School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Richard L. Graves Middle School	19-65037-6022859		May , 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our Single Plan for Student Achievement is a comprehensive school-wide plan that allocates site funds for programs and resources to meet the needs of all student groups and provide support for families. The goals and actions of this plan align with LCAP.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, all stakeholders (PTA, SSC, ELAC, staff, and the general population) at Graves are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan. Additionally, stakeholders participate in the District LCAP brainstorming session as well as the LCAP survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Graves Middle School currently uses two models for classroom observations which includes formal and informal observations. The administrator follows the SWTA contract in scheduling formal observations. The formal observation consists of a pre-observation conference to discuss the lesson, an observation of a formal lesson, and a post observation conference to provide feedback and next steps.

Teachers are informally observed on a regular basis. These informal observations consist of verbal feedback and/or an informal note. The site administrator observes in classrooms on a regular basis as a means of supporting instruction, ensuring that all components of a balanced curriculum are in place, and that all classrooms are maximizing instructional time. Classroom observation include a focus on the implementation of Common Core State Standards (CCSS) and 21st Century Skills, academic discourse, and clear learning objectives.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The principal and teachers will analyze the following assessment pieces (at the local and state levels) using the District multiple measure tools: Renaissance STAR 360 (reading and math), Interim Assessment Blocks (IAB's), Chapter or Unit tests for math and Reading Language Arts, and teacher/coach-created formative assessments. These assessments correlate to the State Assessment performance of students (CAASPP testing as of 2019). Data will be analyzed during vertical articulation data meetings, grade-level or PDAR meetings to determine student groupings, establish intervention/enrichment classes and design classroom instruction. (LCAP)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Graves staff are able to disaggregate STAR 360 data, and teacher created assessments and use that information to modify their instruction. Small group and one to one instruction are used to enable students to meet mastery of grade level standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the requirements for ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Graves are highly-qualified and appropriately placed according to their credential. District coaches have provided additional professional development using Amplify and Go! Math. All teachers have received training in ELD strategies, AVID strategies, and content specific support.

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

All school-wide professional development at Graves Middle School is aligned to the goals of the SPSA, and district (Board-Adopted Annual Goals) and state/federal performance goals for the CAASPP. All teachers have received training in targeting key and essential standards through the use of high-leverage instructional strategies, bell-to-bell instruction, and successful implementation of core curricula with fidelity to the standards.

Strong emphasis has been placed on Integrated & Designated ELD and strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Staff development has mostly consisted of implementation of AVID strategies, ELD strategies, and Content specific support.

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

The instructional coach works with all departments in the areas of Lesson delivery, ELD strategies, and AVID strategies. Support consists of demo lessons, co-plan/co-teach, and interactive professional development.Strong emphasis has been placed on Integrated & Designated ELD and strategies, Reading Informational Standards, Math Content Standards and Standards of Mathematical Practices. Additionally, we have focused on providing differentiated instruction.

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

Teachers collaborate by grade level on a regular basis. During collaboration time, teachers implement the PDAR cycle to plan lessons and analyze teaching practices.

Teaching and Learning

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

We continue to improve with implementing the CCSS and the SBAC for the 2019-20 school year, and we are utilizing CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. We feel that this will help our students master the CCSS and the SBAC.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We have a 6-period day with each period at 55 minutes in all content areas

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We have created standards based pacing guides in all content area. We will also form committees to revise and update on a yearly basis. I

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We will continue to use the CCSS and the SBAC for the 2019-20 school year. We will also continue to utilize CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. The materials we are using will be aligned to the CCSS, as we utilize the Synced Solution in ELA for our lessons and our pacing plan.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

We will continue to use the CCSS and the SBAC for the 2019-20 school year. We will also continue to utilize CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. 90% of our teaching staff have received formal AVID WICOR and Excel EL training. The materials we are using will be aligned to the CCSS as we utilize the ELA curriculum for our lessons and pacing plan.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our focus is to provide underperforming students with support through our daily schedule and lesson delivery model that focuses on differentiation. First, we have added an ELD companion course to provide support to our language learners. Second, we have added a portion of our day to provide small group instruction to meet the needs of our striving scholars. We will also hire additional aides to support this model. Additionally, all classes in ELA and Math will receive support from our RSP teachers and/or aides in our MTSS model.

Evidence-based educational practices to raise student achievement

We will focus on WICOR strategies school wide and Intervention supports. Our Instructional coaches will guide our implementation of grade level /content specific action plans. Additional training will be provided by outside consultants.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Working with the SWSD, Graves Middle School coordinates resources that come from state, local, and federal funding sources, we work with local agencies to support students with their social, emotional, mental, and financial needs so our underachieving students can attain grade level success. We have a site-based Community Liaison who helps us reach out to parents and support our students and the community.

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)

School Site Council/ELAC meetings
DAC/DELAC
Superintendent's Facilities Advisory Committee
LCAP Committee
PTSA

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Special education support, during school/after school support programs, tutoring, intervention for at-risk kids, Study Skills classes, use of Mentors to support Study Skills students, and in-school and out-of-school counseling are the services that support our under performing students.

Fiscal support (EPC)

State (LCFF) and Federal (Title I dollars) funds support our educational program.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Every year, all stakeholders (PTA, SSC, ELAC, staff, and the general population) at Graves are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan. In order to solicit staff feedback, LCAP goals are reviewed annually at a staff meeting. Staff members work in small groups to provide feedback and suggestions by department. The SPSA site team uses the input to work with the principal to create strategies/ action steps for each goal. Additionally, stakeholders participate in the District LCAP brainstorming session as well as the LCAP survey. We also hold regular SSC meetings to get input, make revisions, and approve the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We noted that the majority of our funds were allocated to the AVID scholars. This left little monies to support scholars outside of that program. We have reallocated funds to ensure that the needs of our EL scholars and all other scholars are met. We will target intervention supports and services

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.15%	0.32%		1	2
African American	0.62%	0.15%	0.48%	4	1	3
Asian	0.62%	0.15%	0%	4	1	0
Filipino	1.86%	1.18%	0.8%	12	8	5
Hispanic/Latino	92.87%	95.43%	95.34%	599	647	593
Pacific Islander	0.16%	%	0%	1		0
White	3.88%	2.95%	3.05%	25	20	19
Multiple/No Response	%	%	0%			0
			Total Enrollment	645	678	622

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	334	336	288
Grade 8	311	342	334
Total Enrollment	645	678	622

Conclusions based on this data:

1. Over a three year period, enrollment has declined
2. Recruitment efforts to maintain all scholars impacted the 17-18 enrollment to the 18-19 school year. The 17-18 7th grade cohort increased to 342 in the 18-19 8th grade enrollment
3. A continued effort to improve enrollment through highly sough after electives and an increase in test scores is necessary

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	209	228	194	32.4%	33.6%	31.2%
Fluent English Proficient (FEP)	224	218	212	34.7%	32.2%	34.1%
Reclassified Fluent English Proficient (RFEP)	30	38	44	13.5%	18.2%	19.3%

Conclusions based on this data:

1. Reclassification percentage increased by 5% over a three year span showing improvement. However, our number of EL students continues to remain the same.
2. These data show the need to increase services to meet the needs of our EL scholars
3. We will ensure that the EL scholars get first access to intervention and direct services that are offered.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	314	324	334	314	321	327	314	320	327	100	99.1	97.9
Grade 8	348	303	337	346	301	332	346	301	332	99.4	99.3	98.5
All	662	627	671	660	622	659	660	621	659	99.7	99.2	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2518.	2502.	2514.	9.87	9.06	6.42	32.48	25.00	30.89	22.61	23.44	28.13	35.03	42.50	34.56
Grade 8	2514.	2537.	2509.	5.49	9.63	5.12	22.25	30.56	24.40	33.24	25.58	26.81	39.02	34.22	43.67
All Grades	N/A	N/A	N/A	7.58	9.34	5.77	27.12	27.70	27.62	28.18	24.48	27.47	37.12	38.49	39.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	14.97	10.94	10.40	43.31	38.44	46.18	41.72	50.63	43.43
Grade 8	9.54	16.94	11.14	40.17	38.21	38.86	50.29	44.85	50.00
All Grades	12.12	13.85	10.77	41.67	38.33	42.49	46.21	47.83	46.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	21.34	18.44	15.90	46.82	45.63	56.57	31.85	35.94	27.52
Grade 8	10.40	19.67	9.94	50.58	46.00	53.01	39.02	34.33	37.05
All Grades	15.61	19.03	12.90	48.79	45.81	54.78	35.61	35.16	32.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	9.55	4.38	10.40	57.01	55.63	59.94	33.44	40.00	29.66
Grade 8	4.62	12.96	5.72	63.87	61.46	60.84	31.50	25.58	33.43
All Grades	6.97	8.53	8.04	60.61	58.45	60.39	32.42	33.01	31.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	22.29	22.19	17.13	41.72	41.56	51.99	35.99	36.25	30.89
Grade 8	13.87	20.60	11.75	48.55	48.17	47.89	37.57	31.23	40.36
All Grades	17.88	21.42	14.42	45.30	44.77	49.92	36.82	33.82	35.66

Conclusions based on this data:

1. There has been inconsistent growth in ELA test scores in both 7th and 8th grade
2. Data shows that we need a concentrated effort to focus on our ELA test results in all areas including reading, writing, and research.
3. In the upcoming school year, we will use data on a frequent basis to develop grade level action plans for our ELA and Social Studies department. We will hire an outside consultant to provide professional development and meet after each trimester to review IAB results, identify areas of improvement, and strategies/interventions to improve lesson delivery and learning opportunities for our scholars.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	314	324	334	313	321	331	312	321	331	99.7	99.1	99.1
Grade 8	348	304	337	346	302	336	346	302	336	99.4	99.3	99.7
All	662	628	671	659	623	667	658	623	667	99.5	99.2	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2488.	2474.	2477.	9.94	7.79	8.46	12.18	13.08	11.78	27.88	22.43	25.68	50.00	56.70	54.08
Grade 8	2482.	2505.	2482.	9.54	13.25	8.93	10.69	12.25	9.23	19.36	21.85	22.32	60.40	52.65	59.52
All Grades	N/A	N/A	N/A	9.73	10.43	8.70	11.40	12.68	10.49	23.40	22.15	23.99	55.47	54.74	56.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	14.10	12.46	11.78	25.96	21.81	25.38	59.94	65.73	62.84
Grade 8	13.87	15.95	13.99	22.83	25.25	23.21	63.29	58.80	62.80
All Grades	13.98	14.15	12.89	24.32	23.47	24.29	61.70	62.38	62.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	10.58	11.84	10.27	38.46	33.64	36.25	50.96	54.52	53.47
Grade 8	10.40	14.90	8.63	28.03	42.72	34.23	61.56	42.38	57.14
All Grades	10.49	13.32	9.45	32.98	38.04	35.23	56.53	48.64	55.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	9.62	7.17	6.34	47.76	51.09	52.27	42.63	41.74	41.39
Grade 8	9.54	14.90	5.95	39.02	44.70	40.77	51.45	40.40	53.27
All Grades	9.57	10.91	6.15	43.16	47.99	46.48	47.26	41.09	47.38

Conclusions based on this data:

1. 8th grade math showed a decrease in the percentage of scholars scoring below standard. There was an increase in the percentage scoring in the nearly met category.7th grade showed an increase in the percentage of scholars scoring below standard which lent to the lack of movement as a school.
2. Over the last three years, there has been inconsistent growth in the area of math even with our advanced math courses
3. In the upcoming school year, we will use data on a frequent basis to develop grade level action plans for our Math department. We will hire an outside consultant to provide professional development and meet after each trimester to review IAB results, identify areas of improvement, and strategies/interventions to improve lesson delivery and learning opportunities for our scholars. We will also hire two part time instructional aides and an outside agency to provide direct services (intervention) to our striving scholars.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1518.1	1521.8	1515.7	1513.0	1520.2	1530.0	93	109
Grade 8	1529.6	1524.8	1519.1	1519.5	1539.6	1529.6	77	91
All Grades							170	200

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	19.35	18.35	44.09	40.37	26.88	28.44	*	12.84	93	109
8	27.27	14.29	42.86	36.26	22.08	35.16	*	14.29	77	91
All Grades	22.94	16.50	43.53	38.50	24.71	31.50	8.82	13.50	170	200

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	34.41	28.44	49.46	39.45	11.83	21.10	*	11.01	93	109
8	46.75	24.18	33.77	35.16	14.29	28.57	*	12.09	77	91
All Grades	40.00	26.50	42.35	37.50	12.94	24.50	*	11.50	170	200

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	15.05	16.51	26.88	21.10	25.81	38.53	32.26	23.85	93	109
8	24.68	6.59	22.08	25.27	28.57	39.56	24.68	28.57	77	91
All Grades	19.41	12.00	24.71	23.00	27.06	39.00	28.82	26.00	170	200

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	40.86	11.93	46.24	60.55	12.90	27.52	93	109
8	33.77	13.19	61.04	63.74	*	23.08	77	91
All Grades	37.65	12.50	52.94	62.00	9.41	25.50	170	200

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	52.69	55.05	41.94	35.78	*	9.17	93	109
8	61.04	41.76	36.36	45.05	*	13.19	77	91
All Grades	56.47	49.00	39.41	40.00	*	11.00	170	200

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	12.90	13.76	33.33	42.20	53.76	44.04	93	109
8	25.97	13.19	18.18	40.66	55.84	46.15	77	91
All Grades	18.82	13.50	26.47	41.50	54.71	45.00	170	200

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	18.28	15.60	72.04	73.39	*	11.01	93	109
8	19.48	1.10	74.03	86.81	*	12.09	77	91
All Grades	18.82	9.00	72.94	79.50	8.24	11.50	170	200

Conclusions based on this data:

1. The data shows that the number of EL scholars score at level 1 has in increased where as the number of scholars scoring at level 4 decrease.
2. These data may represent and increase in Newcomers at Graves Middle School. It may also show an increase in the number of EL scholars being reclassified
3. Our next steps is to ensure that our school wide focus is on EL scholars. We will ensure that all teachers are highly trained in Integrated ELD strategies and that our ELD teachers are skilled in crafting lesson plans focused on ELD standards. Additionally, EL scholar will receive first access to all interventions and additional supports. They will also have access to Rosetta Stone and any other programs available.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
678	**88.9**	**33.6**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	228	33.6
Foster Youth	6	0.9
Homeless	24	3.5
Socioeconomically Disadvantaged	603	88.9
Students with Disabilities	118	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1
American Indian	1	0.1
Asian	1	0.1
Filipino	8	1.2
Hispanic	647	95.4
White	20	2.9

Conclusions based on this data:

1. Scholars at Graves lack the basic necessities in their home life. We must utilize site funds in a fiscally sound way to make the biggest impact on instruction
2. English Language Learners need additional support in all academic areas
3. We have a moral imperative to focus our attention on equity and excellence in education

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. We will continue to take steps to decrease our suspension rate by working with our mental health partners and our school counselor. We will also develop a stronger PBIS program and develop a MTSS program to meet the needs of all of our kids. We will continue to meet the needs of our EL students and reclassify them as appropriate. We have shown strength in this area, so we will continue to work with our teachers so they use strategies that support our EL students.
2. We are using a new ELA program that differentiates for our students. It requires them to write for 10-20 minutes every day and it is a very student centered curriculum, so we expect better results. Our teachers are collaborating quite a bit to fully utilize the ELA curriculum. We are also going to use the IABs and/or ICAs and then adjust instruction based on the data we analyze. We are also using the PDAR process to guide our collaboration and our instruction. This process is student-centered and very effective for teachers.
3. We are using different instructional strategies for math to support our students. Teachers will continue to use collaborative strategies, performance tasks, conceptual strategies, and direct instruction to meet the kids' needs. Our teachers are collaborating quite a bit to determine the best way to support rigorous math instruction. We are also going to use the IABs and then adjust instruction based on the data we analyze. We are also using the PDAR process to guide our collaboration and our instruction. This process is student-centered and very effective for teachers. We are developing a plan for our math department so that there is focused and coherent instruction in our math classes.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
45.8 points below standard	61.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8 points	Declined -8.6 points	6
649	347	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
82 points below standard	49.4 points below standard	115.5 points below standard
Declined Significantly -27.3 points	Declined -6.1 points	Declined -10.6 points
25	583	117

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	1	1	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
47.2 points below standard	0 Students	0 Students	59.2 points below standard
Declined -6.9 points			Declined Significantly -28.6 points
619			19

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.9 points below standard	8 points below standard	50.4 points below standard
Increased ++3.7 points	Declined -9 points	Declined -6.4 points
188	159	225

Conclusions based on this data:

1. We need to focus on lesson delivery in the classroom including standards based lesson planning, student engagement, and relevant student work
2. We need intervention programs and strategies to provide access to scholars performing below standard
3. ELD must be taught on a daily basis using research based strategies.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
93.1 points below standard	109 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.3 points	Declined -13.8 points	6
650	348	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
121.2 points below standard	97.2 points below standard	175.3 points below standard
Declined Significantly -22.9 points	Declined -9.5 points	Declined Significantly -25.8 points
25	584	117

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	1	1	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange			No Performance Color
94.7 points below standard			108.1 points below standard
Declined -8 points			Declined Significantly -41.2 points
620			19

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.6 points below standard	47.6 points below standard	104.2 points below standard
Maintained -2 points	Declined -12.2 points	Declined -7.9 points
189	159	225

Conclusions based on this data:

1. We need common pacing guides, assessments, and scaffolds in math
2. We are hiring two part time aides and and outside tutors to provide intervention in the area of math
3. lesson delivery and student engagement must be a focus to improve test scores.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.8 making progress towards English language proficiency
Number of EL Students: 191
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.2	31.9	4.7	46.0

Conclusions based on this data:

1. We will ensure that the budget reflects our commitment to EL scholars by offering additional intervention opportunities to our EL scholars
2. We will provide ELD on a daily basis for scholars scoring at the Beginning and somewhat developed stage
3. Integrated ELD strategies will be implemented in all content areas

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.8	8.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.8	Increased +1.9	6
697	233	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
33.3	11.3	19.5
Increased +19	Increased +2.2	Increased +8.3
30	621	123

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	1	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
11.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	19
Increased +2.5	0	0	Increased +11
664			21

Conclusions based on this data:

1. We will decrease our Chronic Absenteeism rate by working with our SART and SARB committees, our mental health partners, and our school counselor to monitor and hold families accountable for daily attendance.
2. We will honor scholars that have perfect attendance with certificates and incentives each trimester and at the end of the school year
3. We will have our attendance clerk and community liaison work together to monitor chronic attendance issues on weekly basis. They will generate letters, call home, meet with families, and conduct home visits.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
5.4	5.1	Less than 11 Students - Data Not 6
Increased +1.2	Maintained +0.2	
704	234	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Orange	Green
0	5.6	4.1
Declined -2.3	Increased +0.9	Declined -3.7
30	624	123

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
2	1	1	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange			No Performance Color
5.5			4.8
Increased +1.2			Increased +4.8
671			21

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.2	5.4

Conclusions based on this data:

1. We will continue to take steps to decrease our suspension rate by working with staff to think about alternatives, our mental health partners, and our school counselor.
2. We will also develop a stronger PBIS program and develop a MTSS program to meet the needs of all of our kids because we believe academic and social-emotional factors affect student attendance and achievement.
3. We will clearly articulate school rules and reasons for suspension

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Culture and Climate

LEA/LCAP Goal

Culture and Climate: Create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

Goal 1

Graves Middle School with facilitate a positive, safe and inclusive school culture as demonstrated by the staff and scholars

Identified Need

Based on our stakeholder needs assessments and other measures, the following has been identified: Increase SEL supports in class, provide more collaborative opportunities in the classroom , create more opportunities for student voice, increase opportunities for scholar/teacher interactions, and focus on college/ career readiness school wide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey	54% of our scholars feel safe at school Low parent responses	Increase the amount of scholars that feel safe on campus by 20%
School wide PBIS TFI	We received a rating of 2 in individual student support plans	Increase the rating to 3 or higher
College and Career Culture survey	None available	98% of our scholars will participate in the survey in the 21-22 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Awards and Certificates will be given to scholar to promote attendance, positive scholarly traits, and grades

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

Amount(s)	Source(s)
1,500	LCFF 4000-4999: Books And Supplies awards and certificates

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

High performing math scholars

Strategy/Activity

A Summer Math Enrichment math program will be provided to promote a culture of excellence and advancement

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

Amount(s)	Source(s)
3,000	LCFF 1000-1999: Certificated Personnel Salaries Extra Teacher Pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Events and Experiences that would enhance and enrich school culture and engage learners will be be provided

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

Amount(s)	Source(s)
5482	LCFF

	5000-5999: Services And Other Operating Expenditures (field trips, guest speakers, assemblies)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incentives for scholars will be provided to promote positive behavior and attendance

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

Amount(s)	Source(s)
2,000	LCFF 4000-4999: Books And Supplies various incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Materials and supplies that would enhance the learning environment will be purchased including items for a calming room

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

Amount(s)	Source(s)
3,879	LCFF 4000-4999: Books And Supplies Material and supplies/calming

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Continuous Improvement

LEA/LCAP Goal

Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

Goal 2

Grave Middle School will utilize baseline data and data discussions to plan Department /Grade level Instructional action plans that include intervention, enrichment, lesson planning, and formative assessments

Identified Need

Based on state and local assessments, increased opportunities to look at data, formulate a plan of action, and monitor scholar learning has been identified

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star 360	Based on the STAR 360 three year report, there has been continuous growth in 8th grade ELA and Math (scale score) . However, there is varied growth in 7th grade ELA and Math(scale score) when looking at same scholar cohorts	Both ELA and Math departments will show cohort growth by 10 % on scaled scores
18-19 SBAC	Based on 18-19 SBAC , 72% of our scholars are below proficiency in ELA and 80% in Math	Our goal is to show a 10% growth from all SBAC levels including the movement from Far below to below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will have data discussions using current data to plan department specific action plans including interventions for underperforming and EL students

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

Amount(s)	Source(s)
6,000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will plan lesson plans using the PDAR cycle with coach assistance

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

Amount(s)	Source(s)
8,000	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

All GMS teachers will be retrained on the PDAR cycle and an ILT will be established

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries ILT pay and extra teacher pay for training

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Educator Leadership

LEA/LCAP Goal

Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

Goal 3

Graves Middle School will provide professional development opportunities for all staff to ensure effective instruction is provided to all scholars and provide authentic opportunities for teacher voice and choice during collaboration

Identified Need

Based on data (staff survey, classroom observations, STAR 360), there is a need to provide department specific training for our teachers. These include ways to teach Common Core Standards and how to provide formative assessments to adjust lessons. As a site, it is necessary to provide Integrated ELD and differentiated instruction strategies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores	There are 189 LTELS for the 21-22 school year	Reduce the number of LTEL students by 50% by the time they leave the 8th grade Designated ELD teachers will provide high quality standards based instruction to EL scholars
Attendance , sign in sheets, and google reflection forms	All teachers received site wide training on the ELD strategies, AVID strategies, and Common Core Standards (overview in ELA and Math)	Increase the use of Integrated ELD strategies in all content areas Social Studies and Science will teach and assess ELA Common Core standards ELA and Math will pull small groups during class time periods
Department Specific Action Plans	Teachers have completed department/grade level specific action plans that include specific requests for training/support. The plans	Each department specific action plan will include teacher professional development and other resources needed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	were not fully implemented due to COVID 19.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All departments will receive content specific professional development in the form of conferences , workshops, classes, AVID Institute to enhance instruction, increase efficacy, and build collective efficacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra pay
8,000	LCFF 5000-5999: Services And Other Operating Expenditures Registration fee, tech apps ,and other related materials
9,239	Title I 1000-1999: Certificated Personnel Salaries Teacher extra pay - AVID
1,466.64	LCFF 1000-1999: Certificated Personnel Salaries Avid Coordinator -Extra pay

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will be provided the opportunity to give input and feedback on our professional support program including ideas, follow-up opportunities, and ways to improve the implementation process three times a year

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will have the opportunity to collaborate on new trainings and strategies to internalize the professional development and bridge the gap between sessions and classroom implementation

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

Amount(s)	Source(s)
5,000	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra pay
5,000	LCFF 4000-4999: Books And Supplies Department specific materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family and Community Engagement

LEA/LCAP Goal

Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

Goal 4

Graves Middle School will proactively seek parent participation and community collaboration by providing genuine opportunities, resources, and meaningful interactions with our scholars and the learning process

Identified Need

Based on parent participation logs and survey completion, we need to increase parent involvement in parent conferences, student attendance, academic success, and learning opportunities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey results	Less than 10 % of our parents filled out the survey	Increase parent participation on all surveys
Parent Education Opportunities Sing in sheets	On average, we have about 40-5o parents join in Parent focused Zoom sessions	Increase parent participation average to 75 parents or more
Parent Square Communication program	This is a new program that we need to implement.	95% of our parents check updates, etc. on Parent Square

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students from Spanish Speaking homes

Strategy/Activity

All parent and community events/activities will be provided in English and Spanish

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,478	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra pay for translation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

GMS will host at least 3 Family Events (Science, PE, Pancakes with Parents, Arts Night)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Pay
1,000	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Pay
500	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

In order to provide better services, GMS will host a two-day in-person registration opportunity for parents to have all their questions asked, assistance on paperwork , etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

2,675	LCFF 2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parents will be provided with Parent Education Opportunities throughout the school year

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

Amount(s)	Source(s)
1,172	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

free/reduced lunch, , foster youth, and homeless

Strategy/Activity

Our Community Liaison will be provided with extra hours to meet the needs of all families in both academic and personal needs

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

Amount(s)	Source(s)
1,000	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

MTSS

LEA/LCAP Goal

Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups

Goal 5

GMS will implement equitable MTSS supports to ensure the academic and social-emotional growth of each scholar.

Identified Need

GMS offers little intervention support during the school day. There is a need to add structures and supports within the school day to focus on ELA and Math. Additionally, we have an increase of social-emotional concerns that range from depressions, self-harm, gender identity, social anxiety that hinder scholars from learning to their full potential. It is imperative that we provide adequate support and resources at the Middle School .

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
18-19 SBAC	Based on 18-19 SBAC , 72% of our scholars are below proficiency in ELA and 80% in Math	We will show a 10% growth from each SBAC band
ELPAC	Currently, we have 189 LTEL scholars	Reduce the number of LTEL students by 50% by the time they leave the 8th grade Show 10% growth in all ELPAC levels

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Tier 2-3 scholars

Strategy/Activity

GMS will hire two Math Interventionists to work with the Math Department to implement small group instruction and provide additional support during the school day in classrooms

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

Amount(s)	Source(s)
28,000	Title I 2000-2999: Classified Personnel Salaries Classified salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 2-3 scholars

Strategy/Activity

GMS staff will provide after school intervention in ELA and Math focused on mastery of skills and based on school wide assessments (STAR 360,IAB data, Performance Tasks)

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

Amount(s)	Source(s)
7,460	Title I 1000-1999: Certificated Personnel Salaries Teacher extra pay

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors will work with the Administrative Team to plan a Master Schedule that facilitates MTSS supports

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

Amount(s)	Source(s)
2,000	LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Programs and Materials to enhance the comprehensive system of support will be in place

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF 5000-5999: Services And Other Operating Expenditures SEL Assemblies
6,500	LCFF 4000-4999: Books And Supplies Materials and suppplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

LTEL students

Strategy/Activity

Designated ELD teachers will be provided with additional collaboration time with the EL coach to meet the needs of our LTELs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF 1000-1999: Certificated Personnel Salaries EL Designated Teacher extra pay

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Tier 2-3 students

Strategy/Activity

Two full Multiple Subject Interventionists will be hired to provide intervention

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Provide programs, intervention, and assistance to our EL students by having layered levels of support specifically designed for this demographic group

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$121,851.64

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$52,871.00
Title I Part A: Parent Involvement	$2,478.00

Subtotal of additional federal funds included for this school: $55,349.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$66,502.64

Subtotal of state or local funds included for this school: $66,502.64

Total of federal, state, and/or local funds for this school: $121,851.64

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	66,502.64
Title I	52,871.00
Title I Part A: Parent Involvement	2,478.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,837.64
2000-2999: Classified Personnel Salaries	35,153.00
4000-4999: Books And Supplies	19,379.00
5000-5999: Services And Other Operating Expenditures	16,482.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	26,966.64
2000-2999: Classified Personnel Salaries	LCFF	3,675.00
4000-4999: Books And Supplies	LCFF	19,379.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,482.00

1000-1999: Certificated Personnel Salaries	Title I	23,871.00
2000-2999: Classified Personnel Salaries	Title I	29,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,478.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,861.00
Goal 2	14,000.00
Goal 3	31,705.64
Goal 4	10,825.00
Goal 5	49,460.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Dr. Trena Gonzalez	Principal
Yoshi Anno	Classroom Teacher
George Palomino	Classroom Teacher
Cammy Weiss	Classroom Teacher
Iris Camerena	Parent or Community Member
Maria Baltazar	Parent or Community Member
Yesenia Prillwitz	Parent or Community Member
Jannet Vasquez	Parent or Community Member
Abigail Munoz	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April , 2021.

Attested:

Principal, Dr. Trena Salcedo-Gonzalez on

SSC Chairperson, Maria Baltazar on

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. use methods and instructional strategies that:
        i. strengthen the academic program in the school,
        ii. increase the amount and quality of learning time, and
        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.