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 17, 2022

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 November 17, 2022.

Table of Contents

District Mission and Vision

Mission: We inspire, prepare and empower every student

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

District Values and Beliefs

We believe:
- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

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, Imai, 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 2023, there will be a 4% increase from 63% to 67% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP
Subgroup goals:
By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 2% increase from 18% to 20%.
- Socio-Economically Disadvantaged (SED): There will be a 6% increase from 29% to 35%.
- English Only (EO): There will be a 1% increase from 80% to 81%.
- Asian: There will be a 1% increase from 89% to 90%.
- Hispanic/Latino: There will be a 6% increase from 34% to 40%.
- White: There will be a 1% increase from 83% to 84%.

One year's growth goal: Reading

By June 2023, there will be a 4% increase from 58% to 62% in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.
Subgroup goals:

By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 5% increase from from 52% to 57%
- Socio-Economically Disadvantaged (SED): There will be 5% increase from 50% to 55%
- English Only (EO): There will be a 4% increase from 62%% to 66%

- Asian: There will be a 3% from 67% to 70%
- Hispanic/Latino: There will be a 5% from 50% to 55%
- White: There will be a 4% from 59% to 63%

By June 2023, Graham Middle School school will meet or exceed the District's Annual Growth average of 62%

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
C. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.
D. Use data from I-Ready diagnostics to create Study Skills sections in the master schedule
E. Continue the implementation of SIOP features with fidelity and purpose, focusing on language/content objectives, student interactions, and gradual release/differentiation strategies and techniques
F. Continue the implementation of the Co-Teaching model
G. Provide co-teaching professional development
H. Create student agency using student-centered strategies in the classroom by way of staff created rubric
I. Provide professional development for teachers during weekly staff meetings to enhance student-centered strategies used in the classroom
J Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
K. Provide professional development to teachers for Orton Gillingham
L. Create small groups of students who are 2 or more levels below grade level and use Orton Gillingham as prescribed after school
M. Provide Paper tutoring for writing to grades 6th through 8th to use for blended learning in ELA classes
N. Provide professional development for teachers regarding blended learning in the classroom that includes using both iReady and Paper tutoring

Goal 2: Academic Achievement -Mathematics

By June 2023, there will be a 4% will increase from 57% to 61% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP.
Subgroup goals:
By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 9% from 15% to 24%.
- Socio-Economically Disadvantaged (SED): There will be a 8% increase from 18% to 26%.
- English Only (EO): There will be a 2% increase from 77% to 79%.
- Asian: There will be a 1% increase from 87% to 88%.
- Hispanic/Latino: There will be a 8% increase from 22% to 30%.
- White: There will be a 2% increase from 81% to 83%.

One year's growth goal: Math

By June 2023, there will be a 4% increase from 59% to 63% in the number of students meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments.
Subgroup goals:
By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 6% increase from 41% to 47%
- Socio-Economically Disadvantaged (SED): There will be a 5% increase from 47% to 52%
- English Only (EO): There will be a 4% increase from 64% to 68%
- Asian: There will be a 3% increase from 72% to 75%
- Hispanic/Latino: There will be a 6% increase from 44% to 50%
- White: There will be a 3% increase from 68% to 71%

By June 2023, Graham Middle School school will meet or exceed the District's Annual Growth average of 61%

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
B. Continue to implement and monitor the math subjects pacing guide for essential standards within the math department with fidelity.
C. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.
D. Create student agency using student-centered strategies in the classroom
E Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
F. Provide professional development for teachers during weekly staff meetings to enhance student-centered strategies used in the classroom
G. Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
H. Provide professional development for teachers regarding blended learning in the classroom which includes iReady
I. Use data from I-Ready diagnostics to create math courses, RTI, and Study Skills sections in master schedule
J. Provide RTI strategic interventions to support students growth and proficiency-based upon iReady diagnostic
K. Provide professional development for teachers regarding RtI blended learning
L. Continue to implement SIOP features with fidelity by utilizing instructional coaches and administration for professional development
M. Continue to implement Co-Teaching with fidelity by providing professional development to gen ed and SpEd teachers
N. Provide co-teaching professional development through conference

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 2023, there will be a 3-percentage point increase from 63% to 66% 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 2023, there will be a 3--percentage point increase from 72% to 75% 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 2023, there will be a 3-percentage point increase from 55% to 58% in the number of teachers who agreed or strongly agreed that their school provides adequate support to teachers.

Key Strategies:

Parents:
1. Facilitate Parent University sessions regarding social media, substance abuse, and emotional regulation
2. Facilitate regular Principal Coffees for updates and questions

Students:
1. School counselors facilitate one on one and small group counseling sessions during the school day
2. School counselors push in once a month to provide SEL activities to students using Sown To Grown, Project Cornerstone, and other research based activities
3. CHAC and Pacific Clinics interns provide individual and small group counseling and mental health support to students during the school day
4. Implementation of positive behavioral strategies, such as tickets, school store, and positive referrals
5. "The Lounge" hosted by the school counselors at lunchtime, before school, break in order to provide students a safe, calm space to socialize
6. Teacher-led clubs and activities before school, during lunch, and after school
7. Implementation of Red Ribbon week

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

Goal 5: Inclusive and Welcoming Culture

By June 2023, there will be a 4% increase in the percentage of students (62% to 66%) feeling safe at school, as measured by the School Climate Survey question.
By June 2023, the average daily attendance for the school year will increase from 94% to 97%.
By June 2023, the average chronic absenteeism rate will decrease by 1% from 14% to 13% based on district provided data

Key Strategies:
A. Implementation of school-wide behavior system that is taught, reviewed, and revisited during GMS TV announcements, trimesterly revisit days, and in the classrooms.
B. Collect and Analyze data from the behavior tracking google form and Powerschool with team.
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. No Place for Hate
K. Sown to Grow
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, ARIS, school counselors, 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.
P. Implement United Against Hate Week in November
Q. Implement Better Together lessons and training

Comprehensive Needs Assessment Components

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

<p style="text-align:center"><u>Analysis of Current Instructional Program</u></p>

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.

<u>Standards, Assessment, and Accountability</u>

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 i-Ready 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 schools 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. 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 Reading 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, i-Ready Diagnostics, and state assessments. Data from these assessments is used to measure student growth, analyze instructional practices, and create continuous improvement goals. Graham Middle School will follow the new MVWSD Data Analysis Protocol and Data Cycles to review, analyze, and design instructional supports for students.

<u>Staffing and Professional Development</u>

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 6 teachers in their first two years of teaching. All other teachers are considered "highly qualified".
    Graham currently has six 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 the new District Data Analysis Protocol and Data Cycles along with SIOP, and Behavior Support training. The coaches and administrators do regular walk-throughs and administrators provide feedback to teachers. Coaches support teachers by providing coaching through demo lessons, 1:1 meetings, all staff PDs, or through any support that the content area department or grade level team may need.

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, this year the school district is providing professional development and coaching for SIOP, Data Analysis Protocol, Data Cycles, No Place for Hate, Sown to Grow (SEL), and other 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 most special education teachers have common preparation time to assist in planning in instruction. Additional teacher collaboration occurs within grade level teams, content-area departments, and staff meetings.

<u>Opportunity and Equal Educational Access</u>

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.

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, promotion 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 funds do not roll over and must be spent on this year's students. Program 201 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, among other reasons. Hiring and retaining highly qualified teachers is challenging.

Graham Middle School saw a decrease in the number of Reclassified Fluent English Proficient (RFEP) and English Language Learner students in both Mathematics and Language Arts on the 2022 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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	293	305	288	282	0	282	282	0	282	96.2	0.0	97.9
Grade 7	293	264	289	284	0	284	284	0	284	96.9	0.0	98.3
Grade 8	301	278	255	291	0	251	291	0	250	96.7	0.0	98.4
All Grades	887	847	832	857	0	817	857	0	816	96.6	0.0	98.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	2578.5		2552.0	41.49		31.91	30.14		28.01	14.54		18.44	13.83		21.63
Grade 7	2594.4		2590.6	42.61		38.03	24.30		24.30	14.08		20.07	19.01		17.61
Grade 8	2614.2		2609.0	36.08		34.00	33.68		33.60	17.18		18.00	13.06		14.40
All Grades	N/A	N/A	N/A	40.02		34.68	29.40		28.43	15.29		18.87	15.29		18.01

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	42.91		33.33	38.30		45.39	18.79		21.28
Grade 7	44.37		36.27	33.45		48.59	22.18		15.14
Grade 8	48.11		33.60	31.62		49.20	20.27		17.20
All Grades	45.16		34.44	34.42		47.67	20.42		17.89

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	40.78		25.53	43.26		50.35	15.96		24.11
Grade 7	49.82		38.03	32.86		42.61	17.31		19.37
Grade 8	40.34		36.80	47.59		46.80	12.07		16.40
All Grades	43.63		33.33	41.29		46.57	15.09		20.10

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	30.50		22.70	57.80		66.67	11.70		10.64
Grade 7	28.87		24.65	53.17		67.25	17.96		8.10
Grade 8	26.80		22.40	60.48		68.80	12.71		8.80
All Grades	28.70		23.28	57.18		67.52	14.12		9.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	51.06		26.95	37.23		57.09	11.70		15.96
Grade 7	48.59		32.04	34.15		54.23	17.25		13.73
Grade 8	43.64		32.40	41.92		59.60	14.43		8.00
All Grades	47.72		30.39	37.81		56.86	14.47		12.75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For the 2021-22 CAASPP, overall there was a decrease 6 percentage point decline as compared to the 2018-19 CAASPP.

2. In comparison to 2018-19 CAASPP, there was a significant increase in SWD subgroup (+11). Increase also for Asian subgroup (+1)

3. All the other student subgroups decreased from 2018-19 CAASPP: EO (-5), RFEP (-7), EL (-5), SED (-10), Hispanic/Latino (-7), and White (-5)

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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	293	305	288	288	0	287	288	0	287	98.3	0.0	99.7
Grade 7	293	264	289	289	0	287	289	0	287	98.6	0.0	99.3
Grade 8	301	278	255	296	0	251	296	0	250	98.3	0.0	98.4
All Grades	887	847	832	873	0	825	873	0	824	98.4	0.0	99.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2577.3		2551.2	43.06		40.77	19.44		12.54	14.58		17.07	22.92		29.62
Grade 7	2595.1		2590.7	45.33		43.55	18.34		13.24	10.03		15.33	26.30		27.87
Grade 8	2617.5		2613.9	47.64		45.60	11.15		14.40	16.22		10.00	25.00		30.00
All Grades	N/A	N/A	N/A	45.36		43.20	16.27		13.35	13.63		14.32	24.74		29.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	52.43		37.98	20.83		33.45	26.74		28.57
Grade 7	48.79		43.55	21.80		30.31	29.41		26.13
Grade 8	50.34		45.60	19.59		32.00	30.07		22.40
All Grades	50.52		42.23	20.73		31.92	28.75		25.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	41.32		30.66	33.68		41.81	25.00		27.53
Grade 7	48.10		39.37	26.30		40.77	25.61		19.86
Grade 8	48.99		43.60	25.68		32.80	25.34		23.60
All Grades	46.16		37.62	28.52		38.71	25.32		23.67

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 6	40.28		33.80	36.81		44.60	22.92		21.60
Grade 7	47.06		41.81	31.49		39.37	21.45		18.82
Grade 8	47.30		35.60	33.11		44.80	19.59		19.60
All Grades	44.90		37.14	33.79		42.84	21.31		20.02

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall 5 percentage points decrease in the number of students meeting or exceeding standards in mathematics as compared to 2018-19 CAASPP.

2. In comparison to 2018-19 CAASPP, increases for SWD (+9) and Asian (+2)

3. Decreases for the following subgroups - EO (-3), RFEP (-7), EL (-7), SED (-7), Hispanic/Latino (-6), and White (-5)

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
Grade 6	1520.3	1531.1	1508.8	53
Grade 7	1524.1	1536.7	1510.7	23
Grade 8	1471.3	1452.3	1489.7	23
All Grades				99

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	18.87	18.87	39.62	22.64	53
7	26.09	30.43	34.78	8.70	23
8	43.48	30.43	17.39	8.70	23
All Grades	26.26	24.24	33.33	16.16	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	15.09	7.55	30.19	47.17	53
7	17.39	8.70	47.83	26.09	23
8	34.78	39.13	8.70	17.39	23
All Grades	20.20	15.15	29.29	35.35	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	30.19	45.28	20.75	3.77	53
7	52.17	39.13	0.00	8.70	23
8	56.52	17.39	21.74	4.35	23
All Grades	41.41	37.37	16.16	5.05	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	13.04	60.87	26.09	23
8	8.70	43.48	47.83	23
All Grades	17.17	53.54	29.29	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	66.04	24.53	9.43	53
7	69.57	17.39	13.04	23
8	26.09	39.13	34.78	23
All Grades	57.58	26.26	16.16	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	3.77	43.40	52.83	53
7	8.70	34.78	56.52	23
8	13.04	17.39	69.57	23
All Grades	7.07	35.35	57.58	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
6	11.32	73.58	15.09	53
7	0.00	78.26	21.74	23
8	4.35	56.52	39.13	23
All Grades	7.07	70.71	22.22	99

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

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

Math - Diagnostic 3 2021-2022			
RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
8	59%	41%

Graham Middle School

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Graham Middle School Overall	62%	12%	26%
Asian	89%	6%	5%
Hispanic/Latino	32%	18%	50%
White	80%	11%	9%
SWD	21%	13%	67%
Not SWD	67%	12%	21%
SED	25%	18%	56%
Not SED	79%	10%	11%
EL	0%	5%	95%
EO	82%	10%	9%
IFEP	91%	6%	3%
RFEP	50%	20%	30%
6	59%	14%	27%
7	64%	9%	27%
8	63%	14%	22%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Graham Middle School Overall	58%	42%
Asian	67%	33%
Hispanic/Latino	50%	50%
White	59%	41%
SWD	52%	48%
Not SWD	58%	42%
SED	50%	50%
Not SED	61%	39%
EL	44%	56%
EO	62%	38%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
IFEP	66%	34%
RFEP	54%	46%
6	57%	43%
7	60%	40%
8	55%	45%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Graham Middle School Overall	62%	14%	24%
Asian	91%	5%	4%
Hispanic/Latino	27%	25%	49%
White	85%	9%	6%
SWD	19%	8%	73%
Not SWD	66%	15%	18%
SED	23%	24%	53%
Not SED	80%	10%	10%
EL	3%	18%	79%
EO	80%	9%	11%
IFEP	88%	8%	4%
RFEP	51%	22%	27%
6	64%	14%	22%
7	59%	16%	25%
8	61%	13%	26%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Graham Middle School Overall	59%	41%
Asian	72%	28%
Hispanic/Latino	44%	56%
White	68%	32%
SWD	41%	59%
Not SWD	61%	39%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SED	47%	53%
Not SED	64%	36%
EL	39%	61%
EO	64%	36%
IFEP	66%	34%
RFEP	57%	43%
6	56%	44%
7	59%	41%
8	62%	38%

Conclusions based on this data:

1. Overall, we see growth in both Reading and math from beginning of the year Diagnostic 1 to end of year Diagnostic 3 on percentage of student on or above grade level. Reading: 56% --> 63%. Math: 51% --> 62%

2. Comparing Annual Typical Growth for 2020-21 and 2021-22, more students achieved their Annual Typical Growth Target in 2021-22 for both Reading (65% --> 58%) and math (48% -->61%)

3. Looking at subgroup data, there are increases from 2020-21 to 2021-22 for SWD, Asian, EOs for Reading and for RFEP, EO, SWD, Asian, White for math. There are declines for ELs, RFEP, SED, White for Reading and for ELs, SED, Hispanic/Latino in Math

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:

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

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts ● **School Goal 1.a - CAASPP Goal** ● **School Goal 1.b - One Year's Growth Goal**

By June 2023, there will be a 4% increase from 63% to 67% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP.

Subgroup goals:
By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 2% increase from 18% to 20%.
- Socio-Economically Disadvantaged (SED): There will be a 6% increase from 29% to 35%.
- English Only (EO): There will be a 1% increase from 80% to 81%.
- Asian: There will be a 1% increase from 89% to 90%.
- Hispanic/Latino: There will be a 6% increase from 34% to 40%.
- White: There will be a 1% increase from 83% to 84%.

One year's growth goal: Reading

By June 2023, there will be a 4% increase from 58% to 62% in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Subgroup goals:

By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 5% increase from from 52% to 57%
- Socio-Economically Disadvantaged (SED): There will be 5% increase from 50% to 55%
- English Only (EO): There will be a 4% increase from 62%% to 66%
- Asian: There will be a 3% from 67% to 70%
- Hispanic/Latino: There will be a 5% from 50% to 55%
- White: There will be a 4% from 59% to 63%

By June 2023, Graham Middle School school will meet or exceed the District's Annual Growth average of 62%

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
C. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.
D. Use data from I-Ready diagnostics to create Study Skills sections in the master schedule
E. Continue the implementation of SIOP features with fidelity and purpose, focusing on language/content objectives, student interactions, and gradual release/differentiation strategies and techniques
F. Continue the implementation of the Co-Teaching model
G. Provide co-teaching professional development
H. Create student agency using student-centered strategies in the classroom by way of staff created rubric
I. Provide professional development for teachers during weekly staff meetings to enhance student-centered strategies used in the classroom
J Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
K. Provide professional development to teachers for Orton Gillingham
L. Create small groups of students who are 2 or more levels below grade level and use Orton Gillingham as prescribed after school
M. Provide Paper tutoring for writing to grades 6th through 8th to use for blended learning in ELA classes
N. Provide professional development for teachers regarding blended learning in the classroom that includes using both iReady and Paper tutoring

Data Used to Form this Goal:

California Assessment of Student Progress and Performance (CAASPP) Assessment Data
i-Ready diagnostic assessment data
Administrative observations

Findings from the Analysis of this Data:

2021-22 CAASPP ELA Goal
Overall 63% of the students met or exceeded the grade level standards on CAASPP ELA. This goal was not met in the 21-22 school year. Expected Goal was 70% students meeting or exceeding standards.
For Subgroups,
- SWD Goal: This goal was met in the 21-22 school year.18% met or exceeded grade level standards. Expected goal was 9%
- SED Goal: This goal was not met in the 21-22 school year. 29% met or exceeded grade level standards. Expected goal was 45%
- EO Goal : This goal was not met in the 21-22 school year. 80% met or exceeded grade level standards. Expected goal was 86%
- Asian Goal: This goal was met in the 21-22 school year. 90% met or exceeded grade level standards. Expected goal was 90%
- Hispanic/Latino Goal: This goal was not met in the 21-22 school year. 34% met or exceeded grade level standards. Expected goal was 47%
- White Goal: This goal was not met in the 21-22 school year. 83% met or exceeded grade level standards. Expected goal was 89%

2021-22 i-Ready One Year's Growth Goal
Overall 58% of the students met their annual typical growth target or made one year's growth on i-Ready Reading.This goal was not met in the 21-22 school year. Expected Goal was 69% students meeting or exceeding standards.
For Subgroups,
- SWD Goal - This goal was not met in the 21-22 school year. 52% students met their annual typical growth target . Expected goal was 61%
- SED Goal - This goal was not met in the 21-22 school year. 50% students met their annual typical growth target . Expected goal was 57%
- EO Goal - This goal was not met in the 21-22 school year. 62% students met their annual typical growth target . Expected goal was 69%
- Asian Goal: This goal was not met in the 21-22 school year. 67% students met their annual typical growth target . Expected goal was 79%
- Hispanic/Latino Goal: This goal was not met in the 21-22 school year. 50% students met their annual typical growth target . Expected goal was 61%
- White Goal: This goal was not met in the 21-22 school year. 59% students met their annual typical growth target . Expected goal was 71%

Graham did not meet the overall CAASPP or i-Ready one year's growth goal for Reading/ ELA. Looking at subgroups, we need to focus on our Hispanic/Latino and SED subgroups as data shows learning gaps.

How the School will Evaluate the Progress of this Goal:

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)
Analyze data from benchmarks, observations and feedback and revise plan as needed
Implement new or revised strategies based on revision of plan

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			
Provide professional development to teachers in I-Ready to drive instructional practice and strategic gap filling	August-November	Principals, Teachers, Instructional Coaches	teacher time for after or before school meetings	1000-1999: Certificated Personnel Salaries	School Allocation	2000
Administer diagnostic test to all students in ELA classes 3 times per year. Diagnostic test results will be analyzed following the District Data Protocol and Data Cycles. Analysis results will be used to adjust instruction based on student strengths and ares of need.	September, December, and March	Teachers	No cost to site			
Purchase technology to supplement instruction and build soft skills such as collaboration, problem solving, and background information.	August - June	Teachers	Padlet, NewsELA, BrainPop	5000-5999: Services And Other Operating Expenditures	School Allocation	7500
Use iReady for blended learning in the classroom. Teachers will work with students in small groups during	Sept - June	Teachers and coaches				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
blended learning.						
Conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP and student-centered classrooms	August-June	Instructional coaches	No cost to site			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August - JUne	Admin, coaches, and teachers	No cost to site			
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	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct frequent walk-throughs and frequent planning meetings in order to provide feedback and coaching to teachers on Co-Teaching to increase skill set and instructional moves	September - May	Principals, instructional coaches, GenEd and Special Education Coordinators	Teacher time after or before school	1000-1999: Certificated Personnel Salaries	TSSP	5000
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			
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	10,000
Implement Paper Tutoring for writing in classrooms to build self-efficacy in our students.	August - June	Principals, instructional coaches, ELA teachers	No cost to site. Provided by district			
Professional development for teachers to use Blended learning with Paper tutoring	August - June	Teachers, instructional coaches, admin	Teacher time after or before school	1000-1999: Certificated Personnel Salaries	School Allocation	1,500
Support for students who are below grade level in Reading	October - May	Teachers	teacher time with students rate	1000-1999: Certificated Personnel Salaries	TSSP	5000
			Spire Supplies	4000-4999: Books And Supplies	TSSP	4200
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August - June	Principal and Teachers				
Implement new or revised strategies based on revision of plan	August - June					

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:

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

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math   ● **School Goal 2.a - CAASPP Goal**   ● **School Goal 2.b - One Year's Growth Goal**

By June 2023, there will be a 4% will increase from 57% to 61% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP.

Subgroup goals:
By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 9% from 15% to 24%.
- Socio-Economically Disadvantaged (SED): There will be a 8% increase from 18% to 26%.
- English Only (EO): There will be a 2% increase from 77% to 79%.
- Asian: There will be a 1% increase from 87% to 88%.
- Hispanic/Latino: There will be a 8% increase from 22% to 30%.
- White: There will be a 2% increase from 81% to 83%.

One year's growth goal: Math

By June 2023, there will be a 4% increase from 59% to 63% in the number of students meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments.

Subgroup goals:
By June 2023, all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 6% increase from 41% to 47%
- Socio-Economically Disadvantaged (SED): There will be a 5% increase from 47% to 52%
- English Only (EO): There will be a 4% increase from 64% to 68%
- Asian: There will be a 3% increase from 72% to 75%
- Hispanic/Latino: There will be a 6% increase from 44% to 50%
- White: There will be a 3% increase from 68% to 71%

By June 2023, Graham Middle School school will meet or exceed the District's Annual Growth average of 61%

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
B. Continue to implement and monitor the math subjects pacing guide for essential standards within the math department with fidelity.
C. Provide professional development and coaching for differentiation in the classroom including scaffolds, small group instruction, and enrichment.
D. Create student agency using student-centered strategies in the classroom
E Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
F. Provide professional development for teachers during weekly staff meetings to enhance student-centered strategies used in the classroom
G. Use instructional coaches for planning, modeling, and real-time coaching to create more student-centered classrooms
H. Provide professional development for teachers regarding blended learning in the classroom which includes iReady and YUP tutoring
I. Use data from I-Ready diagnostics to create math courses, RTI, and Study Skills sections in master schedule
J. Provide RTI strategic interventions to support students growth and proficiency-based upon iReady diagnostic
K. Provide professional development for teachers regarding RtI blended learning
L. Continue to implement SIOP features with fidelity by utilizing instructional coaches and administration for professional development
M. Continue to implement Co-Teaching with fidelity by providing professional development to gen ed and SpEd teachers
N. Provide co-teaching professional development through conference

Data Used to Form this Goal:

California Assessment of Student Performance and Progress (CAASPP)
I-Ready diagnostics
District assessments
Eureka module assessments
End of year assessments
Administration observations

Findings from the Analysis of this Data:

2021-22 CAASPP math Goal
Overall 57% of the students met or exceeded the grade level standards on CAASPP math. This goal was not met in the 21-22 school year. Expected Goal was 68% students meeting or exceeding standards.
For Subgroups,
- SWD Goal: This goal was met in the 21-22 school year.15% met or exceeded grade level standards. Expected goal was 15%
- SED Goal: This goal was not met in the 21-22 school year. 18% met or exceeded grade level standards. Expected goal was 32%
- EO Goal: This goal was not met in the 21-22 school year. 77% met or exceeded grade level standards. Expected goal was 86%
- Asian Goal: This goal was met in the 21-22 school year. 87% met or exceeded grade level standards. Expected goal was 86%
- Hispanic/Latino: This goal was not met in the 21-22 school year. 22% met or exceeded grade level standards. Expected goal was 35%
- White: This goal was not met in the 21-22 school year. 81% met or exceeded grade level standards. Expected goal was 87%

2021-22 i-Ready One Year's Growth Goal
Overall 61% of the students met their annual typical growth target or made one year's growth on i-Ready math.This goal was met in the 21-22 school year. Expected Goal was 51% students meeting or exceeding standards.
For Subgroups,
- SWD Goal: This goal was not met in the 21-22 school year. 41% students met their annual typical growth target. Expected goal was 44%
- SED Goal : This goal was met in the 21-22 school year. 47% students met their annual typical growth target . Expected goal was 39%
- EO Goal :This goal was met in the 21-22 school year. 64% met or exceeded grade level standards. Expected goal was 52%
- Asian Goal: This goal was met in the 21-22 school year. 72% met or exceeded grade level standards. Expected goal was 64%
- Hispanic/Latino Goal: This goal was met in the 21-22 school year. 44% met or exceeded grade level standards. Expected goal was 42%
- White Goal: This goal was met in the 21-22 school year. 68% met or exceeded grade level standards. Expected goal was 52%

i-Ready math goals were met overall and for all subgroups except SWD.

How the School will Evaluate the Progress of this Goal:

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
Analyze data from benchmarks, observations and feedback and revise plan as needed
Implement new or revised strategies based on revision of plan

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	School Allocation	7500
RTI: Administer diagnostic test to all students in ELA classes 3 times per year. Diagnostic test results will be analyzed following the District Data Protocol and Data Cycles. Analysis results will be used to adjust instruction based on student strengths and ares of need.	August, December and May	Teachers	No cost to site			
Provide Professional Development for instructional planning, differentiation, and student-centered classroom strategies during weekly staff meetings	September - May	Administration, instructional coaches, and teachers	no cost to site			
Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. Continued Professional Learning throughout the year during staff meetings and site staff development	August - June	Principals, teachers, and Instructional Coaches	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
days.						
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	Principals	No cost to site			
Provide professional development to teachers regarding blended learning in the classroom using iReady and YUP tutoring	March - May			1000-1999: Certificated Personnel Salaries	School Allocation	5000
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 conference in May	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	TSSP TSSP	4000 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			
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	10,000
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	Instructional coaches				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August - JUne	admin, teachers, and instructional coaches	No cost to site			
Provide professional development to teachers regarding blended learning in the RtI classroom	October - June	RtI teachers, instructional coaches, and admin	Teacher time before or after school	1000-1999: Certificated Personnel Salaries None Specified	School Allocation	5000
Use iReady for blended learning in the classroom	Sept - June	Teachers and coaches	No cost to site - DO funded			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August - June	Principals and Teachers				
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:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 3: Academic Achievement - English Language Learners
   ● **School Goal 3.a - LTEL/At-RIsk Goal**
   ● **School Goal 3.b - RFEP Goal**
   ● **School Goal 3.c - ELPAC Goal**

3.a By June 2023, the number of students who are At-Risk of of becoming LTEL or LTEL will decrease by 20%, from 37 to 29. 3.b By June 2023, there will be a 4% increase in the number of RFEP students meeting/exceeding the standard in CAASPP ELA from 56% to 60% 3.c By June 2023, 100% of English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 49.5% to 54.6% 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

Data Used to Form this Goal:
California Assessment of Student Performance and Progress I-Ready Diagnostic Assessments Reclassification Rates Long Term English Learner Percentage Rates

Findings from the Analysis of this Data:
All students who received an overall level 4 on the 2021 ELPAC were reclassified during the 2021-22 school year. In addition, four students with IEPs reclassified via the IEP process. A total of 37 students from Graham reclassified in 2021-22. Overall ELPAC scores were distributed evenly across the four levels: approximately 25% at each level. Sixth and seventh graders outperformed the school average when it comes to making growth on the ELPAC. The percentage of ELs receiving written language subscores of 3 or 4 was significantly lower than the percentages of ELs receiving oral language subscores of 3 or 4.

How the School will Evaluate the Progress of this Goal:
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 ELs not yet reclassified. Provide professional development to ELD	August - June	District Staff, Principals, ELD 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
teachers for English 3D.						
Coaches and site administrators create, coordinate, and implement a SIOP professional development training schedule for teachers during staff meetings	September - May	Administrators and Coaches	No cost to site			
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	School Allocation	10000
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	3500
			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			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Orton-Gillingham Training for ELD teacher to increase English language literacy in ELD classrooms	August	ELD Teachers	Teacher training/Train the trainer	5800: Professional/Consulting Services And Operating Expenditures	TSSP	4000
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	School Allocation	1500
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			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	August - may	admin, teachers, and instructional coaches	No cost to site			

Planned Improvements in Student Performance

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School Goal #4

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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:

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

Strategic Plan Goal Area #2:

Student Social Emotional Health

School Goal 4: Social-Emotional Health and Wellness
- **School Goal 4.a - Parent Goal**
- **School Goal 4.b - Student Goal**

By June 2023, there will be a 3-percentage point increase from 63% to 66% 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 2023, there will be a 3--percentage point increase from 72% to 75% 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 2023, there will be a 3-percentage point increase from 55% to 58% in the number of teachers who agreed or strongly agreed that their school provides adequate support to teachers.

Key Strategies:

Parents:
1. Facilitate Parent University sessions regarding social media, substance abuse, and emotional regulation
2. Facilitate regular Principal Coffees for updates and questions

Students:
1. School counselors facilitate one on one and small group counseling sessions during the school day
2. School counselors push in once a month to provide SEL activities to students using Sown To Grown, Project Cornerstone, and other research based activities
3. CHAC and Pacific Clinics interns provide individual and small group counseling and mental health support to students during the school day
4. Implementation of positive behavioral strategies, such as tickets, school store, and positive referrals
5. "The Lounge" hosted by the school counselors at lunchtime, before school, break in order to provide students a safe, calm space to socialize
6. Teacher-led clubs and activities before school, during lunch, and after school
7. Implementation of Red Ribbon week

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

Data Used to Form this Goal:

LCAP/School Climate Survey
Teacher feedback
Student feedback
Administrative walkthroughs and classroom observations

Findings from the Analysis of this Data:

the parent goal was met, the student goal was not, the teacher goal was 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 and push in SEL for the classrooms once a month	August - June	Principals and School Counselor	No cost to Site			
CHAC and Pacific Clinic interns provide individual and small group counseling and mental health support to students during the school day	August - June	School Counselors	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	School Allocation	7000
Provide Parent University sessions regarding social media, substance abuse, and emotional regulation	October - June	Principal and Parent Community	Resources and Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1000
			Speaker series	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	5500
"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	Program 201	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Red Ribbon week in October	Ongoing	Admin, ARIS, Counselors	supplies and prizes for games	4000-4999: Books And Supplies	Program 201	4500
Implementation of school wide behavior system	August - June	Admin, ARIS, Counselors, and SCEF	supplies for school wide posters and activiites created by staff and students	4000-4999: Books And Supplies	School Allocation	2500
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	School Allocation	5000
Create, distribute, and analyze data from a staff created survey 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			
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Admin, counselors, and staff				

Planned Improvements in Student Performance

<u>**School Goal #5**</u>

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:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
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 2023, there will be a 4% increase in the percentage of students (62% to 66%) feeling safe at school, as measured by the School Climate Survey question.

By June 2023, the average daily attendance for the school year will increase from 94% to 97%.

By June 2023, the average chronic absenteeism rate will decrease by 1% from 14% to 13% based on district chronic absenteeism data

Key Strategies

A. Implementation of school-wide behavior system that is taught, reviewed, and revisited during GMS tv announcements, trimesterly revisit days, and in the classrooms.

B. Collect and Analyze data from the behavior tracking google form and Powerschool with team.

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. No Place for Hate

K. Sown to Grow

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.

P. iMplement United Against Hate Week in November

Q. Implement Better Together lessons and training

Data Used to Form this Goal:
Suspension Data Daily Average Attendance Data School Discipline Data Classroom walkthroughs School Climate Survey Student Survey California Dashboard

Findings from the Analysis of this Data:
Graham did not meet the 2021-22 Chronic Absenteeism goal as absenteeism rate was impacted by Covid-19 related absences.
The average daily attendance was 94.2% for 2021-22. Graham did not meet the 2021-22 average daily attendance goal of 97.2.

How the School will Evaluate the Progress of this Goal:
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
Collect and Analyze data from the behavior tracking google form and Powerschool with team	August - June	Principals, behavior Teachers team, ARIS, counselors	teacher time before or after school	1000-1999: Certificated Personnel Salaries	TSSP	8200
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 suspensions.	September - June	Administrators, SCEF, ARIS, Counselor	Curriculum Research and Planning	4000-4999: Books And Supplies	TSSP	2500
			Speaker	5800: Professional/Consulting Services And Operating Expenditures	TSSP	2500
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	September - June	Administrators and Teachers	supplies	4000-4999: Books And Supplies	Program 201	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
revisit student agency and student surveys with respect to student agency						
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 201	3500
Implement Sown To Grow	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 201	5000
Track data and analyze patterns in PowerSchool to implement interventions on a weekly basis with SCEF, ARISs, principal, and asst. principal	Ongoing	Administrators, Teachers, SCEF, ARIS, Counselor	No cost to site			
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			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement United Against Hate week in November	Ongoing	Administrators, Teachers, SCEF, ARIS, Counselor	assembly speaker	5000-5999: Services And Other Operating Expenditures	Program 201	3000
Implement Better Together curriculum and strategies	Ongoing	admin, counselors, and teachers	No cost to site - provided by disttrict			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	admin, counselors, and teachers	No cost to site			
Implement new or revised strategies based on revision of plan	Ongoing	admin, counselors, and teachers				

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	57,758	77,010	10.00
Covid Recovery Funds	67,950	90,600	90,600.00
TSSP	40,050	53,400	650.00
Parent Engagement	19,068	25,424	18,924.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Parent Engagement (PIQE/FEI/PU)	6,500.00
Program 201	47,500.00
School Allocation	77,000.00
TSSP	52,750.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	7,000.00
1000-1999: Certificated Personnel Salaries	54,550.00
4000-4999: Books And Supplies	85,200.00
5000-5999: Services And Other Operating Expenditures	30,500.00
5800: Professional/Consulting Services And Operating	6,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1,000.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	5,500.00
1000-1999: Certificated Personnel Salaries	Program 201	8,500.00
4000-4999: Books And Supplies	Program 201	36,000.00
5000-5999: Services And Other Operating	Program 201	3,000.00
0001-0999: Unrestricted: Locally Defined	School Allocation	7,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	15,000.00
4000-4999: Books And Supplies	School Allocation	40,000.00
5000-5999: Services And Other Operating	School Allocation	15,000.00
1000-1999: Certificated Personnel Salaries	TSSP	31,050.00
4000-4999: Books And Supplies	TSSP	8,200.00
5000-5999: Services And Other Operating	TSSP	7,000.00
5800: Professional/Consulting Services And	TSSP	6,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,200.00
Goal 2	34,500.00
Goal 3	21,850.00
Goal 4	43,000.00
Goal 5	40,200.00

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
Michael Kim-Stevens	X				
Susan Papson		X			
William Butler		X			
Amanda Honold		X			
Arundhati Bose			X		
Amy Seto				X	
Andrea Lacy				X	
Roselia Garcia				X	
Yael Shaked				X	
Peggy Prendergast				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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
Julie Thompson	X				
Cara Galvis			X		
Veronica Zuniga				X	
Numbers of ELAC Members of each category:	**1**	**0**	**1**	**1**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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

Veronica Z

_____
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 Nov 01, 2022.

Attested:

Heidi Galassi	*[signature]*	11/8/2022
Typed Name of School Principal	Signature of School Principal	Date
Yael Shaked	*Yael Shaked*	11/8/2022
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date