

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 2, 2023

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:

Contact Person: Heidi Galassi
Position: Principal
Phone Number: 650 526-3570
Address: 1175 Castro Street
Mountain View, CA 94040
E-mail Address: hgalassi@mvwsd.org

The District Governing Board approved this revision of the SPSA on November 2, 2023.

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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 6-8 with an enrollment of 900 students.

Our school community consists of 43% Hispanic/Latino students, 36% socio-economically disadvantaged students, 12% students with disabilities, and 16% English Learner students. This year our focus is on building a sound MTSS for all students. Summary of our goals and key strategies is below:

Goal #1: Academic Achievement - English Language Arts

By June 2024, there will be a 4% increase from 58% to 62% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP

Subgroup goals:

By June 2024, all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be an 8% increase from 19% to 27%.
- Socio-Economically Disadvantaged (SED): There will be a 8% increase from 25% to 33%.
- English Only (EO): There will be a 2% increase from 76% to 78%.
- Asian: There will be a 1% increase from 95% to 96%.
- Hispanic/Latino: There will be a 8% increase from 25% to 33%.
- White: There will be a 2% increase from 80% to 82%.

One year's growth goal: Reading

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments.

By June 2024, Graham Middle School school will meet or exceed the District's Annual Growth average of 62%

Key Strategies:

- Universal Data Cycle: Common use formative and summative assessments, as well as iReady diagnostics and district benchmarks, to drive instructional decisions.

- Use of iReady Instructional Program: teacher assigned lessons for differentiated instruction and student feedback.
- Sheltered Instruction Observation Protocol (SIOP): focusing on comprehensible input.
- Co-Teaching Model: continuation of co-teaching, along with new professional development on best practices.
- Instructional Coaching: standards-based planning support, pedagogical modeling, and real-time coaching to create more student-centered classrooms. Coaches also support the implementation of Backwards Design Planning.
- Professional Development: Instructional coaches develop and deliver staff training to support implementation of SIOP and research-based teaching practice.
- Response to Intervention (RTI): small groups of students who are 2 or more levels below grade level received specialized instruction with SPIRE curriculum through RTI class sections.
- MTSS: MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).
- After work completion club: small group support for students who are below grade level in Reading by teachers

Goal 2: Academic Achievement -Mathematics

By June 2024, there will be a 5% increase from 54% to 59% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP.

Subgroup goals:

By June 2024, all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be an 9% increase from 13% to 24%.
- Socio-Economically Disadvantaged (SED): There will be a 8% increase from 19% to 27%.
- English Only (EO): There will be a 3% increase from 74% to 77%.
- Asian: There will be a 1% increase from 89% to 90%.
- Hispanic/Latino: There will be a 8% increase from 18% to 26%.
- White: There will be a 2% increase from 79% to 81%.

One year's growth goal: Math

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments.

By June 2024, Graham Middle School school will meet or exceed the District's Annual Growth average of 61%

Mathematics Key Strategies:

- Universal Data Cycle: Common use formative and summative assessments, as well as iReady diagnostics and district benchmarks, to drive instructional decisions.
- Differentiation of Math Course Pathways: Student data from iReady diagnostic support differentiated pathways for Math courses, RTI, and Study Skills sections in the master schedule.
- Use of iReady Instructional Program: teacher assigned lessons for differentiated instruction and student feedback
- Sheltered Instruction Observation Protocol (SIOP): focusing on comprehensible input.
- Co-Teaching model: continuation of co-teaching, along with new professional development on best practices.
- Instructional Coaching: Content-area coaches provide standards-based planning support, pedagogical modeling, and real-time coaching to create more student-centered Mathematics classrooms.
- Professional Development: Instructional coaches develop and deliver staff training to support implementation of best teaching practice.
- Response to Intervention (RTI): small groups of students who are 2 or more levels below grade level received specialized instruction with Math RTI class sections.
- MTSS: MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).

Goal 3: Academic Achievement - English Language Learners

By June 2024, there will be a reduction in the number of students who are Long Term English Learners (LTEL) by 20%

By June 2024, there will be a 4% increase in the number of RFP students meeting/exceeding the standard in ELA from 63% to 67%. By March 2024, 100% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (16 out of 16 students).

Key Strategies:

- Universal Data Cycle: Common use formative and summative assessments, as well as iReady diagnostics and district benchmarks, to drive instructional decisions
- Differentiation of Courses: Student data from iReady diagnostic support differentiated student pathways for Math courses, RTI, and Study Skills sections in the master schedule
- Use of iReady Instructional Program: teacher assigned lessons for differentiated instruction and student feedback
- Sheltered Instruction Observation Protocol (SIOP): focusing on comprehensible input.
- Professional Development: Two site ELD teachers, district ELD coach, and site content area coaches work collaboratively to develop and deliver professional development on strategies for engaging newcomers and ELs in the classroom.
- Response to Intervention (RTI): small groups of students who are 2 or more levels below grade level received specialized instruction with Math and ELA RTI class sections.
- Parent University Program: sessions regarding attendance, reclassification, ELPAC strategies, and more.
- MVWSD+ (Extended Learning Opportunity Program Afterschool Program): provides student enrichment through homework help, recreation, literacy and Science, Technology, Engineering, Art, and Mathematics.
- THE BEAT Afterschool Program: provides a safe environment where teens are supported academically and engaged in a variety of recreational and social activities.
- MTSS: MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).

Goal 4: Social Emotional Health and Wellness

SEL Parent Goal:

By June 2024, there will be a 4-percentage point increase from 65% to 69% 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

SEL Student Goal:

By June 2024, there will be a 6--percentage point increase from 41% to 47% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, there will be

a 25% point decrease from 69% to 44% for Hispanic/Latino student group measured by the school suspension disproportionality data.

a 24% point decrease from 62% to 38% for SED (Socioeconomically Disadvantaged) student group as measured by the school suspension disproportionality data.

By June 2024, there will be a 5% increase from 54% to 59% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

Parents:

- Parent University Program: sessions regarding attendance, reclassification, ELPAC strategies, social media, substance abuse, and emotional regulation.
- Principal Coffee: Facilitate regular community meetings for updates and questions.
- Collaboration with Safe Routes to School: attending monthly meetings, tabling, and event planning with Safe Routes to School program to support safety when biking and walking to school.

Students:

- School Counselor Group Sessions: facilitate one on one and small group counseling sessions during the school day.

- CHAC and Pacific Clinics: individual and small group counseling and mental health support to students during the school day.
- PBS School System: schoolwide ticket incentive system, school store, and positive behavioral strategies school-wide.
- Teacher-Led Clubs: students participate in enrichment clubs and activities before school, during lunch, and after school.
- Red Ribbon Week
- Sown to Grow: student check-ins, personalized feedback, and built-in SEL curriculum.
- Student Leadership
- MVWSD+ (Extended Learning Opportunity Program Afterschool Program): The Beyond the Bell Program, in partnership with the City of Mountain View, is a free, high-quality after-school program that provides student enrichment through homework help, recreation, literacy and Science, Technology, Engineering, Art, and Mathematics.
- THE BEAT Afterschool Program: provides a safe environment where teens are supported academically and engaged in a variety of recreational and social activities.

Staff:

- Teacher appreciation days
- Teacher appreciation tickets and school store
- Acknowledge Alliance: support groups for staff

Goal #5: School Climate and Welcoming Environment

By June 2024, 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 2024, the average daily attendance for the school year will increase from 94% to 97%.

By June 2024, the average chronic absenteeism rate will decrease by 1% from 14% to 13% based on district provided data

Key Strategies:

- Welcome Week: 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. School-wide behavior system is taught, reviewed, and revisited during GMS TV announcements, trimesterly revisit days, and in the classrooms.
- PBS School System: schoolwide ticket incentive system, school store, and positive behavioral strategies school-wide
- After-school program learning: implementation of a safe, calming space as alternative discipline for at-home suspensions
- Home Visits: for attendance with SCEF and ARIS
- Positive Behavior Plans: to aid in the reduction of tardiness and attendance for at-risk students
- No Place for Hate
- Sown to Grow: student check-ins, personalized feedback, and built-in SEL curriculum
- Student Government Classes: Lunch events hosted by our student government classes focusing on games and tournaments
- Chronic absenteeism and tardiness; track data and analyze patterns in PowerSchool to implement interventions on a monthly basis by SCEF, ARIS, school counselors, and administration
- Student Problem-Solving Team: Meet twice a month to brainstorm ideas to create a more welcoming and inclusive culture.
- MTSS: MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).
- United Against Hate Week in November
- Better Together: lessons and training for staff members
- Parent Engagement Series through PIQE

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 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 continue the implementation of MTSS as a tiered approach that helps teachers and other school staff support students' needs. Within MTSS, we will continue with the implementation of Universal Data Cycles to make informed instructional decisions by doing the following: 1) Reflection on effectiveness of previous action plan, 2) Selection of relevant data sets, 3) Analysis of data at multiple levels and hypotheses, 4) Action Planning.

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 9 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

Graham currently has nine 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.

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. In addition, our site provides Response to Intervention (RTI) classes in both English Language Arts and Mathematics. 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. Students also have the opportunity to engage in extension lessons during the school day and during school clubs.

In addition, we work collaboratively with our city partner "The Beat" to support student learning. We are also working with our district office to provide student learning support via the "Beyond The Bell" program. 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.

Graham Middle School believes that parents are an essential component of the school community and success. Parents regularly participate in committees and events such as School Site Council (SSC), Graham Performing Arts Association, English Language Advisory Committee (ELAC), PTA, Principal Coffees, and more. The principals, the At-Risk Intervention Supervisor (ARIS), the two site counselors, and School Community Engagement Facilitator (SCEF) regularly reach out to parents of students who are struggling to support them and provide them with additional resources. The SCEF conducts regular home visits of targeted families. In addition, we provide bilingual support and translations for all meetings and parent communications.

In addition, we have two afterschool programs to support students with academic support, including the BEAT and Beyond the Bell (BTB) with MVWSD+ Extended Learning Opportunity Program (ELOP).

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 does not receive Federal Con/App Funding.

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.

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.

At Graham Middle School we strive to meet the needs of all students both academically and socially. Currently, a large barrier to student success is chronic absenteeism. We believe that it is imperative to ensure that all students achieve at high levels. The barriers that we face while achieving our school goals are addressing the chronic absenteeism of our socioeconomically disadvantaged students, English Learners, our Hispanic/Latino students, and our students with disabilities.

We have the attitude that every student deserves a high-quality education, and we are providing strategic support for our students who are struggling with chronic absenteeism. Our funding is implemented to support the success of these students, provide professional development to educators who work directly with these populations, and to celebrate target student successes.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	305	288		0	282	298	0	282	298	0.0	97.9	
Grade 7	264	289		0	284	270	0	284	270	0.0	98.3	
Grade 8	278	255		0	251	287	0	250	287	0.0	98.4	
All Grades	847	832		0	817	855	0	816	855	0.0	98.2	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2552.0	2541.3		31.91	34.6		28.01	19.1		18.44	18.8		21.63	27.5
Grade 7		2590.6	2568.8		38.03	28.5		24.30	31.5		20.07	18.5		17.61	21.5
Grade 8		2609.0	2588.2		34.00	30.7		33.60	29.3		18.00	17.4		14.40	22.6
All Grades	N/A	N/A	N/A		34.68	31.4		28.43	26.5		18.87	18.3		18.01	23.8

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 6		33.33			45.39			21.28			
Grade 7		36.27			48.59			15.14			
Grade 8		33.60			49.20			17.20			
All Grades		34.44			47.67			17.89			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		25.53			50.35			24.11	
Grade 7		38.03			42.61			19.37	
Grade 8		36.80			46.80			16.40	
All Grades		33.33			46.57			20.10	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.70			66.67			10.64	
Grade 7		24.65			67.25			8.10	
Grade 8		22.40			68.80			8.80	
All Grades		23.28			67.52			9.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		26.95			57.09			15.96	
Grade 7		32.04			54.23			13.73	
Grade 8		32.40			59.60			8.00	
All Grades		30.39			56.86			12.75	

Conclusions based on this data:

1. For the 2022-23 CAASPP, overall there was a decrease 5.2 percentage point decline as compared to the 2021-22 CAASPP.
2. In comparison to 2021-22 CAASPP, there was an increase for Asian subgroup (+1.9), and no change for EL subgroup (0)
3. All the other student subgroups decreased from 2021-22 CAASPP: SWD (-1), EO (-3.3), RFEP (-7), SED (-4), Hispanic/Latino (-9.3), and White (-2.9)

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	305	288		0	287	303	0	287	303	0.0	99.7	
Grade 7	264	289		0	287	280	0	287	280	0.0	99.3	
Grade 8	278	255		0	251	293	0	250	293	0.0	98.4	
All Grades	847	832		0	825	876	0	824	876	0.0	99.2	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2551.2	2543.0		40.77	38		12.54	15.8		17.07	13.5		29.62	32.7
Grade 7		2590.7	2564.9		43.55	36.4		13.24	16.1		15.33	13.6		27.87	33.9
Grade 8		2613.9	2605.8		45.60	43.7		14.40	9.2		10.00	14.7		30.00	32.4
All Grades	N/A	N/A	N/A		43.20	40.2		13.35	14		14.32	14.1		29.13	31.5

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		37.98			33.45			28.57	
Grade 7		43.55			30.31			26.13	
Grade 8		45.60			32.00			22.40	
All Grades		42.23			31.92			25.85	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.66			41.81			27.53	
Grade 7		39.37			40.77			19.86	
Grade 8		43.60			32.80			23.60	
All Grades		37.62			38.71			23.67	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		33.80			44.60			21.60	
Grade 7		41.81			39.37			18.82	
Grade 8		35.60			44.80			19.60	
All Grades		37.14			42.84	44.8		20.02	23.8

Conclusions based on this data:

1. For the 2022-23 CAASPP, overall 2.2 percentage points decrease in the number of students meeting or exceeding standards in mathematics as compared to 2021-22 CAASPP.
2. In comparison to 2021-22 CAASPP, increases for SED (+.3), EL (3.4) and Asian (+7.1)
3. Decreases for the following subgroups SWD (-3.5) - EO (-2*), RFEP (-1.6), Hispanic/Latino (-4.9), and White (-2.7)

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
*	*	52	53	*	*	117	48.7%	38.5%	40.17%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
6	*	*	22	27	*	*	58	50.0%	41.38%	37.93%
7		*	14	16			32	50.0%	40.63%	46.88%
8			16	*		*	27	40.7%	29.63%	37.04%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	21	*	21	13	64
Grade 7	16	*	11	*	45
Grade 8	13	*	*	*	37
Grand Total	50	26	42	28	146

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	15	*	15	26	64
Grade 7	16	*	*	18	45
Grade 8	13	*	11	*	37
Grand Total	44	17	32	53	146

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	15	*	15	26	64
Grade 7	16	*	*	18	45
Grade 8	13	*	11	*	37
Grand Total	44	17	32	53	146

2023 ELPAC Summative WritLangten Language Level					
Grade 6	28	21	12	*	64
Grade 7	23	11	*	*	45
Grade 8	17	*	*	*	37
Grand Total	68	39	30	*	146

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	19	34	11		64
Grade 7	21	19	*		45
Grade 8	15	18	*		37
Grand Total	55	71	20		146

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	14	13	37		64
Grade 7	13	*	23		45
Grade 8	13	*	17		37
Grand Total	40	29	77		146

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	40	18	*		64
Grade 7	29	*	*		45
Grade 8	21	*	*		36
Grand Total	90	35	20		145

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade 6	15	43	*		64
Grade 7	16	25	*		45
Grade 8	13	21	*		37
Grand Total	44	89	13		146

Conclusions based on this data:

1. Overall Language data shows that 42% of ELLs are at a Level 3 or 4.
2. Writing, Listening and Speaking have more ELLs at beginning levels.
3. Reading domain shows 13.8% of ELLs are well developed.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023

RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

Graham Middle School

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Graham Middle School Overall	59%	11%	30%
Asian	87%	8%	5%
Hispanic/Latino	26%	15%	58%
White	81%	9%	11%
SWD	23%	5%	73%
Not SWD	63%	12%	25%
SED	25%	14%	60%
Not SED	78%	10%	13%
EL	4%	7%	89%
EO	80%	9%	10%
IFEP	89%	7%	4%
RFEP	50%	17%	33%
6	57%	11%	32%
7	59%	12%	29%
8	61%	11%	29%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Graham Middle School Overall	53%	47%
Asian	63%	37%
Hispanic/Latino	45%	55%
White	61%	39%
SWD	50%	50%
Not SWD	53%	47%
SED	46%	54%
Not SED	57%	43%
EL	50%	50%
EO	57%	43%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
IFEP	59%	41%
RFEP	47%	53%
6	54%	46%
7	54%	46%
8	51%	49%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Graham Middle School Overall	58%	13%	29%
Asian	93%	5%	3%
Hispanic/Latino	22%	20%	58%
White	82%	10%	8%
SWD	19%	14%	67%
Not SWD	63%	13%	24%
SED	22%	19%	59%
Not SED	79%	10%	12%
EL	7%	12%	81%
EO	80%	8%	11%
IFEP	84%	11%	4%
RFEP	47%	21%	33%
6	61%	13%	25%
7	56%	14%	29%
8	56%	11%	33%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Graham Middle School Overall	52%	48%
Asian	64%	36%
Hispanic/Latino	37%	63%
White	63%	37%
SWD	43%	57%
Not SWD	53%	47%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SED	39%	61%
Not SED	59%	41%
EL	42%	58%
EO	60%	40%
IFEP	70%	30%
RFEP	40%	60%
6	55%	45%
7	53%	47%
8	48%	52%

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: 57.2% --> 61.5%. Math: 51% --> 59%
2. Comparing Annual Typical Growth for 2020-21 and 2021-22, fewer students achieved their Annual Typical Growth Target in 2022-23 for both Reading (58% --> 52%) and math (59% -->52%)
3. Looking at subgroup data, there are increases from 2021-22 to 2022-23 for SWD, SED, ELs, White for Reading and for EO, ELs, for math.

There are declines for EOs, RFEP, Asian, Hispanic/Latino for Reading and for RFEP, Asian, Hispanic/Latino, in Math

There were no changes for SED 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 2024, there will be a 4% increase from 58% to 62% of students meeting or exceeding standards in English Language Arts, as measured by CAASPP

Subgroup goals:

By June 2024, all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be an 8% increase from 19% to 27%.
- Socio-Economically Disadvantaged (SED): There will be a 8% increase from 25% to 33%.
- English Only (EO): There will be a 2% increase from 76% to 78%.
- Asian: There will be a 1% increase from 95% to 96%.
- Hispanic/Latino: There will be a 8% increase from 25% to 33%.
- White: There will be a 2% increase from 80% to 82%.

One year's growth goal: Reading

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments.

By June 2024, Graham Middle School will meet or exceed the District's Annual Growth average of 62%

Key Strategies:

- Universal Data Cycle: Common use formative and summative assessments, as well as iReady diagnostics and district benchmarks, to drive instructional decisions
- Use of iReady Instructional Program: teacher assigned lessons for differentiated instruction and student feedback
- Co-Teaching Model: continuation of co-teaching, along with new professional development on best practices
- Instructional Coaching: standards-based planning support, pedagogical modeling, and real-time coaching to create more student-centered classrooms. Coaches also support the implementation of Backwards Design Planning.
- Response to Intervention (RTI): small groups of students who are 2 or more levels below grade level received specialized instruction with SPIRE curriculum through RTI class sections.
- MTSS: MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).
- After work completion club: small group support for students who are below grade level in Reading by teachers

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:**2022-23 CAASPP ELA Goal**

Overall 58% of the students met or exceeded the grade level standards on CAASPP ELA. This goal was not met in the 22-23 school year. Expected Goal was 67% students meeting or exceeding standards.

For Subgroups,

- SWD Goal: This goal was met in the 22-23 school year. 19% met or exceeded grade level standards. Expected goal was 20%
- SED Goal: This goal was not met in the 22-23 school year. 25% met or exceeded grade level standards. Expected goal was 35%
- EO Goal : This goal was not met in the 22-23 school year. 77% met or exceeded grade level standards. Expected goal was 81%
- Asian Goal: This goal was met in the 22-23 school year. 90% met or exceeded grade level standards. Expected goal was 90%
- Hispanic/Latino Goal: This goal was not met in the 22-23 school year. 25% met or exceeded grade level standards. Expected goal was 40%
- White Goal: This goal was not met in the 22-23 school year. 79% met or exceeded grade level standards. Expected goal was 84%

2022-23 i-Ready One Year's Growth Goal

Overall 59% 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 22-23 school year. Expected Goal was 67% students meeting or exceeding standards.

For Subgroups,

- SWD Goal - This goal was not met in the 22-23 school year. 23% students met their annual typical growth target . Expected goal was 57%
- SED Goal - This goal was not met in the 22-23 school year. 25% students met their annual typical growth target . Expected goal was 55%
- EO Goal - This goal was met in the 22-23 school year. 80% students met their annual typical growth target . Expected goal was 66%
- Asian Goal: This goal was met in the 22-23 school year. 87% students met their annual typical growth target . Expected goal was 70%
- Hispanic/Latino Goal: This goal was not met in the 22-23 school year. 26% students met their annual typical growth target . Expected goal was 55%
- White Goal: This goal was met in the 22-23 school year. 81% students met their annual typical growth target . Expected goal was 63%

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 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
Provide professional development to teachers in i-Ready to drive instructional practice and strategic gap filling. This will help students make progress towards their Annual Typical Growth goal	August-November	Principals, Teachers, Instructional Coaches	No cost to site -moved into staff meetings			
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 areas of need. This will help students make progress towards their Annual Typical Growth goal	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	Paid by PTA	5000-5999: Services And Other Operating Expenditures	School Allocation	
Use iReady for blended learning in the classroom. Teachers will work with students in small groups during blended learning. This will help students make progress towards their Annual Typical Growth goal	Sept - June	Teachers and coaches				
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. This will help students make progress towards their Annual Typical Growth goal	August - June	Admin, coaches, and teachers	No cost to site			
Leverage UDCs to inform and modify instruction. This will help students make progress towards their Annual	August - June	Administrators, 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
Typical Growth goal						
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	10,533
After work completion club: small group support for students who are below grade level in Reading by teachers	October - May	Teachers	teacher time with students rate	1000-1999: Certificated Personnel Salaries	TSSP	5000
Implement RtI reading			Spire Materials	4000-4999: Books And Supplies	TSSP	4200

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 2024, there will be a 5% increase from 54% to 59% of students meeting or exceeding standards in Math, as measured by CAASPP

Subgroup goals:

By June 2024, all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 9% increase from 13% to 24%.
- Socio-Economically Disadvantaged (SED): There will be a 8% increase from 19% to 27%.
- English Only (EO): There will be a 3% increase from 74% to 77%.
- Asian: There will be a 1% increase from 89% to 90%.
- Hispanic/Latino: There will be a 8% increase from 18% to 26%.
- White: There will be a 2% increase from 79% to 81%.

By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the i-Ready diagnostic assessments.

By June 2024, Graham Middle School school will meet or exceed the District's Annual Growth average of 61%

Mathematics Key Strategies:

- Universal Data Cycle: Common use formative and summative assessments, as well as iReady diagnostics and district benchmarks, to drive instructional decisions
- Differentiation of Math Course Pathways: Student data from iReady diagnostic support differentiated pathways for Math courses, RTI, and Study Skills sections in the master schedule
- Use of iReady Instructional Program: teacher assigned lessons for differentiated instruction and student feedback
- Sheltered Instruction Observation Protocol (SIOP): focusing on comprehensible input and content/language objectives.
- Co-Teaching model: continuation of co-teaching, along with new professional development on best practices
- Instructional Coaching: Content-area coaches provide standards-based planning support, pedagogical modeling, and real-time coaching to create more student-centered Mathematics classrooms.
- Professional Development: Instructional coaches develop and deliver staff training to support implementation of best teaching practice.
- Response to Intervention (RTI): small groups of students who are 2 or more levels below grade level received specialized instruction with Math RTI class sections.
- MTSS: MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).

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
 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, i-Ready, 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	No cost to site: Paid by PTA			
RTI: Administer diagnostic test to all students in Math 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 areas of need. This will help students make progress towards their Annual Typical Growth goal	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			
Leverage UDCs to inform and modify instruction. This will help students make progress towards their Annual Typical Growth goal	August - June	Administrators, 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
Conduct frequent walk-throughs and frequent planning meetings in order to provide feedback and coaching to teachers on SIOP, student-centered classrooms, and Co-Teaching to increase skill set and instructional moves	August - May	Administrators and Special Education Coordinators, Instructional coaches	teacher time without students	1000-1999: Certificated Personnel Salaries	TSSP	5000
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	10,533
Analyze data from benchmarks, observations, i-Ready, and feedback and revise plan as needed. This will help students make progress towards their Annual Typical Growth goal	August - June	admin, teachers, and instructional coaches	No cost to site			
Provide professional development to teachers regarding blended learning in the Rtl classroom. This will help students make progress towards their Annual Typical Growth goal	October - June	Rtl teachers, instructional coaches, and admin	Teacher time before or after school	1000-1999: Certificated Personnel Salaries	School Allocation	5000
Use iReady for blended learning in the classroom	Sept - June	Teachers and coaches	No cost to site - DO funded			
Implement new or revised strategies based on revision of plan	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**

By June 2024, there will be a reduction in the number of students who are Long Term English Learners (LTEL) by 20%

By June 2024, there will be a 4% increase in the number of RFEP students meeting/exceeding the standard in ELA from 63% to 67%.

By March 2024, 100% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (16 out of 16 students).

Key Strategies:

- Universal Data Cycle: Common use formative and summative assessments, as well as iReady diagnostics and district benchmarks, to drive instructional decisions
- Differentiation of Courses: Student data from iReady diagnostic support differentiated student pathways for Math courses, RTI, and Study Skills sections in the master schedule
- Use of iReady Instructional Program: teacher assigned lessons for differentiated instruction and student feedback
- Sheltered Instruction Observation Protocol (SIOP): focusing on comprehensible input for the 23-24 year.
- Instructional Coaching: Content-area coaches contain expertise in differentiated instruction. Coaches support educators with SIOP and planning integrated English Language Development (ELD) in their courses.
- Professional Development: Two site ELD teachers, district ELD coach, and site content area coaches work collaboratively to develop and deliver professional development on strategies for engaging newcomers and ELs in the classroom.
- Response to Intervention (RTI): small groups of students who are 2 or more levels below grade level received specialized instruction with Math and ELA RTI class sections.
- Parent University Program: sessions regarding attendance, reclassification, ELPAC strategies, and more
- MVWSD+ (Extended Learning Opportunity Program Afterschool Program): provides student enrichment through homework help, recreation, literacy and Science, Technology, Engineering, Art, and Mathematics.
- THE BEAT Afterschool Program: provides a safe environment where teens are supported academically and engaged in a variety of recreational and social activities.
- MTSS: MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).
- Monitoring and feedback of instructional initiatives by administrators.
- Sheltered Instruction Observation Protocol (SIOP): focusing on comprehensible input and content/language objectives.
- Professional Development: Instructional coaches develop and deliver staff training to support implementation of SIOP and research-based teaching practice.
- TPACK (Technological Pedagogical and Content Knowledge) Trainings

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	10,534
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	Teachers attending training	1000-1999: Certificated Personnel Salaries	TSSP	3500
			Teachers 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			
monitoring and feedback of instructional initiatives by administrators.	August- May	Principals	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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
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

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:

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**

SEL Parent Goal:

By June 2024, there will be a 4-percentage point increase from 65% to 69% 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

SEL Student Goal:

By June 2024, there will be a 6--percentage point increase from 41% to 47% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

By June 2024, there will be

a 3% point decrease from 69% to 66% for Hispanic/Latino student group measured by the school suspension disproportionality data.

a 4% point decrease from 62% to 58% for SED (Socioeconomically Disadvantaged) student group as measured by the school suspension disproportionality data.

By June 2024, there will be a 5% increase from 54% to 59% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

Parents:

- Parent University Program: sessions regarding attendance, reclassification, ELPAC strategies, social media, substance abuse, and emotional regulation
- Principal Coffee: Facilitate regular community meetings for updates and questions
- Collaboration with Safe Routes to School: attending monthly meetings, tabling, and event planning with Safe Routes to School program to support safety when biking and walking to school.

Students:

- School Counselor Group Sessions: facilitate one on one and small group counseling sessions during the school day
- CHAC and Pacific Clinics: individual and small group counseling and mental health support to students during the school day
- PBS School System: school wide ticket incentive system, school store, and positive behavioral strategies school-wide
- Teacher-Led Clubs: students participate in enrichment clubs and activities before school, during lunch, and after school
- Red Ribbon Week
- Sown to Grow: student check-ins, personalized feedback, and built-in SEL curriculum
- Student Leadership
- MVWSD+ (Extended Learning Opportunity Program Afterschool Program): The Beyond the Bell Program, in partnership with the City of Mountain View, is a free, high-quality after-school program that provides student enrichment through homework help, recreation, literacy and Science, Technology, Engineering, Art, and Mathematics.
- THE BEAT Afterschool Program: provides a safe environment where teens are supported academically and engaged in a variety of recreational and social activities.
- Implement district wide behavior response standards and supports for behavior expectations

Staff:

- Teacher appreciation days
- Acknowledge Alliance: support groups for staff

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	Coffee and snacks	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	2000
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			
Parent education for substance abuse prevention with focus on vaping	August - June	Principal	Facilitator fee	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2500
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
No Place For Hate	August - June	Director of DEI, Teachers, Counselors, Principals	Certification for school	4000-4999: Books And Supplies	School Allocation	2000
Implement Red Ribbon week in October	Ongoing	Admin, ARIS, Counselors	supplies and prizes for games	4000-4999: Books And Supplies	School Allocation	4500
Implementation of school wide behavior system	August - June	ASB, Admin, ARIS, Counselors, and SCEF	supplies for school wide posters and activiites created by staff and students	4000-4999: Books And Supplies	School Allocation	5000
Mental Health and Wellness Fair	May	SCEF, Counselors, Admin, Parents	Food and entertainment Analyze data from benchmarks, observations, and feedback and revise plan as needed -no cost to site	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	6000
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 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	Program	1000-1999: Certificated Personnel Salaries	School Allocation	5000
Implement new or revised action steps based on the review of data throughout the year	Ongoing	Principal and Teachers	No cost to site			
Social-Emotional student check-in and teacher response weekly (Platform: Sown to Grow)	Ongoing	Teachers	No cost to site			
Analyze data from benchmarks,	Ongoing	Admin, counselors,	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
observations, and feedback and revise plan as needed		and staff				
Implement new or revised strategies based on revision of plan	Ongoing	Admin, counselors, and staff	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:

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**

Goal #5: Inclusive and Welcoming Culture

By June 2024, 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 2024, the average daily attendance for the school year will increase from 94% to 97%.

By June 2024, the average chronic absenteeism rate will decrease by 1% from 14% to 13% based on district provided data

Key Strategies:

- **Welcome Week:** 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. School-wide behavior system is taught, reviewed, and revisited during GMS TV announcements, trimesterly revisit days, and in the classrooms.
- **PBS School System:** schoolwide ticket incentive system, school store, and positive behavioral strategies school-wide
- **After-school program learning:** implementation of a safe, calming space as alternative discipline for at-home suspensions
- **Home Visits:** for attendance with SCEF and ARIS
- **Positive Behavior Plans:** to aid in the reduction of tardiness and attendance for at-risk students
- **Sown to Grow:** student check-ins, personalized feedback, and built-in SEL curriculum
- **Student Government Classes:** Lunch events hosted by our student government classes focusing on games and tournaments
- **Chronic absenteeism and tardiness;** track data and analyze patterns in PowerSchool to implement interventions on a monthly basis by SCEF, ARIS, school counselors, and administration
- **Student Problem-Solving Team:** Meet twice a month to brainstorm ideas to create a more welcoming and inclusive culture.
- **MTSS:** MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).
- **United Against Hate Week** in November
- **Better Together:** lessons and training for staff members
- **Parent Engagement Series** through PIQE

- **Día de Los Muertos** community event
- **Chronic Absenteeism & Tardiness:** Office Admin for focus
- **Instrument purchase and repair**
- **Stipends for Clubs and Activities**

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
Staff compensation for school committees and meetings	August - June	Principals, behavior Teachers team, ARIS, counselors	teacher time before or after school	1000-1999: Certificated Personnel Salaries	TSSP	9832
After School Sports	August - June	Athletic Directors	Buses	5000-5999: Services And Other Operating Expenditures	After School Foundation Athletics - Middle Schools	50,000
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	School Allocation	5000
			Site PBS Program for targeted students	4000-4999: Books And Supplies	TSSP	5000
Implementation of After-school program learning as alternative discipline for at-home suspensions.	September - June	Administrators, SCEF, ARIS, Counselor	teacher time before or after school	1000-1999: Certificated Personnel Salaries	TSSP	2500
Home visits for attendance with SCEF	September - June	Administrators,	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and ARIS		SCEF, ARIS				
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	Clubs and Activities - Middle Schools	3550
Welcome Days at the beginning of the school year to build community and introduce student agency survey, strategies, and information	August	Administrators, Leadership Team	Supplies	4000-4999: Books And Supplies	School Allocation	1000
Chronic Absenteeism & Tardiness: Hire Office Admin for focus	September - June	Administrators	Chronic Absenteeism & Tardiness support	2000-2999: Classified Personnel Salaries	TSSP	22218
Lunch events hosted by our Student Government Classes: games, tournaments, and spirit days once a month	October - June	Administrators, Student Government, Student Government Teacher				
Chronic absenteeism and tardiness; track data and analyze patterns in PowerSchool to implement interventions on a monthly basis by SCEF, ARIS, school counselors, and administration	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	Clubs and Activities - Middle Schools	1000
Stipends for Clubs and Activities	Aug- Jun	Administrators, Teachers	A - Stipend for Club Advisors	1000-1999: Certificated Personnel Salaries	Clubs and Activities - Middle Schools	7450
			C - Stipend for Leads	1000-1999: Certificated Personnel Salaries	School Allocation	24,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			D - Stipends for Misc.	1000-1999: Certificated Personnel Salaries	After School Sports - Middle School	7000
Implement United Against Hate week in November	Ongoing	Administrators, Teachers, SCEF, ARIS, Counselor	assembly speaker	5000-5999: Services And Other Operating Expenditures	Clubs and Activities - Middle Schools	3000
Implement Better Together curriculum and strategies	Ongoing	admin, counselors, and teachers	No cost to site - provided by district			
Community Events			Food and entertainment	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	4,899
Parent Engagement Series through PIQE	6 weeks	SCEF, Admin, Parents	Program facilitation	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	12,000

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	67,200	89,600	0.00
TSSP	46,950	62,600	0.00
Clubs and Activities - Middle		15,000	0.00
After School Foundation		50,000	0.00
Musical Instruments &		5,000	5,000.00
Parent Engagement	25,424	33,899	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Foundation Athletics - Middle Schools	50,000.00
After School Sports - Middle School	7,000.00
Clubs and Activities - Middle Schools	15,000.00
Parent Engagement (PIQE/FEI/PU)	33,899.00
School Allocation	89,600.00
TSSP	62,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	81,132.00
2000-2999: Classified Personnel Salaries	22,218.00
4000-4999: Books And Supplies	70,850.00
5000-5999: Services And Other Operating Expenditures	69,399.00
5800: Professional/Consulting Services And Operating	14,500.00

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	After School Foundation Athletics - Middle	50,000.00
1000-1999: Certificated Personnel Salaries	After School Sports - Middle School	7,000.00
1000-1999: Certificated Personnel Salaries	Clubs and Activities - Middle Schools	7,450.00
4000-4999: Books And Supplies	Clubs and Activities - Middle Schools	4,550.00
5000-5999: Services And Other Operating	Clubs and Activities - Middle Schools	3,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	3,000.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	16,399.00
5800: Professional/Consulting Services And	Parent Engagement (PIQE/FEI/PU)	14,500.00
1000-1999: Certificated Personnel Salaries	School Allocation	35,500.00
4000-4999: Books And Supplies	School Allocation	54,100.00
1000-1999: Certificated Personnel Salaries	TSSP	31,182.00
2000-2999: Classified Personnel Salaries	TSSP	22,218.00
4000-4999: Books And Supplies	TSSP	9,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,733.00
Goal 2	20,533.00
Goal 3	15,884.00
Goal 4	38,500.00
Goal 5	158,449.00

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			
Ashleigh O'Sullivan		X			
Amanda Honold		X			
Arundhati Bose			X		
Amy Seto				X	
Evelyn Ho				X	
Camille Leblond				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
Casey Cissna	X				
Natalie Lescano			X		
Anna Konduk				X	
Sandra Mendoza				X	
Elena Alvarez				X	
Alba Bautista				X	
				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) 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:

<p>Heidi Galassi</p> <hr/> <p>Typed Name of School Principal</p>	<p></p> <hr/> <p>Signature of School Principal</p>	<p>_____</p> <p>Date</p>
<p>Yael Shaked</p> <hr/> <p>Typed Name of SSC Chairperson</p>	<p></p> <hr/> <p>Signature of SSC Chairperson</p>	<p>_____</p> <p>Date</p>