 4% increase from 65% to 69% in the number of students meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments.

#### Subgroup goals:

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 4% from 57% to 61%

Socio-Economically Disadvantaged (SED): There will be 5% from 52% to 57%

English Only (EO): There will be a 4% from 65% to 69%

#### Ethnicity Subgroups:

a. Asian: There will be a 2% from 77% to 79%

b. Hispanic/Latino: There will be a 4% from 57% to 61%

c. White: There will be a 3% from 68% to 71%

By June 2022, Graham Middle School school will meet or exceed the District's Annual Growth average of 57%

**Key Strategies:**

- A. Continue the use of common formative and summative assessments, and I-Ready diagnostics to drive instructional decisions to meet the need of all students
- B. Continue the implementation of the district pacing guide for English Language Arts with fidelity and purpose
- Q. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.
- C. Continue to provide RTI strategic interventions based upon I-Ready diagnostics to support students that have not met standards
- J. Implement Boldly Me during RtI classes to build student agency focusing on self-efficacy
- L. Use data from I-Ready diagnostics to create RTI and Study Skills sections in the master schedule
- D. Continue the implementation of SIOP features with fidelity and purpose, focusing on language/content objectives, student interactions, and gradual release/differentiation strategies and techniques
- E. Continue the implementation of the Co-Teaching model
- F. Provide co-teaching professional development
- G. Create student agency using student-centered strategies in the classroom by way of staff created rubric
- H. Provide professional development for teachers during weekly staff meetings to enhance student-centered strategies used in the classroom
- I. Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
- K. Book Study for Teachers using Rebound by Fisher, Frey, and Hattie
- M. Provide after school engagement activities for learning
- N. Provide after school FEV tutoring
- O. Provide after school support for students who are reading below grade level using Read Naturally Live
- P. Provide professional development to teachers for Read Naturally Live

**Goal 1: Academic Achievement -Mathematics**

By June 2022, there will be a 6% will increase from 62% to 68% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP.

**Subgroup goals:**

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 9% from 6% to 15%.

Socio-Economically Disadvantaged (SED): There will be a 7% increase from 25% to 32%.

English Only (EO): There will be a 1% increase from 85% to 86%.

**Ethnicity Subgroups:**

a. Asian: There will be a 1% increase from 85% to 86%.

b. Hispanic/Latino: There will be a 7% increase from 28% to 35%.

c. White: There will be a 1% increase from 86% to 87%.

**One year's growth goal: Math**

By June 2022, there will be a 6% decrease from 45% to 51% in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments.

**Subgroup goals:**

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 6% increase from 38% to 44%

Socio-Economically Disadvantaged (SED): There will be a 7% increase from 32% to 39%

English Only (EO): There will be a 5% increase from 47% to 52%

#### Ethnicity Subgroups:

- a. Asian: There will be a 4% increase from 60% to 64%
- b. Hispanic/Latino: There will be a 7% increase from 35% to 42%
- c. White: There will be a 5% increase from 47% to 52%

By June 2022, Graham Middle School school will meet or exceed the District's Annual Growth average of 57%

#### Mathematics Key Strategies:

- A. Use common benchmarks, formative and summative assessments, and I-Ready diagnostic data to drive instructional decisions, to meet the need of all students
- E. Continue to implement and monitor the math subjects pacing guide for essential standards within the math department with fidelity.
- P. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.
- L. Book Study for teachers using Catalyzing Change in Middle School Mathematics by NCTM
- G. Create student agency using student-centered strategies in the classroom
- K. Book Study for teachers using Rebound by Fisher, Frey, and Hattie
- I. Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
- H. Provide professional development for teachers during weekly staff meetings to enhance student-centered strategies used in the classroom
- I. Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
- L. Use data from I-Ready diagnostics to create math courses, RTI, and Study Skills sections in master schedule
- B. Provide RTI strategic interventions to support students growth and proficiency-based upon iReady diagnostic
- J. Implement Boldly Me during RtI classes to build student agency focusing on self-efficacy
- C. Continue to implement SIOP features with fidelity by utilizing instructional coaches and administration for professional development
- D. Continue to implement Co-Teaching with fidelity by providing professional development to gen ed and SpEd teachers
- F. Provide co-teaching professional development through conference
- M. Provide after school engagement activities
- N. Provide after school FEV tutoring
- O. Provide YUP online tutoring

#### Goal 3: Academic Achievement - English Language Learners

- 3.1 By June 2022, there will be a reduction in the number of students who are Long Term English Learners (LTEL) by 10%
- 3.2 By June 2022, there will be a reduction in the number of students who are at risk of becoming an LTEL by at least 1.
- 3.3 By June 2022, there will be a 4% increase in the number of RFEP students meeting/exceeding the standard in ELA from 63% to 67%.
- 3.4 By March 2022, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (13 out of 16 students).

#### Key Strategies:

- A. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms:
  - 1. Language Objectives
  - 2. Content Objectives
  - 3. Developing Key Vocabulary
  - 4. Frequent Opportunities for Student Interactions
  - 5. Building Background
  - 6. Lesson planning
- B. Provide I-Ready diagnostic driven RTI and Study Skills interventions for English Learners
- C. Support academic language development in all subject areas
- D. Provide regularly scheduled professional development for staff with coaches
- E. Provide regular paid professional development for general education teachers on EL strategies for engaging newcomers in the classroom given by our ELD teachers once a month
- F. Facilitate parent and student meetings by ELD level in order to inform stakeholder groups of ELPAC strategies and reclassification

3x between October and February

G. Professional development provided by district office for English 3D curriculum

#### Goal 4: Social Emotional Health and Wellness

By June 2022, there will be a 3-percentage point increase from 58% to 61% in the number of parents who agree or strongly agree that their students' social-emotional needs were met as measured by the LCAP/Climate Survey

By June 2022, there will be a 3--percentage point increase from 84% to 87% in the number of students who agreed or strongly agreed that they have an adult at school who cares about their success as measured by the LCAP/Climate Survey.

By June 2022, there will be a 3-percentage point increase from 48% to 51% in the number of teachers who agreed or strongly agreed that their school provides adequate support to teachers.

#### Key Strategies:

##### Parents:

1. Facilitate evening book study with parents
2. Facilitate regular Principal Coffees for updates and questions

##### Students:

1. School counselor facilitates one on one and small group counseling sessions during the school day
2. CHAC and Uplift interns provide individual and small group counseling and mental health support to students during the school day
3. Implementation of positive behavioral strategies, such as tickets, school store, and positive referrals
4. "The Lounge" hosted by the school counselor at lunchtime in order to provide students a safe, calm space to socialize
5. After school engagement activities with teachers to connect students to school
6. Teacher-led clubs and activities before school, during lunch, and after school

##### Staff:

1. Teacher appreciation days
2. Teacher appreciation tickets and school store

#### Goal 5: Inclusive and Welcoming Culture

By June 2022, there will be a 6% decrease in the percentage of students (43% to 37%) feeling disrespected by others at school, as measured by the School Climate Survey question.

By June 2022, the average daily attendance for the school year will increase from 96.9% to 97.2%.

By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 5.9% to 5.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard

#### Key Strategies

- A. Review and revise school-wide discipline process to include restorative practices and character education development
- B. Meet with school site leadership team twice a month to problem solve areas of instruction and cultural concern.
- C. Staff book study on restorative practices for school discipline (Hacking School Discipline)
- D. PBS school system and tickets for student agency with school store
- E. Implementation of Reset Room as alternative discipline for at-home suspensions
- F. Home visits for attendance with SCEF and ARIS
- G. Positive behavior plans for tardies and attendance for at-risk students
- H. Revisit Days at the end of the trimesters to create positive school culture using community building activities in home teams across grade levels.
- I. Welcome Days at the beginning of the school year were implemented using home teams across grade levels to a positive school culture using community-building activities that focus on student connection and strengths.
- J. Use Boldly Me Curriculum in selected classes
- K. Daily communication between family and school for our at-risk students from all members of our support staff, parents, and

teachers of the individual student

L. Lunch events hosted by our Student Government Classes: games and tournaments

M. Track data and analyze patterns in PowerSchool to implement interventions on a monthly basis by SCEF, ARISs, school counselor, and administration

N. Meet twice a month with the student Problem-Solving Team to brainstorm ideas to create a more welcoming and inclusive culture.

O. Create and vet a student 'Let's Talk' series for the education of school-based issues: suicide prevention, QSA, backgrounds, and cultures, etc.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Analysis of Current Instructional Program**

In conjunction with the needs assessments, the categories below 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**

#### **1. Use of state and local assessments to modify instruction and improve student achievement**

Graham Middle School is committed to providing all students with a high-quality education. Teachers use California State Standards to guide their instruction. The staff used the result of the iReady diagnostic and formative assessments to plan for this year's instruction and plan interventions for target students. In order to monitor students' progress, teachers administer common formative and summative assessments, and trimester district benchmark assessments to inform instructional decisions. Benchmark assessments assess writing, reading, and math skills and progress toward mastery of standards. Teachers in every content area meet weekly with their Grade Level, Content Department, or Job-alike teachers to plan common formative and summative assessments, analyze the data from those assessments and make instructional decisions based on the data.

Students, parents, and staff members received scores from Smarter Balanced Assessment Consortium (SBAC) tests, which are part of the California Assessment of Student Progress and Performance (CAASPP). The results of this assessment are used to identify areas of need and served as a starting point for this year's Single Plan for Student Achievement.

Both middle school have a cascading schedule. This schedule allows all students to take a least one elective throughout the school year, including Response to Instruction (RTI) classes for all students to provide intervention and enrichment opportunities in Math and English Language Arts. In addition, we are continuing our co-teaching classes in Math and English Language Arts. These implementations help align our school with our district strategic plan and support all students.

I-Ready diagnostic assessments in English language arts and math is completed once a trimester to drive our instructions and interventions.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers work in collaborative teams within a Professional Learning Community to develop common formative assessments. These assessments are designed to assess learning of key standards needed for growth and to address areas of need as indicated by curriculum assessments, district benchmark assessments, and state assessments. Teachers also collaborate in partnership with the other middle school in the district to develop assessments and pacing guides. Data from these assessments are used to measure student growth, analyze instructional practices, and create continuous improvement goals.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Graham Middle school has no misassigned teachers, no out of field teachers, and 5 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

Graham currently has four teachers that are participating in the teacher induction program, which is a partnership between the District and the Santa Cruz Silicon Valley New Teacher Project. This two-year program provides teachers with support and training in their new profession and allows them to obtain a Clear California Teaching Credential.

In addition to the New Teacher Program, all teachers receive support and guidance from administration, office staff, colleagues, and instructional coaches.

At the beginning of the year Mountain View Whisman School District provided all teachers professional development on differentiation. The coaches and administrators do weekly walk-throughs and provide feedback to teachers on what is going well in terms of differentiated learning and opportunities for growth.

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

Graham Middle School shares instructional coaches with Crittenden (the other middle school in our district.) They serve in mathematics, science, English Language Arts, and social studies to support collaboration teams, teachers' professional goals, site plan strategies, district initiatives, and classroom management.

The instructional coaches provide professional development during staff meetings as well as optional staff development opportunities after school. In addition, the school District provides professional development and coaching for SIOP, RTI, Co-teaching and other academic areas based on our district strategic plan.

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

At Graham Middle School, teachers have the opportunity to collaborate daily with job-alike colleagues due to an additional preparation period from the middle schools' new cascading schedule. All mathematics, science, social studies, language arts and special education teachers have common preparation time to assist in planning in instruction. Additional teacher collaboration occurs within grade level teams, content-area departments, release planning days, and staff meetings.



## Opportunity and Equal Educational Access

### 6. Services provided by the regular program that enable underperforming students to meet standards

At Graham Middle School, all students have the chance to be successful. In all of our classrooms, teachers use researched based instructional practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students that are struggling to attain grade level standards. In order to assist these students, teachers use resources from our district adopted curriculum and other researched based resources. We provide tutorial and intervention support, throughout the week for students who are struggling. We work collaboratively with our city partner "The Beat" to support student learning. Graham has a guidance counselor, two At-Risk Supervisors, and a School Community Engagement Facilitator who help identify students that are struggling and help coordinate resources to support students. We coordinate services with community partner agencies to support students educational and social emotional needs.

## Parental Involvement

### 7. Resources available from family, school, district, and community to assist under-achieving students

Graham offers multiple resources to our students and families to support under-achieving students and other students that qualify for services. We provide after school academic and recreation programs for students underperforming, before and after school enrichment programs, and counseling programs.

Teachers offer strategies and resources to support at-risk and under-achieving students' academic success. Graham's School Community Engagement Facilitator, At-Risk Coordinators, and Guidance Counselor help connect families with community agencies and is able to inform parents of the many opportunities that parents can be involved with their child's education.

### 8. 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)

Graham Middle School believes that parents are an essential component of the school community and success. Parents regularly participate in committees and events like School Site Council (SSC), English Language Advisory Committee (ELAC), PTA, Graham Performing Arts Association, Back to School Nights, Open House, and Parent Teacher Conferences, Welcome Week, Spring Fling, College and Career Day, graduation activities. Our staff communicates with parents regarding student successes and areas that need improvement.

## Funding

### 9. Services provided by categorical funds that enable underperforming students to meet standards

Graham Middle School is a district-funded school. While approximately 35% of families qualify for free or reduced lunch, Graham does not receive Title I funding. The majority of funds are allocated to Targeted Student Support and Site Discretionary categories, and each year our Site Council evaluates the progress of our students and works to allocate the funds to help underperforming students meet state standards. At Graham, this funding has been used to pay for after-school homework assistance, intervention, tutoring, and purchasing materials to support English Language Learners, Socioeconomically Disadvantaged students, and Foster Youth.

Each site has been allocated \$120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not roll over and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in the site's needs assessment including after-school learning support and social-emotional learning.

## **Description of Barriers and Related School Goals**

One of the major barriers is the changing community at Graham. Since 2010, Graham has grown from six hundred students to almost 900 students. We are serving more students that are in transition and foster youth. Another barrier is the continual change to our staffing. We lose teachers each year as they move to areas with more affordable housing. Hiring and retaining highly qualified teachers is challenging.

Graham Middle School saw a decrease in the number of Reclassified Fluent English Proficient students in both Mathematics and Language Arts on the 2019 California State Assessments. Our new school goals and key strategies are specific to RFEP students and English Language Learners to help them be more successful at school.

The effects of distance and hybrid learning have affected all students in some way. The re-entering of schools required multiple levels of increasing teacher and student agency amongst the backdrop of the pandemic. Our students need to learn how to reconnect to learning and relearn how to collaborate with others both academically and socially.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	291	293	293	286	288	282	286	288	282	98.3	98.3	96.2
Grade 7	293	283	293	287	281	284	287	281	284	98	99.3	96.9
Grade 8	270	296	301	261	288	291	261	288	291	96.7	97.3	96.7
All Grades	854	872	887	834	857	857	834	857	857	97.7	98.3	96.6

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2562.8	2568.4	2578.5	34.27	45.49	41.49	30.42	21.88	30.14	16.43	12.50	14.54	18.88	20.14	13.83
Grade 7	2590.3	2590.1	2594.4	37.63	33.81	42.61	27.87	33.10	24.30	18.12	16.37	14.08	16.38	16.73	19.01
Grade 8	2622.3	2609.7	2614.2	40.23	35.07	36.08	30.27	33.68	33.68	14.56	13.54	17.18	14.94	17.71	13.06
All Grades	N/A	N/A	N/A	37.29	38.16	40.02	29.50	29.52	29.40	16.43	14.12	15.29	16.79	18.20	15.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	37.41	47.22	42.91	40.91	29.17	38.30	21.68	23.61	18.79
Grade 7	43.90	41.99	44.37	35.19	33.45	33.45	20.91	24.56	22.18
Grade 8	48.28	45.49	48.11	34.87	32.99	31.62	16.86	21.53	20.27
All Grades	43.05	44.92	45.16	37.05	31.86	34.42	19.90	23.22	20.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.51	50.00	40.78	36.71	27.43	43.26	23.78	22.57	15.96
Grade 7	45.30	42.70	49.82	35.54	41.99	32.86	19.16	15.30	17.31
Grade 8	44.44	45.83	40.34	41.38	35.76	47.59	14.18	18.40	12.07
All Grades	43.05	46.21	43.63	37.77	35.01	41.29	19.18	18.79	15.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	31.12	30.56	30.50	56.64	54.17	57.80	12.24	15.28	11.70
Grade 7	26.83	19.57	28.87	56.45	64.06	53.17	16.72	16.37	17.96
Grade 8	35.63	33.68	26.80	55.17	52.78	60.48	9.20	13.54	12.71
All Grades	31.06	28.00	28.70	56.12	56.94	57.18	12.83	15.05	14.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	45.80	53.13	51.06	38.11	31.25	37.23	16.08	15.63	11.70
Grade 7	50.17	48.40	48.59	32.06	37.72	34.15	17.77	13.88	17.25
Grade 8	52.49	46.53	43.64	34.10	40.28	41.92	13.41	13.19	14.43
All Grades	49.40	49.36	47.72	34.77	36.41	37.81	15.83	14.24	14.47

**Conclusions based on this data:**

- Overall 1% increase in the number of students meeting or exceeding standards in ELA.
- 6th Grade - 8% increase in the number of students meeting or exceeding standards  
7th Grade - 2% decrease in the number of students meeting or exceeding standards  
8th Grade - 3% decrease in the number of students meeting or exceeding standards
- Each cohort group (6th to 7th and 7th to 8th) increased the number of students meeting or exceeding standards by from 2018 to 2019.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	291	293	293	290	290	288	290	289	288	99.7	99	98.3
Grade 7	294	283	293	293	283	289	293	283	289	99.7	100	98.6
Grade 8	270	296	301	266	294	296	266	294	296	98.5	99.3	98.3
All Grades	855	872	887	849	867	873	849	866	873	99.3	99.4	98.4

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2575.0	2577.3	2577.3	44.48	48.10	43.06	15.86	15.92	19.44	18.28	13.15	14.58	21.38	22.84	22.92
Grade 7	2611.8	2614.2	2595.1	55.29	50.53	45.33	11.60	17.67	18.34	11.60	15.19	10.03	21.50	16.61	26.30
Grade 8	2636.5	2629.4	2617.5	51.50	52.38	47.64	17.67	12.59	11.15	12.41	10.20	16.22	18.42	24.83	25.00
All Grades	N/A	N/A	N/A	50.41	50.35	45.36	14.96	15.36	16.27	14.13	12.82	13.63	20.49	21.48	24.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	49.83	52.60	52.43	22.49	19.03	20.83	27.68	28.37	26.74
Grade 7	59.04	57.24	48.79	13.99	19.79	21.80	26.96	22.97	29.41
Grade 8	58.27	54.08	50.34	20.30	18.03	19.59	21.43	27.89	30.07
All Grades	55.66	54.62	50.52	18.87	18.94	20.73	25.47	26.44	28.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	45.17	46.02	41.32	34.48	29.76	33.68	20.34	24.22	25.00
Grade 7	54.27	51.94	48.10	25.60	30.39	26.30	20.14	17.67	25.61
Grade 8	52.26	55.10	48.99	26.32	25.17	25.68	21.43	19.73	25.34
All Grades	50.53	51.04	46.16	28.86	28.41	28.52	20.61	20.55	25.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.07	49.48	40.28	36.55	24.57	36.81	21.38	25.95	22.92
Grade 7	52.90	48.06	47.06	31.40	37.10	31.49	15.70	14.84	21.45
Grade 8	53.76	51.36	47.30	31.20	28.91	33.11	15.04	19.73	19.59
All Grades	49.47	49.65	44.90	33.10	30.14	33.79	17.43	20.21	21.31

**Conclusions based on this data:**

1. Overall 4% decrease in the number of students meeting or exceeding standards in mathematics
2. 6th Grade - 2% decrease in the number of students meeting or exceeding standards  
7th Grade - 5% decrease in the number of students meeting or exceeding standards  
8th Grade - 7% decrease in the number of students meeting or exceeding standards
3. Cohort group 6th to 7th increased the number of students meeting or exceeding standards by 6% from 2018 to 2019.  
Cohort group 7th to 8th decreased the number of students meeting or exceeding standards by 3% from 2018 to 2019.

## School and Student Performance Data

### ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
6	22.64	39.62	18.87	18.87	53
7	8.70	34.78	30.43	26.09	23
8	8.70	17.39	30.43	43.48	23
All Grades	16.16	33.33	24.24	26.26	99

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
6	47.17	30.19	7.55	15.09	53
7	26.09	47.83	8.70	17.39	23
8	17.39	8.70	39.13	34.78	23
All Grades	35.35	29.29	15.15	20.20	99

Written Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
6	3.77	20.75	45.28	30.19	53
7	8.70	0.00	39.13	52.17	23
8	4.35	21.74	17.39	56.52	23
All Grades	5.05	16.16	37.37	41.41	99

Listening Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
6	22.64	54.72	22.64	53
7	26.09	60.87	13.04	23
8	47.83	43.48	8.70	23
All Grades	29.29	53.54	17.17	99

Speaking Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
6	9.43	24.53	66.04	53
7	13.04	17.39	69.57	23
8	34.78	39.13	26.09	23
All Grades	16.16	26.26	57.58	99

Reading Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
6	52.83	43.40	3.77	53
7	56.52	34.78	8.70	23
8	69.57	17.39	13.04	23
All Grades	57.58	35.35	7.07	99

Writing Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21

**Conclusions based on this data:**

1. Overall Language data shows that almost 50% of ELLs are at a Level 3 or 4.
2. Writing, Listening and Speaking have more ELLs at beginning levels.
3. Reading domain shows 57.6% of students are well developed.



## School and Student Performance Data

### iReady Diagnostic 3 Results

#### District Results

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	67%	20%	14%	
Ethnicity Subgroups				
Asian	91%	7%	2%	100%
Hispanic/Latino	34%	36%	30%	100%
White	80%	13%	6%	100%
Grand Total	67%	20%	14%	100%
Students with Disability (SWD)				
SWD	29%	25%	46%	100%
Not SWD	70%	20%	10%	100%
Grand Total	66%	21%	14%	100%
Socio-Economically Disadvantaged (SED)				
SED	30%	38%	32%	100%
Not SED	81%	13%	6%	100%
Grand Total	66%	21%	14%	100%
EL Status Subgroup Data				
EL	23%	40%	37%	100%
EO	79%	15%	6%	100%
IFEP	84%	14%	2%	100%
RFEP	61%	21%	18%	100%
Grand Total	66%	21%	14%	100%

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	71%	16%	13%	
Ethnicity Subgroups				
Asian	90%	7%	2%	100%
Hispanic/Latino	41%	29%	30%	100%

Reading - Diagnostic 3 (May 2021)				
White	84%	10%	6%	100%
Grand Total	71%	16%	13%	100%
Students with Disability (SWD)				
SWD	31%	25%	44%	100%
Not SWD	74%	16%	10%	100%
Grand Total	70%	17%	13%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	31%	32%	100%
Not SED	84%	11%	5%	100%
Grand Total	70%	17%	13%	100%
EL Status Subgroup Data				
EL	26%	34%	40%	100%
EO	83%	12%	5%	100%
IFEP	88%	10%	2%	100%
RFEP	65%	18%	17%	100%
Grand Total	70%	17%	13%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
Grand Total	47%	53%
Students with Disability (SWD)	Met	Not Met
SWD	36%	64%
Socio-Economically Disadvantaged (SED)	Met	Not Met

<b>SED</b>	36%	64%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	31%	69%
<b>EO</b>	50%	50%
<b>IFEP</b>	50%	50%
<b>RFEP</b>	51%	49%
<b>Grand Total</b>	47%	53%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
<b>Asian</b>	59%	41%
<b>Hispanic/Latino</b>	36%	64%
<b>White</b>	49%	51%
<b>Grand Total</b>	48%	52%

<b>iReady Diagnostic 3 Reading 2020-21</b>	<b>Annual Typical Growth (Students meeting their yearly growth targets)</b>	
<b>Grade Level</b>	<b>Met</b>	<b>Not Met</b>
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
<b>Grand Total</b>	56%	44%
<b>Students with Disability (SWD)</b>	<b>Met</b>	<b>Not Met</b>
<b>SWD</b>	44%	56%
<b>Socio-Economically Disadvantaged (SED)</b>	<b>Met</b>	<b>Not Met</b>
<b>SED</b>	44%	56%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	38%	62%
<b>EO</b>	60%	40%
<b>IFEP</b>	55%	45%

<b>RFEP</b>	63%	37%
<b>Grand Total</b>	56%	44%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
<b>Asian</b>	65%	35%
<b>Hispanic/Latino</b>	45%	55%
<b>White</b>	62%	38%
<b>Grand Total</b>	57%	43%

**Graham Middle School**

<b>Math - Diagnostic 3 (May 2021)</b>				
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Grand Total</b>
<b>Math Diagnostic 3 Overall</b>	59%	16%	25%	
<b>Ethnicity Subgroups</b>				
<b>Asian</b>	88%	6%	6%	100%
<b>Hispanic/Latino</b>	27%	25%	48%	100%
<b>White</b>	78%	11%	11%	100%
<b>Grand Total</b>	59%	16%	25%	100%
<b>Students with Disability (SWD)</b>				
<b>SWD</b>	11%	9%	79%	100%
<b>Not SWD</b>	64%	17%	18%	100%
<b>Grand Total</b>	59%	16%	25%	100%
<b>Socio-Economically Disadvantaged (SED)</b>				
<b>SED</b>	24%	26%	50%	100%
<b>Not SED</b>	76%	12%	12%	100%
<b>Grand Total</b>	59%	16%	25%	100%
<b>EL Status Subgroup Data</b>				
<b>EL</b>	5%	15%	80%	100%
<b>EO</b>	75%	13%	12%	100%
<b>IFEP</b>	87%	6%	6%	100%
<b>RFEP</b>	46%	25%	29%	100%
<b>Grand Total</b>	59%	16%	25%	100%

**Reading - Diagnostic 3 (May 2021)**

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	64%	12%	24%	
Ethnicity Subgroups				
Asian	87%	7%	6%	100%
Hispanic/Latino	32%	21%	47%	100%
White	85%	6%	9%	100%
Grand Total	64%	12%	24%	100%
Students with Disability (SWD)				
SWD	13%	14%	74%	100%
Not SWD	68%	13%	19%	100%
Grand Total	63%	13%	24%	100%
Socio-Economically Disadvantaged (SED)				
SED	29%	19%	52%	100%
Not SED	80%	10%	11%	100%
Grand Total	63%	13%	24%	100%
EL Status Subgroup Data				
EL	4%	8%	88%	100%
EO	79%	10%	10%	100%
IFEP	88%	6%	6%	100%
RFEP	52%	20%	28%	100%
Grand Total	63%	13%	24%	100%
iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)			
Grade Level	Met		Not Met	
0				
1				
2				
3				
4				
5				
6	45%		55%	
7	49%		51%	
8	40%		60%	

Reading - Diagnostic 3 (May 2021)		
Grand Total	45%	55%
Students with Disability (SWD)	Met	Not Met
SWD	38%	62%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	32%	68%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	47%	53%
IFEP	49%	51%
RFEP	44%	56%
Grand Total	45%	55%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	60%	40%
Hispanic/Latino	35%	65%
White	47%	53%
Grand Total	45%	55%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0		
1		
2		
3		
4		
5		
6	64%	36%
7	69%	31%
8	63%	37%
Grand Total	65%	35%
Students with Disability (SWD)	Met	Not Met
SWD	57%	43%
Socio-Economically Disadvantaged (SED)	Met	Not Met

<b>SED</b>	52%	48%
<b>EL Status Subgroup Data</b>	<b>Met</b>	<b>Not Met</b>
<b>EL</b>	49%	51%
<b>EO</b>	65%	35%
<b>IFEP</b>	69%	31%
<b>RFEP</b>	68%	32%
<b>Grand Total</b>	65%	35%
<b>Ethnicity Subgroup Annual Typical Growth Data</b>	<b>Met</b>	<b>Not Met</b>
<b>Asian</b>	77%	23%
<b>Hispanic/Latino</b>	57%	43%
<b>White</b>	68%	32%
<b>Grand Total</b>	66%	34%

**Conclusions based on this data:**

1. Our students with EL designation made the least growth in math and reading with respect to meeting their annual typical growth.
2. Our RFEP students made growth in both reading and both that compares with our EO students.
3. Our math iReady scores, in general, are lower than the district average of 57%

**Planned Improvements in Student Performance**

**School Goal #1**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 1: Academic Achievement - English Language Arts</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.



<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 1: Academic Achievement - English Language Arts</b> <ul style="list-style-type: none"><li>• School Goal 1.a - CAASPP Goal</li><li>• School Goal 1.b - One Year’s Growth Goal</li></ul>

By June 2022, there will be an increase from 70% to 73% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP.

Subgroup goals:

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 2% increase from 7% to 9%.

Socio-Economically Disadvantaged (SED): There will be a 6% increase from 39% to 45%.

English Only (EO): There will be a 1% increase from 85% to 86%.

Ethnicity Subgroups:

a. Asian: There will be a 1% increase from 89% to 90%.

b. Hispanic/Latino: There will be a 6% increase from 41% to 47%.

c. White: There will be a 1% increase from 88% to 89%.

One year's growth goal: Reading

By June 2022, there will be a 4% increase from 65% to 69% in the number of students meeting their yearly growth targets in reading as measured by the iReady diagnostic assessments.

Subgroup goals:

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 4% from 57% to 61%

Socio-Economically Disadvantaged (SED): There will be 5% from 52% to 57%

English Only (EO): There will be a 4% from 65% to 69%

Ethnicity Subgroups:

a. Asian: There will be a 2% from 77% to 79%

b. Hispanic/Latino: There will be a 4% from 57% to 61%

c. White: There will be a 3% from 68% to 71%

By June 2022, Graham Middle School school will meet or exceed the District's Annual Growth average of 57%

Key Strategies:

A. Continue the use of common formative and summative assessments, and I-Ready diagnostics to drive instructional decisions to meet the need of all students

B. Continue the implementation of the district pacing guide for English Language Arts with fidelity and purpose

Q. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.

C. Continue to provide RTI strategic interventions based upon I-Ready diagnostics to support students that have not met standards

J. Implement Boldly Me during RtI classes to build student agency focusing on self-efficacy

L. Use data from I-Ready diagnostics to create RTI and Study Skills sections in the master schedule

D. Continue the implementation of SIOP features with fidelity and purpose, focusing on language/content objectives, student interactions, and gradual release/differentiation strategies and techniques

<b>Data Used to Form this Goal:</b>
California Assessment of Student Progress and Performance District Assessments (benchmarks and writing) I-Ready diagnostics Administrative observations
<b>Findings from the Analysis of this Data:</b>
This goal was not met in the 18/19 school year. The number (percentage) remained the same at 69%
<b>How the School will Evaluate the Progress of this Goal:</b>
Administrators and instructional coaches provide weekly feedback to teachers based upon regularly schedule classroom walk-throughs Analyze benchmark and I-Ready diagnostic data Monitor progress of targeted students Administrators attend department, PLC, and grade level meetings with regularity Administrators check in with ELA department lead at the site leadership meetings Administrators meet with instructional coaches to discuss implementation of site and district initiatives and plan next steps Job-alike teachers provide weekly input on PLC data protocol form (administrators review and provide input) Implement trimester check-ins with ELA department on the implementation of the ELA Pacing Guide (three per year)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement the pacing guide for 6, 7, and 8 grade and make adjustments as needed.	September - May 2022	Principals, Teachers, Instructional Coaches	No cost to site			
RTI: Provide professional development to teachers in I-Ready to drive instructional practice and RtI strategic gap filling	August-November	Principals, Teachers, Instructional Coaches	teacher time for after or before school meetings	1000-1999: Certificated Personnel Salaries	TSSP	2000
RTI: Administer diagnostic test to all students in ELA classes every 3 times per year, and analyze data and adjust instruction.	September, December, and March	Teachers	No cost to site			
Purchase technology to supplement instruction and build soft skills such as collaboration, problem solving,	August - June	Teachers	Padlet, NewsELA, BrainPop	5000-5999: Services And Other Operating Expenditures	School Allocation	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and background information.						
Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. Continued Professional Learning throughout the year during staff meetings and site staff development days.	August - June	Principals, Teachers, Instructional Coaches	No cost to site			
Implementation of 4 features in SIOP Instruction: (1) Language / Content Objectives (2) Developing key vocabulary (3) Opportunities for student interactions (4) Building Background (5) Lesson Planning	September - June	Teachers	No cost to site			
Conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP and student-centered classrooms	September - May	Principals and Instructional Coaches	No cost to site			
Provide professional development to teachers in Co-Teaching with respect to planning and instruction before and after school	August - June	Principals and Special Education Coordinators	Teacher time after or before school	1000-1999: Certificated Personnel Salaries	TSSP	5000
			Conference in the spring	5000-5999: Services And Other Operating Expenditures	TSSP	4000
Conduct frequent walk-throughs and provide feedback and coaching to teachers on Co-Teaching to increase skill set and instructional moves	September - May	Principals and Special Education Coordinators	No cost to site			
Implement new or revised action steps based on the review of data throughout the year	Throughout the school year	Principals and Teachers	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure students have access to school materials and supplies for classroom instruction	August - June	Principals	Student access to materials and supplies	4000-4999: Books And Supplies	School Allocation	15,000
Implement Boldly Me in RtI classrooms to build self-efficacy in our students. Analyze data to consider full implementation for the 2022-23 school year.	August - June	Principals, RtI teachers, instructional coaches, Director of Health and Wellness	No cost to site. Provided free from county.			
Use the Rebound Book for book study and professional development for teachers to increase student agency which leads to more student-centered activities, engagement, and ownership of learning.	August - June	Teachers, instructional coaches, admin	Books	4000-4999: Books And Supplies	Program 201	1,500
Provide after-school engagement activities in heterogeneous groups where students are completing hands-on activities such as creating graphic novels.	October - May	Teachers	teacher time with students rate	1000-1999: Certificated Personnel Salaries	Program 201	5000
			supplies for engagement projects	4000-4999: Books And Supplies	Program 201	5000
Provide online tutoring for students through FEV and Paper as part of recovery plan	October - May	Teachers	no cost to site - district funded			
Provide extra reading support for struggling readers using Read Naturally program after school in small groups 3-5x a week	October - May	Teachers	Professional Development for teachers using reading curriculum (Read Naturally)	1000-1999: Certificated Personnel Salaries	Program 201	1500
			Teacher time with students rate	1000-1999: Certificated Personnel Salaries	Program 201	8,000

**Planned Improvements in Student Performance**

**School Goal #2**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 2: Academic Achievement - Math</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 2: Academic Achievement - Math</b> <ul style="list-style-type: none"><li>● School Goal 2.a - CAASPP Goal</li><li>● School Goal 2.b - One Year’s Growth Goal</li></ul>

By June 2022, there will be a 6% will increase from 62% to 68% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP.

Subgroup goals:

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 9% from 6% to 15%.

Socio-Economically Disadvantaged (SED): There will be a 7% increase from 25% to 32%.

English Only (EO): There will be a 1% increase from 85% to 86%.

Ethnicity Subgroups:

a. Asian: There will be a 1% increase from 85% to 86%.

b. Hispanic/Latino: There will be a 7% increase from 28% to 35%.

c. White: There will be a 1% increase from 86% to 87%.

One year's growth goal: Math

By June 2022, there will be a 6% decrease from 45% to 51% in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments.

Subgroup goals:

By June 2022, all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 6% increase from 38% to 44%

Socio-Economically Disadvantaged (SED): There will be a 7% increase from 32% to 39%

English Only (EO): There will be a 5% increase from 47% to 52%

Ethnicity Subgroups:

a. Asian: There will be a 4% increase from 60% to 64%

b. Hispanic/Latino: There will be a 7% increase from 35% to 42%

c. White: There will be a 5% increase from 47% to 52%

By June 2022, Graham Middle School school will meet or exceed the District's Annual Growth average of 57%

Mathematics Key Strategies:

A. Use common benchmarks, formative and summative assessments, and I-Ready diagnostic data to drive instructional decisions, to meet the need of all students

E. Continue to implement and monitor the math subjects pacing guide for essential standards within the math department with fidelity.

P. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.

L. Book Study for teachers using Catalyzing Change in Middle School Mathematics by NCTM

G. Create student agency using student-centered strategies in the classroom

K. Book Study for teachers using Rebound by Fisher, Frey, and Hattie

I. Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms

H. Provide professional development for teachers during weekly staff meetings to enhance student-centered strategies used in the classroom

I. Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms

L. Use data from I-Ready diagnostics to create math courses, RTI, and Study Skills sections in master schedule

B. Provide RTI strategic interventions to support students growth and proficiency-based upon iReady diagnostic

J. Implement Boldly Me during Rtl classes to build student agency focusing on self-efficacy



<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress (CAASPP) I-Ready diagnostics District assessments Eureka module assessments End of year assessments Administration observations
<b>Findings from the Analysis of this Data:</b>
This goal was not met in the 2018 - 2019 school year. However, there was an increase of 1 percent in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
Administrators and instructional coaches provide weekly feedback to teachers based upon regularly scheduled SIOP classroom walk throughs Disaggregate I-Ready diagnostic data to inform teachers and properly schedule RTI classes Analyze iReady data Monitor progress of targeted students Administrators attend department/PLC/grade level meetings with regularity Administrators check in with Math department lead at the lead meetings with regularity Administrators meet with instructional coaches to discuss implementation of site and district initiatives and plan next steps Monitor math sections for pacing guide implementation and adjustment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase technology to use as supplemental curriculum for scaffolding and skill practice	August - June	Teachers	Desmos, Delta Math, and EdPuzzle	5000-5999: Services And Other Operating Expenditures	Donations - General	10000
RTI: Administer diagnostic test to all students 3 times per school year, analyze data after each test administration and make instructional adjustments as necessary.	August, December and May	Teachers	No cost to site			
Provide Professional Development for instructional planning, differentiation, and student-centered classroom strategies during weekly	September - May	Administration, instructional coaches, and teachers	no cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
staff meetings						
Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. Continued Professional Learning throughout the year during staff meetings and site staff development days.	August - June	Principals, teachers, and Instructional Coaches	No cost to site			
Implementation of 4 features in SIOP Instruction: (1) Language / Content Objectives (2) Developing key vocabulary (3) Opportunities for student interactions (4) Building Background (5) Lesson Planning	August - June	Teachers	No cost to site			
Conduct weekly walk-throughs and provide feedback to teachers on SIOP and student-centered classrooms on a weekly basis to grow skill sets of teaching staff	September - May		No cost to site			
Create Book Study for teachers using Catalyzing Change in Middle School Mathematics by NCTM during department meetings	March - May		book for admin and math dept	4000-4999: Books And Supplies	TSSP	800
Provide professional development to teachers in Co-Teaching before and after school to enrich the collaboration and planning for staff	August	Administrators and Special Education Coordinators	teacher time without students	1000-1999: Certificated Personnel Salaries	TSSP	5000
			conference in May	5000-5999: Services And Other Operating Expenditures	TSSP	3000
Conduct frequent walk-throughs and provide feedback to teachers on Co-teaching so increase skills of teaching staff	September - May	Principals, Coaches, and Special Education Coordinators	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure students have access to school materials and supplies for classroom instruction	August - June	Principals and Teachers	Student access to materials and resources	4000-4999: Books And Supplies	School Allocation	15,000
Provide after school engagement activities related to math concepts in a project-based environment in order for students to reconnect with learning and school using hands-on activities such as baking with perimeters, area, volume, and fractions	October - June	Teachers	Teacher time with students rate	1000-1999: Certificated Personnel Salaries	Program 201	5000
			Supplies for engagement activities	4000-4999: Books And Supplies	Program 201	5000
Provide online tutoring after school through FEV as part of recovery plan	October - June	Teachers	no cost to site - district paid			
Provide online support through YUP tutoring program	October - June	teachers	no cost to site - district paid			
Implement new or revised action steps based on the review of data throughout the year	August - June	Principals and Teachers	No cost to site			

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 3 - Academic Achievement - English Language Learners</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 3: Academic Achievement - English Language Learners</b> <ul style="list-style-type: none"><li>● School Goal 3.a - LTEL/At-Risk Goal</li><li>● School Goal 3.b - RFEP Goal</li><li>● School Goal 3.c - ELPAC Goal</li></ul>
<p>3.1 By June 2022, there will be a reduction in the number of students who are Long Term English Learners (LTEL) by 10%</p> <p>3.2 By June 2022, there will be a reduction in the number of students who are at risk of becoming an LTEL by at least 1.</p> <p>3.3 By June 2022, there will be a 4% increase in the number of RFEP students meeting/exceeding the standard in ELA from 63% to 67%.</p> <p>3.4 By March 2022, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (13 out of 16 students).</p> <p>Key Strategies:</p> <p>A. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms:</p> <p>1. Language Objectives 2. Content Objectives 3. Developing Key Vocabulary 4. Frequent Opportunities for Student Interactions 5. Building Background. 6. Lesson planning</p> <p>B. Provide I-Ready diagnostic driven RTI and Study Skills interventions for English Learners</p> <p>C. Support academic language development in all subject areas</p> <p>D. Provide regularly scheduled professional development for staff with coaches</p> <p>E. Provide regular paid professional development for general education teachers on EL strategies for engaging newcomers in the classroom given by our ELD teachers once a month</p> <p>F. Facilitate parent and student meetings by ELD level in order to inform stakeholder groups of ELPAC strategies and reclassification 3x between October and February</p> <p>G. Professional development provided by district office for English 3D curriculum</p>

<b>Data Used to Form this Goal:</b>
California Assessment of Student Performance and Progress I-Ready Diagnostic Assessments Reclassification Rates Long Term English Learner Percentage Rates
<b>Findings from the Analysis of this Data:</b>
This goal was met for the 2018-19 school year, with 8 students reclassified (51 to 43 students).
<b>How the School will Evaluate the Progress of this Goal:</b>
California Assessment of Student Performance and Progress Performance on I-Ready Diagnostic Assessments English Learner Progress Monitoring Curriculum Embedded Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. Continued Professional Learning throughout the year during staff meetings and site staff development days.	August - June	Principals, Teachers, and Instructional Coaches	No cost to site			
Implementation of 4 features in SIOP Instruction: (1) Language / Content Objectives (2) Developing key vocabulary (3) Opportunities for student interactions (4) Building Background (5) Lesson Planning	September - June	Teachers	No cost to site			
Use of English 3D Curriculum for ELL's not yet reclassified. Provide professional development to ELD teachers for English 3D.	August - June	District Staff, Principals, ELD Teachers	No cost to site			
Coaches and site administrators	September - May	Administrators and	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
create, coordinate, and implement a SIOP professional development training schedule for teachers during staff meetings		Coaches				
Conduct EL and RFEP progress monitoring using district benchmarks, common formative assessments, I-Ready diagnostics, and feedback from classroom walk-throughs. This will be done on a continuous basis with a deep dive after i Ready diagnostics and district benchmark assessments once a trimester	November - June	Principals, Teachers, EL Coordinator	No cost to site			
Ensure all students have materials and resources to be successful, engaged learners		Principals, Teachers, SCEF	Materials and Resources	4000-4999: Books And Supplies	TSSP	15000
Provide paid professional development for general education teachers on EL strategies for engaging newcomers in the classroom. This will be provided after school once a month by our ELD teacher	September - May	Principals, Teachers, and SCEF	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	4,000
			Teacher planning without students rate	1000-1999: Certificated Personnel Salaries	TSSP	350
Use I-Ready diagnostic data to properly schedule all ELL students in ELA RTI and Study Skills courses.	August - May	Principals, Teachers	No cost to site			
Facilitate parent and student meetings by ELD level in order to inform stakeholder groups of ELPAC strategies and reclassification information 3 times a year before the ELPAC assessment	October - March	Principal, SCEF, and teachers	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Art supplies for inspiration t-shirts, hats, buttons, etc. to improve self-efficacy and wear during ELPAC assessment days	ELD teachers		Art Supplies	4000-4999: Books And Supplies	School Allocation	2500
Implement new or revised interventions based on review of ELL student performance data	August - May	Principal, Teachers, SCEF	No cost to site			

**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 4 - Social-Emotional Health and Wellness</b>
<b>LCAP Goal 2:</b>
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.



<b>Strategic Plan Goal Area #2:</b>
Student Social Emotional Health
<b>School Goal 4: Social-Emotional Health and Wellness</b> <ul style="list-style-type: none"><li>● School Goal 4.a - Parent Goal</li><li>● School Goal 4.b - Student Goal</li></ul>

By June 2022, there will be a 3-percentage point increase from 58% to 61% in the number of parents who agree or strongly agree that their students' social-emotional needs were met as measured by the LCAP/Climate Survey

By June 2022, there will be a 3--percentage point increase from 84% to 87% in the number of students who agreed or strongly agreed that they have an adult at school who cares about their success as measured by the LCAP/Climate Survey.

By June 2022, there will be a 3-percentage point increase from 48% to 51% in the number of teachers who agreed or strongly agreed that their school provides adequate support to teachers.

**Key Strategies:**

**Parents:**

1. Facilitate evening book study with parents
2. Facilitate regular Principal Coffees for updates and questions

**Students:**

1. School counselor facilitates one on one and small group counseling sessions during the school day
2. CHAC and Uplift interns provide individual and small group counseling and mental health support to students during the school day
3. Implementation of positive behavioral strategies, such as tickets, school store, and positive referrals
4. "The Lounge" hosted by the school counselor at lunchtime in order to provide students a safe, calm space to socialize
5. After school engagement activities with teachers to connect students to school
6. Teacher-led clubs and activities before school, during lunch, and after school

**Staff:**

1. Teacher appreciation days
2. Teacher appreciation tickets and school store

**Data Used to Form this Goal:**

Teacher feedback  
Student feedback  
Administrative walkthroughs and classroom observations

**Findings from the Analysis of this Data:**

For the 2018-2019 school year, this goal, for the most part was not measurable, and therefore, not met.

**How the School will Evaluate the Progress of this Goal:**

Administration/coaches will provide regular feedback to teachers

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facilitate regular Principal Coffees for updates and questions on a weekly basis	August - May	Principals and Parent Community	No cost to Site			
School counselor facilitates one on one and small group counseling sessions during the school day	August - June	Principals and School Counselor	No cost to Site			
CHAC and Uplift interns provide individual and small group counseling and mental health support to students during the school day	August - June	School Counselor	No cost to site			
Implementation of positive behavioral strategies, such as tickets, school store, and positive referrals when students are using their student agency to perform soft skills or increase academics. Tickets can be earned on a daily basis and redeemed monthly.	August - June	Principals, Teachers, ARIS, SCEF	Resources and Materials	0001-0999: Unrestricted: Locally Defined	TSSP	12000
Book Study with Parents once a month using How To Talk So Kids Will Listen & Listen So Kids Will Talk	October - June	Principal and Parent Community	Resources and Materials	4000-4999: Books And Supplies	School Allocation	1000
"The Lounge" hosted by the school counselor in a classroom at lunchtime in order to provide students a safe, calm space to socialize and feel safe during the day at school	October - May	School Counselor	Resources and Materials	4000-4999: Books And Supplies	TSSP	5000
Provide after school engagement activities in heterogenous groups where students are completing hands on activities such as maker space		Principals and Teachers	Teachers	1000-1999: Certificated Personnel Salaries	Program 201	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
activities			Resources and Materials	4000-4999: Books And Supplies	Program 201	5000
Teacher-led clubs and activities before school, during lunch, and after school such as Empathizers, E-club, and QSA	August - May	Teachers	Resources and Materials/Stipends	4000-4999: Books And Supplies	Program 201	10000
Teacher appreciation days such as an outdoor coffee cart, padlet appreciation comments, teacher store with snacks, time back, etc.	August - June	Administration	Supplies	4000-4999: Books And Supplies	Program 201	10000
Create, distribute, and analyze data from a staff created survey during staff meetings regarding student agency and social-emotional well being. The survey will be completed by students once a trimester and growth will be measured in each trimester.	Oct - June	Administration, teachers, and instructional coaches	Teacher time without students to analyze data	1000-1999: Certificated Personnel Salaries	Program 201	5000
Implement new or revised action steps based on the review of data throughout the year	Ongoing	Principal and Teachers	No cost to site			

**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal 5 - Inclusive and Welcoming Culture</b>
<b>LCAP Goal 3:</b>
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

**Strategic Plan Goal Area # 3:**

Inclusive and welcoming culture

**School Goal 5: Inclusive and Welcoming Culture**

- **School Goal 5.a - Attendance Goal**
- **School Goal 5.b - Chronic Absenteeism Goal**
- **School Goal 5.c - Welcoming Environment Goal**

By June 2022, there will be a 6% decrease in the percentage of students (43% to 37%) feeling disrespected by others at school, as measured by the School Climate Survey question.

By June 2022, the average daily attendance for the school year will increase from 96.9% to 97.2%.

By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 5.9% to 5.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard

**Key Strategies**

- A. Review and revise school-wide discipline process to include restorative practices and character education development
- B. Meet with school site leadership team twice a month to problem solve areas of instruction and cultural concern.
- C. Staff book study on restorative practices for school discipline (Hacking School Discipline)
- D. PBS school system and tickets for student agency with school store
- E. Implementation of Reset Room as alternative discipline for at-home suspensions
- F. Home visits for attendance with SCEF and ARIS
- G. Positive behavior plans for tardies and attendance for at-risk students
- H. Revisit Days at the end of the trimesters to create positive school culture using community building activities in home teams across grade levels.
- I. Welcome Days at the beginning of the school year were implemented using home teams across grade levels to a positive school culture using community-building activities that focus on student connection and strengths.
- J. Use Boldly Me Curriculum in selected classes
- K. Daily communication between family and school for our at-risk students from all members of our support staff, parents, and teachers of the individual student
- L. Lunch events hosted by our Student Government Classes: games and tournaments
- M. Track data and analyze patterns in PowerSchool to implement interventions on a monthly basis by SCEF, ARISs, school counselor, and administration
- N. Meet twice a month with the student Problem-Solving Team to brainstorm ideas to create a more welcoming and inclusive culture.
- O. Create and vet a student 'Let's Talk' series for the education of school-based issues: suicide prevention, QSA, backgrounds, and cultures, etc.

<b>Data Used to Form this Goal:</b>
Suspension Data Daily Average Attendance Data School Discipline Data Classroom walkthroughs School Climate Survey Student Survey California Dashboard
<b>Findings from the Analysis of this Data:</b>
In the 2018-2019 school year, there were 26 suspensions for the Hispanic / Latino subgroup. Therefore, this goal was met.
<b>How the School will Evaluate the Progress of this Goal:</b>
Review suspension data monthly Monitor attendance Regularly scheduled at-Risk student meetings School Climate Surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review and revise school-wide discipline process to include restorative practices and character education development	August - June	Principals, Teachers, Classified, Parents	no cost to site			
Meet with school site leadership team twice a month to problem solve areas of instruction and cultural concern.	August - June	Administrators, Counselor, leadership team	teacher time without students	1000-1999: Certificated Personnel Salaries	School Allocation	6000
Staff book study on restorative practices for school discipline (Hacking School Discipline) used during staff meetings	August - June	Administrators, certificated staff, ARIS, SCEF	Resources and Materials	4000-4999: Books And Supplies	TSSP	1500
PBS school system and tickets for student agency with school store	October - June	Administrators, Counselor, ARIS, SCEF	Site PBS Program	4000-4999: Books And Supplies	Program 201	10000
Implementation of Reset Room as alternative discipline for at-home	September - June	Administrators, SCEF, ARIS,	Curriculum Research and Planning	4000-4999: Books And Supplies	TSSP	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
suspensions.		Counselor				
Home visits for attendance with SCEF and ARIS	September - June	Administrators, SCEF, ARIS	No cost to site			
Positive behavior plans for tardies and attendance for at-risk students	September - June	Administrators, SCEF, ARIS	No cost to site			
Revisit Days at the end of the trimesters to build community and revisit student agency and student surveys with respect to student agency	September - June	Administrators and Teachers	supplies	4000-4999: Books And Supplies	Program 202	3000
Welcome Days at the beginning of the school year to build community and introduce student agency survey, strategies, and information	August	Administrators, Leadership Team	Welcome Days Committee Members	1000-1999: Certificated Personnel Salaries	Program 202	2000
Implement Boldly Me Curriculum in selected RtI classes and collect data for full implementation next school year	September - June	Administrators, Teachers	No cost to site			
Daily communication between family and school for our at-risk students using email with the principal, asst. principal, teachers, SCEF, and ARISs. Data will be collected and analyzed through email communication and strategies will be implemented to support students	August - June	Administrators, SCEF, ARIS, Teachers	No cost to site			
Lunch events hosted by our Student Government Classes: games, tournaments, and spirit days once a month	October - June	Administrators, Student Government, Student Government Teacher	supplies	4000-4999: Books And Supplies	Program 202	5000
Track data and analyze patterns in PowerSchool to implement	Ongoing	Administrators, Teachers, SCEF,	No cost to site			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
interventions on a weekly basis with SCEF, ARISs, principal, and asst. principal		ARIS, Counselor				
Meet twice a month with student problem solving team made up of a diverse group of 12 students to discuss school culture, school store items, and school activities	October - June	Administrator and student group	Supplies and snacks	4000-4999: Books And Supplies	Program 201	1000
Review and revise plan.	Ongoing	Administrators, Teachers, SCEF, ARIS, Counselor	No cost to site			

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

#### Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	57,248	76,330	26,830.00
Program 201	67,350	89,800	12,800.00
Program 202	13,470	17,960	7,960.00
TSSP	45,798	61,064	414.00
Science Equipment: Middle	3,750	5,000	5,000.00
After School Sports - Middle	11,250	15,000	15,000.00
After School Foundation	37,500	50,000	50,000.00
Parent Engagement	20,381	27,174	27,174.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations - General	10,000.00
Program 201	77,000.00
Program 202	10,000.00
School Allocation	49,500.00
TSSP	60,650.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	12,000.00
1000-1999: Certificated Personnel Salaries	55,350.00
4000-4999: Books And Supplies	112,800.00
5000-5999: Services And Other Operating Expenditures	27,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	Donations - General	10,000.00
1000-1999: Certificated Personnel Salaries	Program 201	29,500.00
4000-4999: Books And Supplies	Program 201	47,500.00
1000-1999: Certificated Personnel Salaries	Program 202	2,000.00
4000-4999: Books And Supplies	Program 202	8,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	6,000.00
4000-4999: Books And Supplies	School Allocation	33,500.00
5000-5999: Services And Other Operating	School Allocation	10,000.00
0001-0999: Unrestricted: Locally Defined	TSSP	12,000.00
1000-1999: Certificated Personnel Salaries	TSSP	17,850.00
4000-4999: Books And Supplies	TSSP	23,800.00
5000-5999: Services And Other Operating	TSSP	7,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,000.00
Goal 2	43,800.00
Goal 3	23,350.00
Goal 4	53,000.00
Goal 5	30,000.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Heidi Galassi	X				
Lisa Kafka		X			
Susan Papson		X			
Gina McIntyre		X			
Arundhati Bose			X		
Mark Martel				X	
Hera Hong Lee				X	
Linda Prieto				X	
Agnes Charell-Berthilier				X	
Christine Salinas				X	
Hera Hong Lee					
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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.

## ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Patricia Leonard	X				
Amanda Ditty		X			
Maria (Lupe) Ruvalcaba			X		
Remedios Garcia				X	
Veronica Zuniga				X	
Ruth Espana				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X English Learner Advisory Committee

Remedios Marin  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/9/21.

Attested:

Heldi Galassi

Typed Name of School Principal

[Signature]  
Signature of School Principal

Date

11/19/21

MARK L. MARTEL

Typed Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

Date

11/19/21