

The Single Plan for Student Achievement

Richard L. Graves Middle School

School Name

19-65037-6022859

CDS Code

Date of this revision: December 15, 2016

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

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

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South Whittier School District

School District

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The District Governing Board approved this revision of the School Plan on January 19, 2016.

II. School Vision and Mission

School Mission Statement:

The mission of Richard L. Graves Middle School is to prepare every student for success in high school and beyond by focusing on the core academic subjects in an effective and integrated curriculum.

School Vision Statement

- We will prepare students academically and socially for success in high school.
- We will provide students with a supportive environment, which includes parents and the community, as they make the transition from elementary school to high school. (Counselor, counseling resources).
- We will prepare students for independent and life-long learning, for setting individual goals, and for making positive choices. (Student planner, 3-Week Advisory).
- We will hold high expectations for students and provide numerous avenues of support so that each middle school learner succeeds.
- We will engage students with challenging lessons and opportunities to think critically and demonstrate their learning in a variety of ways.
- We will develop a rich set of courses and enrichment opportunities that infuse learning with science, technology, engineering, mathematics, visual and performing arts, career/real-world connections, and multicultural experiences.
- We will create small interdisciplinary learning communities in order to foster close relationships for accountability and engagement among our students and with adults.
- We will work with our feeder elementary and high schools to promote seamless, smooth transitions.
- We will create a safe, fair, and healthy school environment through a policy of positive discipline, safe and engaging facilities, access to adult mentors and counseling and school and community health and social services.
- We will foster distributed leadership, collaborative decision-making and regular data analysis to keep our focus on learning and continual improvement.
- We will build a professional learning community through recruitment, training, coaching, and collaboration.
- We will build partnerships by engaging families, businesses, local and state agencies and organizations, higher education, and community members as partners in supporting middle grades student achievement.

III. School Profile

School Profile

Graves Middle School (GMS) is a two-year middle school serving grades 7 and 8. Average enrollment is approximately 700 students made up of 95% Hispanic, 3% White and 2% other minority. Twenty-five percent of the student population is considered English Learners and 64% participate in the National School Lunch Program. GMS is the only seventh and eighth grade middle school for students in the South Whittier School District in the unincorporated area of Los Angeles County. The school is located on one of the community's main thoroughfares, near two commercial shopping centers in the city of Santa Fe Springs. The neighborhood's main housing consists of single-family homes and some apartment complexes. The main ethnic group in the community is Hispanic/Latino. The predominant second language in the community is Spanish. The school operates on a traditional year calendar.

The South Whittier School District covers an area of 4½ square miles and is comprised of seven (7) schools, six (6) elementary schools and one (1) middle school. Graves Middle School services the educational needs of the seventh and eighth grade students in the district. With the community's passage of the Measure W bond, the middle school underwent modernization; fencing, lighting, air-conditioning of classrooms, multimedia library facilities, the new construction of a multipurpose room/gymnasium, shower and locker rooms, a thirteen-room classroom building including administration facilities, student mall, and outdoor basketball courts. Modernization was completed during the 2007-08 school year. Each classroom has at least one computer with internet access purchased through a district technology program.

Overview of School Programs

The educational program at Graves Middle school focuses on a standards-based core curriculum. The master schedule is built on a seven-period day for most students, but there is one 0 period 8th grade U.S. History class and one 7th grade World History class. Most students take two periods of English/language arts and math in a two period block for a total of 90 minutes. After undergoing a District Assistance Intervention Team (DAIT) review in the 2008-09 school-year, the master schedule was restructured to include two (2) periods of math for students who had not achieved proficiency on the previous year's California Standards Tests (CST). In addition, students who have been determined to be two years or more below grade level in reading are enrolled in a two period English/language arts replacement class called Inside, by National Geographic. During the 2008-09 school year the middle school started the AVID program and received certification in May, 2010. Students who are "Standard Nearly Met" to "Standard Exceeded" on the SBAC in math and English/language arts are eligible for this program. In addition, students working at grade level or approaching grade level are eligible to enroll in elective classes. In addition to AVID, we started AVID Excel for college bound students who are designated English Learners or recent Re-designated Fluent English Proficient students. This program is meant to support the academic and language-based needs of our English Learners. In addition, we allow students who score "Standard Nearly Met" to "Standard Exceeded" in math and English/language arts and participate in summer school are eligible for band, student leadership, and STEM (Science, Technology, Engineering, and Mathematics). We are participating in the SeaPerch program with the U.S. Navy. It is a competition for underwater robotics so our students can go deeper in the area of STEM education and compete at the county level in this STEM program.

The Graves Middle School staff utilizes and analyzes our standardized unit assessments in our four core content areas that help us to assist our students and further inform our instruction. Our staff uses Direct Interactive Instruction (DII), Thinking Maps, AVID WICOR strategies and AVID Excel EL strategies. Our teachers have received extensive training in DII, Thinking Maps, AVID Excel EL strategies, and AVID WICOR strategies by professional developers and all site staff members have been trained. Furthermore, during the 2016-17 school year we will continue to use these strategies to support all students. This level of professional development has made a difference for our students and our teachers alike.

English Learners

In addition to the DII, Thinking Maps, AVID WICOR strategies, and AVID Excel EL strategies that our teachers received, we have taken additional steps to support our English Learners. We have implemented the Rosetta Stone English Language Development program during class time as well as an after school program. In order to support the use of the Rosetta Stone program we purchased 40 iPads so students can access the online program while on campus. We have made an iPad cart available to teachers so they can allow our EL students to develop their English in the classroom

during the school day. As mentioned previously, we also implemented the AVID Excel program and introduced iPads and Chromebooks into the English Language Arts for EL students and the AVID Excel program.

Academy/Honors Program

Graves Middle School has also established an honors program that has been very successful and popular within our community. Students participate in a summer school program that is focused on allowing our high achieving students to participate in our Advanced Math Track program. Most honors students also take Honors Language Arts and Social Studies during the summer to prepare them for the upcoming school year. Additionally, students in the honors academy have the opportunity to attend several field trips throughout the year. They also enjoy Academy after school and evening family functions and have the opportunity to attend field trips to local areas of academic interest and local colleges and universities.

Parent, Student, Teacher, Administrator Accountability

3 Week Grade Advisory

Teachers enter student grades into the Aeries Parent Portal online grading system on a consistent basis. These grades are recorded on a student grade card by the 5th period advisory teacher and students are required to take the card home for a parent signature. Students with passing grades of C's or higher have the opportunity to participate in school activities, while students earning GPAs below 2.0 stay in class for a special advisory period to meet with their teacher to receive academic advising and to make up work. For each 3 week grading increment, teachers who give failing grades are required to contact parents and meet with an administrator to discuss interventions and parent contacts for each student receiving a failing grade. Parents are able to log into the Parent Portal to view students grades, assignments, and attendance in real time at any time if they have internet access. We are using the "Mind the Red" process to help all of our students to stay organized and to stay on top of their missing work. These programs have allowed for strong lines of communication between the school and our families. Accordingly, we are going to continue our intervention program with our at-risk students. We will support and assist our students so that they meet our rigorous 8th grade promotion policy requirements.

Anti-Bullying Program

During the 2012-13 school year Graves Middle School implemented the Olweus Anti-Bullying program. During the 2011-12 through 2014-15 school year our leadership team guided our Olweus Anti-Bullying program so we could lead the school's anti-bullying effort. Additionally, a questionnaire was administered to all students regarding bullying at Graves. The results were analyzed and shared with the staff during the school "buy back" days. Furthermore, the staff was trained on the Olweus Anti-Bullying program so that we would have a common response to anti-bullying. A referral form was created and teachers meet with their 5th period classes weekly during the Olweus period to train students about our anti-bullying program. We purchased an online anti-bullying site, Sprigeo, that allows students and parents to anonymously report bullying at any time and from any place. Although only 10% of kids are bullied at Graves, we want to be a bully-free school.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

The state of California is using the CAASPP state testing program for the 2016-17 SY, we will receive additional data this school year.

B. Surveys

The Olweus Anti-Bullying Program Survey has been administered over the years so we could determine the level of bullying we have on campus. We found out that GMS is significantly below the national average for bullying, about 10% of kids were bullied last year. We have a leadership team and a comprehensive school wide plan to address and decrease the bullying on campus. Our 7th grade students, our staff, and some of our parents took the Healthy Kids Survey to give us feedback about our school climate. We look forward to using the information to help improve our school climate and culture.

C. Classroom Observations

Current Instructional Practices:

Teachers' professionalism is evident in many aspects of instruction. Clearly, teachers spend time thoughtfully designing lessons to address student needs. Ineffective practices such as popcorn reading and completion of workbook pages focusing on knowledge-level information are notably absent. Teachers use class time for research-based instructional activities.

The use of technology via computers, iPads, Chromebooks, math programs, LCD projectors, document cameras, internet sites, PowerPoint presentations in all classrooms at Graves Middle School provide effective presentations of new material and opportunities for review. Thinking Maps, WICOR strategies, Excel EL strategies, and DII strategies assist students in many classrooms in core content areas.

Teachers are conscientious about ensuring that the Common Core State Standards (CCSS), learning objectives/essential questions, and language objectives are evident by being posted and referenced for students as the basis of instruction, which is observed in all classrooms. In many classrooms, students also write the learning objective in their notebooks. As a result, students' ability to articulate the learning objective is greatly improved. In every classroom high levels of active engagement by students in activities more closely tied to the learning and language objectives can be observed. Teachers have clearly planned for multiple opportunities to utilize activities in which students can actively participate during the lesson. The active engagement strategy of shared reading is being used in E/LA classrooms. Direct Interactive Instruction (DII), Excel EL strategies, and AVID WICOR strategies are also being utilized throughout our campus. Checking for understanding is also being used, particularly the use of pair-share and group response in which students work collaboratively to develop an agreed-upon answer shared via white boards to respond to a question posed by the teacher. Teachers are using randomizers to randomly call on individual students or small groups of students to check for understanding of the lesson content.

Next Steps:

We will continue to use Excel EL strategies, DII, WICOR strategies, and Thinking Maps strategies to support our students and their learning needs. Part of this work is posting the CCSS and writing clear learning and language objectives. In designing learning objectives, we need to reflect on the level of cognition of the objective to increase the opportunities for students to analyze and apply new knowledge. Teachers review the resources provided in the district-adopted text to ensure that the more challenging thinking activities are included in the learning objectives and used throughout the lesson. In designing language objectives, we need to be cognizant about language production for our English Learners. We are also working with professional developers in the area of math and science to assist our students with the CCSS and the NGSS.

While teachers are planning lesson activities to actively engage students, they reflect on how the activity helps students master the intended learning so they can apply it to developing a body of knowledge and they can build on it for future learning. For example, teachers analyze if the activity provides opportunities for students to demonstrate that they can define what a preposition is and how it is used. This helps students transfer their learning so they know how to use prepositions in their own oral and written communication. In math, teachers analyze if students can articulate the concept of positive and negative numbers so students will have that knowledge firmly in place for CCSS

Algebra and advanced math courses. Additionally, students are asked to identify the purpose of their learning on classroom assessments.

In modeling lessons, teachers use metacognition strategies to model for students the thought process they arrive at when arriving at the correct answer. Since what makes an answer correct needs to be known to the learners, students get opportunities to practice identifying what they think and how they make decisions about the right answer. Students should be able to support answers with a rationale or specific evidence from a text so they know not only what is correct, but why it is correct. Teachers demonstrate this with think aloud, think time, and turn and talk strategies for students. In using these strategies to check for understanding, teachers take think-pair-share to the next level. To hold students accountable, teachers have students share their thoughts with the entire class. Teachers allow students to have time to think about their answer before sharing. They continue to use multiple strategies for student talk, such as look at your partner, make eye contact, and answer the questions in complete sentences using academic language. Teachers plan multiple ways to assist students who do not understand a concept by coming up with meaningful activities for other students to do while they reteach the students who need to have it explained in a different manner than the first time.

Teachers also connect vocabulary from narrative and expository reading by increasing students' use of academic vocabulary in speaking and writing. Teachers use sentence frames that include introductory phrases to increase students' use of more sophisticated syntax. Teachers evaluate the level of rigor expected in student writing and give students constructive feedback about their writing. In all four core subject areas, students demonstrate their understanding of concepts through both verbal and written responses that include great depth and multiple paragraphs when they are responding in writing.

Graves Middle School is using the Rosetta Stone English Language Development program and the AVID Excel program for our English Learners, whether they are recently arrived students or Long Term English Learners (LTEL). We utilize Chromebooks and iPads so teachers can have their English Learners access Rosetta Stone and other instructional programs during the school day and after school as well. These intervention programs are helping our students become better readers and more fluent in all aspects of English language development, as evidenced by our results on standardized assessments.

D. Student Work and School Documents

Student data and work will be collected and analyzed throughout the school year by our teaching and administrative staff. This will help us calibrate how we assess our students.

E. Analysis of Current Instructional Program (See Appendix B)

See Appendix B

V. Description of Barriers and Related School Goals

Goal for 2016-17

Site-based unit benchmark and other assessment data will be used to drive instruction and interventions for all students. District created common assessments for English/language arts and math and department created assessments for social science, and science will be scanned into SchoolCity and examined at department meetings. Administrators and department data chairs will be in charge of department meetings where data is analyzed and instruction is discussed. Student data and work samples will be evaluated and instruction will be adjusted according to student needs. Teachers will re-teach content that needs to be presented again because students did not perform at a proficient level when they originally took the benchmark assessment.

Barrier

Limitations of time and other logistical issues have interfered with regular data team meetings led by the two full-time administrators. Meetings will have to be utilized more effectively than previously in order for us to analyze data and then plan accordingly.

Plan for 2016-17

LCAP funds are being used to compensate teacher-leaders for serving as department chairs in the areas of math, social science, and English/language arts. Our department chairs pull data and print reports from SchoolCity and they facilitate data team meetings, including the formulation of lesson plans and goals based on the data. Our site-based instructional coach supports the data meetings and instructional collaboration.

VI. Planned Improvements in Student Performance

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

<p>LCAP Goal #1:</p> <p>Create a learning environment where students feel safe and flourish as they develop skills needed to be competitive in the 21st Century global market through full implementation of Common Core State Standards and effective use of technology.</p>	
<p>SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) Graves Middle School will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.</p> <p>Graves Middle School has implemented the Common Core State Standards (CCSS) and will start to implement the Next Generation Science Standards (NGSS), provide full access to all courses, improve pupil achievement and other pupil outcomes.</p> <p>Graves Middle School will continue to increase the "C" or above rate for 7th and 8th graders and utilize the 8th Grade Promotion Policy.</p>	
<p>Student groups and grade levels to participate in this goal: All Graves students will participate in this goal.</p> <p>Target Student Groups: GATE, Students with Disabilities, Hispanic, Foster Youth, English learners, and Socio-Economically Disadvantaged students.</p>	<p>Anticipated annual performance growth for each group: GATE program</p> <p>All students will participate in the CAASPP assessment, at the rate of 95% or higher in ELA and Math</p>
<p>Means of evaluating progress toward this goal: 1A: Progress made by students will be measured by longitudinal growth on district units assessments, district benchmarks, and teacher records.</p> <p>1B: Progress made by students will be measured by continuous growth on the: *SchoolCity Assessments *District benchmarks (ELA/Math/Science/History) *Weekly/Unit Tests, Formative Assessments *Principal observations *Teacher Evaluations</p>	<p>Group data to be collected to measure academic gains: SchoolCity data resulting from multiples measures: Teacher-generated assessments, SchoolCity Assessments, CELDT Test, District Benchmark Assessments, and all Core Program Assessments.</p> <p>In addition: Attendance rates, the the Fitnessgram/Physical Fitness Exam of 7th grade students, Olweus implementation, Healthy Kids Survey, PBIS Intervention Support Checklist, referrals to community agencies (Whole Child, Spiritt Family Services, etc.) as evidence from Parent Conferences, SST meetings, IEP meetings.</p> <ul style="list-style-type: none"> * CAASPP State Assessment * CELDT * District Benchmarks * Teacher observation and assessments

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 The school leadership employs a wide range of strategies to support the implementation of the CCSS and encourages parental and community involvement, especially with the teaching and learning process.				
1.1 All core and supplemental materials used in classrooms are aligned to current Common Core State Standards (CCSS) content standards and are implemented appropriately.	2016-2017	Supplemental materials for CCSS	\$2,000.00	LCFF
1.2. Various forms of formative and summative CCSS based assessments are used to monitor progress toward mastery of the CCSS. Special ed. staff will work with site and district administrators to receive CCSS and SBAC training.	2016-2017	Supplemental materials for CCSS	\$2,000.00	LCFF
1.3 Data will be analyzed during department meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.	2016-2017	Extra-pay assignment for department chairs and teachers	\$6,000.00	LCFF
1.4 Graves teachers and administrators will appropriately implement the CCSS.	2016-2017	Professional Development	\$20,000.00	LCFF
1.5 Data Analysis/Progress Monitoring during data conferences and/or professional development days (including release time for teachers) will be conducted by the administrative staff using SchoolCity to track student progress and inform instructional practices as well as CCSS training information.	2016-2017	Extra-pay assignment for department chairs and teachers	\$6,000.00	LCFF
1.6 DII will continue for all teachers with support from district coaches as needed.	2016-2017	Subs	\$150.00 per day	LCFF
1.7 Teachers will continue to attend CCSS/NGSS training and share information with colleagues. Special ed. staff will work with fellow staff members, and site and district to administrators to receive CCSS and SBAC training.	2016-2017	CCSS/NGSS Professional Development and subs	\$2,000.00	LCFF Title I
1.8 ELA teachers received training in the SchoolCity tool for curriculum/standards alignment and implementation.	2016-2017	Subs	\$150.00 per day	LCFF
1.9 All teachers attended Thinking Maps training and will continue to align instruction to school-wide and district-wide writing initiatives and prompts.	2016-2017	Subs	\$150.00 per day	LCFF
1.10 All teachers will continue to receive technological support for academic in-class intervention and enrichment for Advanced students as well as struggling learners and ELs (as funding becomes available).	2016-2017	Subs	\$150.00 per day	LCFF

<p align="center">Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>
<p>1.11 Teachers will focus their instructional efforts on high leverage strategies/initiatives to increase the intended rigor of the CCSS and introduce the NGSS. These strategies/initiatives include:</p> <p>*Utilize AVID WICOR and Excel EL strategies to support students' academic success</p> <ul style="list-style-type: none"> • Using locally adopted, standards-aligned instructional materials, curriculum, & assessments • Participating in the CAASPP and train students in the skills needed to take the CAASPP • Implementing the four components of Direct Interactive Instruction appropriately--Standards and Measurable Objectives, Lesson Structure and Sequence, Student Engagement (interaction, feedback, and directives), and Proactive Classroom Management. • Teaching students how to use academic language while in academic settings • Integrating anytime, Intensive, Strategic and Supportive Academic and Behavioral Response to Intervention strategies that focus on a positive reward system • Grouping students, as needed, to maximize instruction and learning • Integrating the arts into the curriculum, as is possible • Consistently using Leveled Sentence Frames and SDAIE strategies as needed throughout the instructional day and across all subject areas • Implementing the 4 Cs "Super Skills" for the 21st Century • Utilizing technology to maximize instruction and learning • Using metacognitive practices to teach students how to learn about learning • Implementing the Olweus/PBIS Anti-bullying Program • Instructing students on the use of metacognitive skills to increase learning • Developing rigorous and relevant instruction that motivates students to achieve at higher levels: Costas Taxonomy/Hess' Cognitive Rigor Matrix/Webb's Depth of Knowledge Levels • Incorporate PBIS to create/sustain a positive school climate that includes a suicide prevention component 	<p>2016-2017</p>	<p>Subs</p>	<p>\$150.00 per day</p>	<p>LCFF</p>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.12 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2016-2017	Forms	\$100.00	LCFF
1.13 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will organize activities to stimulate family participation based on information gained from parent surveys in the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering as evidenced by scheduled activities and parent sign-in sheets. A parent incentive component will be added to these activities to increase parent support and participation.	2016-2017	Food and child care	\$500.00	Title I- Parent Involvement
1.14 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will annually ensure a correctly composed and elected School Site Council and/or English Learner Advisory Committee.	2016-2017	Correspondence	\$500.00	LCFF
1.15 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will hold at least one Title I Parent meeting and one School Advisory Committee Meeting annually. At each meeting, parents will receive information about the state standards for reading, supplemental support available for Title I students, and ways that they can support reading at home as evidenced by agendas and minutes.	2016-2017	Correspondence	\$500.00	LCFF
1.16 The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through aeries.net, Trimester Progress reports, advisories, parent/teacher conferences, Student Study Team (SST) conferences, IEP meetings, Mind the Red Mondays, and Blackboard: Nov./Feb./April/June/as needed	2016-2017	Correspondence	\$500.00	LCFF
1.17 The site administrator will communicate with parents in a language they can understand, in a timely manner, about academic proficiency levels, grade-level standards, local assessments as well as available student assistance and support. All notices, reports, statements, or records that district staff send parents or guardians will be provided in written form and in the primary language to the extent possible. Individual parent conferences will be held at least twice each year, and on-going as needed, to interpret student district reading assessments results and reading program as evidenced by conference schedules.	2016-2017	Correspondence	\$500.00	LCFF
1.18 Graves will improve existing technologies and continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2016-2017	Correspondence/Website	\$200.00	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.19 Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): * Transition IEPs will be scheduled and held for students with disabilities who are transitioning into and out of Graves as needed. Parents, school staff and receiving teacher will attend meetings to review IEP goals as evidenced by IEP. * During Transition IEPs a brief high school orientation for students and parents will be held each year in order to familiarize the parents and students with programs offered at the high schools and review the math and ELA standards and expectations as evidenced by agendas and sign-in sheets.	2016-2017	Subs	\$150.00 per day	LCFF
2. GMS will establish an environment where students feel safe and secure, and mutual respect is demonstrated by students and staff.				
2.1 All students, faculty, and staff have been trained to employ the Olweus Bullying Prevention Program via kick off activities, class meetings every two weeks, PBIS, and the school site discipline plan.	2016-2017	Subs	\$150.00 per day	LCFF
2.2 A checklist referring to Positive Behavior Intervention Support (PBIS) is available for school site stakeholders.	2016-2017	Subs	\$150.00 per day	LCFF
2.3 All certificated and classified staff will participate in training aligned to their specific jobs, safety, discipline, and on the contents and goals of the SPSA, in order to better support the school sites. Customer service and cross training will be the focus areas of the training. Attendance at training will be verified by sign-in sheets.	2016-2017	Subs	\$150.00 per day	LCFF
2.4 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2016-2017	Forms	\$100.00	LCFF
2.5 District Approved Interventions/Enrichment programs will be implemented by district staff, content experts, consultants, and/or community volunteers to meet and enrich the academic needs of all students.	2016-2017	Cost of content experts and consultants	\$2,000.00	Title I LCFF
2.6 Coaching will be used to build leadership capacity in the teaching staff and the administration.	2016-2017	\$33,168.00	\$33,168.00	Centralized District Budget Title I
2.7 A more safe and secure learning environment will be provided as funding becomes available including staff training on CPI, anti-bullying, PBIS, and suicide prevention.	2016-2017	Subs	\$150.00 per day	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>2.8 District and middle school staff will create and adopt programs that cater to the unique academic and social/emotional needs of adolescents, including AVID and university and career awareness. Staff will develop programs that prepare students for success in high school and the university and monitor progress through grade review and input from tutors to ensure that students master content standards.</p> <p>Two 7th grade and two 8th grade AVID classes and AVID Excel classes will be offered to students. In addition to AVID, a student leadership class, a drama club, two STEM classes, a technology class, two band classes, and two orchestra classes will be offered.</p> <p>AVID coordinator, AVID elective teachers, and AVID Site TEAM will attend summer training conference.</p> <p>Provide comprehensive student planner system with school information, school rules and consequences, and character education pages.</p>	2016-2017	AVID Professional Development Fee AVID tutors STEM coordinator stipend & materials Project Lead the Way related costs Travel, conference, field trips Purchase Planners	\$750.00 \$20,000.00 \$1,643.00 \$200.00 \$2,000.00 \$6,000.00	LCFF Title I Centralized District Budget
3. A culture where positive behavior is the norm and there is no tolerance for bullying.				
3.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2016-2017	Forms	\$100.00	LCFF
3.2 Students will be provided opportunities to practice and develop their leadership skills. A student incentive/reward system will be implemented to increase student motivation and student achievement.	2016-2017	Cost for student incentives	\$1,000.00	ASB and volleyball funds (Field House rental)
3.3 Coaching will be used to build leadership capacity in the teaching staff and the administration.	2016-2017	\$33,168.00	\$33,168.00	Centralized District Budget LCFF
3.4 A more safe and secure learning environment will be provided as funding becomes available including staff training on CPI, anti-bullying, PBIS, and suicide prevention.	2016-2017	Subs	\$150.00 per day	LCFF
3.5 School partners, such as Whole Child, Spirit Family services, etc., will continue to receive school site and district referrals on an as needed basis for students who require additional support services.	2016-2017	Correspondence	\$100.00	LCFF
4. Implementation of the district Wellness Policy				
4.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2016-2017	Subs	\$150.00 per day	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
4.2 Coaching will be used to build leadership capacity in the teaching staff and the administration.	2016-2017	\$33,168.00	\$33,168.00	Centralized District Budget LCFF
4.3 School partners, such as Whole Child and Spiritt Family services, will continue to receive school site and district referrals on an as needed basis for students who require additional support services.	2016-2017	Correspondence	\$100.00	LCFF
5. All students, including low income students, have access to basic health services.				
5.1 Graves will continue to improve existing technology and increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement for basic health services.	2016-2017	Correspondence	\$100.00	LCFF
5.2 School partners, such as Whole Child and Spiritt Family services, will continue to receive school site and district referrals on an as needed basis for students who require additional support services in the area of basic health services.	2016-2017	Correspondence	\$100.00	LCFF
6. Maintain a culture characterized by trust, professionalism, and high expectations for all students, having access to a system of personal support services, activities, and opportunities at the school and within the community.				
6.1 The staff will support district efforts that cater to the unique academic and social/emotional needs of adolescents, including metacognitive strategies and university and career awareness. Staff will develop programs that prepare students for success in middle school, high school, and the university level.	2016-2017	Surveys Parent Ed. materials Trainers Child care	\$500.00	Title I LCFF
6.2 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2016-2017	Forms	\$100.00	LCFF
6.3 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Graves will annually ensure a correctly composed and elected School Site Council and/or English Learner Advisory Committee.	2016-2017	Correspondence	\$100.00	LCFF
6.4 The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, Student Study Team (SST) conferences, IEP meetings, aeries.net, and Blackboard: Consistently and as needed.	2016-2017	Cost for aeries.net and Blackboard	District-based cost	Centralized district budget
6.5 Graves will hold a Back-to-School Night event in the fall to review grade level standards and expectations as evidenced by agendas and sign-in sheets. In the spring of each year, Open House events will be held to showcase student work reflecting grade level standards.	2016-2017	Correspondence	\$100.00	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
6.6 Graves will continue providing Parent Education Trainings that target parents of English learners.	2016-2017	Correspondence	\$100.00	LCFF
6.7 Graves will provide child care, meals, and attendance incentives to encourage attendance and participation at parent meetings, trainings, and workshops. These activities will be scheduled at a variety of convenient times to enable parents to participate in school-related meetings and training sessions as evidenced by meeting schedules.	2016-2017	Cost for child care and incentives	\$500.00	Title I Parent Involvement
6.8 Graves will continue to improve on current technologies and increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2016-2017	Correspondence/Website	\$1,000.00	LCFF
7. Auxiliary services for students and parents, including transition to high school				
7.1 Transition IEP's are scheduled for students with disabilities at all transition grades; 6th to 7th, and 8th to 9th, to ensure a smooth transition to the new setting as evidenced by IEP meetings.	2016-2017	Correspondence	\$100.00	LCFF
7.2 A parent visitation and middle school orientation program for students and parents will be held each year in order to familiarize the parents and students with programs offered at Graves Middle School as evidenced by agendas and sign-in sheets.	2016-2017	Child care and food	\$500.00	Title I Parent Education
7.3 District/site administrators and teachers at Graves Middle School will collaborate with the Whittier Union High School District to create orientation programs for eighth grade students matriculating from Graves Middle School as evidenced by collaboration meeting notes.	2016-2017	Subs	\$150.00	LCFF
7.4 English learners who have not made annual growth in their English acquisition skills based on review of annual CELDT scores, will be identified for ELD intervention. Intervention instruction will be provided during the school day and during extended school day and extended school year programs.	2016-2017	Teacher extra-pay	\$2,000.00	Centralized District Budget LCFF
7.5 Seventh and eighth grade students who are at-risk of not graduating high school based or those who scored "Standard Not Met" or "Standard Nearly Met" on the CAASPP will be identified for the replacement reading National Geographic intervention class. Graves Middle School's counselor will conference with the parents of seventh grade students at-risk of not graduating from high school. Intervention instruction will be provided during the school day, during extended school day, and during extended school year programs.	2016-2017	Teacher extra-pay	\$36,000.00	LCFF Title I
8. Monitoring program effectiveness				
8.1 Graves Middle School will fully support the Public School Accountability Act.	2016-2017	Subs	\$150.00 per day	LCFF
8.2 Graves Middle School employees will participate in all phases and components of the state's standards-based assessment system. A substitute teacher will be hired to coordinate CAASPP testing in the spring.	2016-2017	Substitute teacher	\$150.00 per day	LCFF
8.3 CAASPP test data, API, and embedded AMAO results will be used to monitor programs and drive changes in instructional practice, as needed.	2016-2017	Department chairs	\$6,000.00	LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
8.4 Graves Middle School will have a Single Plan for Student Achievement, aligned to the Local Educational Agency LCAP Plan, which will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data as evidenced by meeting agendas and minutes.	2016-2017	Correspondence	\$100.00	LCFF
8.5 District assessment results and other relevant student work will be analyzed and used to drive changes in the instructional calendar and intervention practices during the academic year.	2016-2017	Department chairs	\$6,000.00	LCFF

VI. Planned Improvements in Student Performance (continued)

<p>LCAP Goal #2:</p> <p>Provide opportunities and support for students as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce. Increased and improved services will be provided for all sub groups.</p>	
<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) SCHOOL GOAL #1A Graves Middle School will decrease the percent of students scoring "Standard Not Met" or "Standard Nearly Met" on the CAASPP by 10% in ELA and Math and will increase the percent of students who score "Standard Met" or "Standard Exceeded" by 10%. Assessments will provide data towards mastery of CCSS.</p>	
<p>Student groups and grade levels to participate in this goal: All Graves students will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged * Foster Youth * Students with Disabilities</p>	<p>Anticipated annual performance growth for each group: Hispanic. There will be an increase of 10% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. Socio-economically Disadvantaged. There will be an increase of 10% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. English Language Learners. There will be an increase of 12% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. The percent of students meeting AMAO 1, AMAO 2, and English Proficiency will increase by 3%. Foster Youth. There will be an increase of 10% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. Students with Disabilities -There will be an increase of 10% of students who score "Standard Met" or "Standard Exceeded" on district and or school site assessments. .</p>
<p>Means of evaluating progress toward this goal: * SchoolCity Reports * End of the Unit Assessments (ELA/Math) * School Diagnostic Assessments * Administrative Observations * Teacher Evaluations</p>	<p>Group data to be collected to measure academic gains: * CAASPP * CELDT * CAPA/CMA</p>

<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 COMMON CORE STATE STANDARDS. All students will receive instruction based on Common Core State Standards (CCSS), which will prepare them for college and the workforce.				
<p>1.1 MATERIALS & TECHNOLOGY. All students will have access to district adopted core and supplemental materials. These materials will be aligned to grade level CCSS in all content areas.</p> <p>Intervention/Enrichment materials will be used to meet the individual needs of students.</p> <p>GMS has received a significant amount of technology over the past few years, so the goal is for the school to continue to be equipped with functioning permanent labs and or other technology such as Chromebooks, iPads, document cameras, Apple TVs, and projectors. GMS is in year two of a five year plan to allow all students to have 1-1 take home Chromebook in order to give all students access to technology on a daily basis. This cost will be covered by the district office.</p>	2016-2017	Core materials-purchased by district Intervention Materials Intervention Aides Technology Hardware Software Maintenance	\$1,000.00	Centralized district budget Site Site/Centralized
<p>1.2 ASSESSMENTS.</p> <p>The CAASPP, CELDT, and various forms of district and program formative and summative assessments are used to monitor progress towards mastery of CCSS.</p> <p>AYP/API replacement indicator results are also used to set goals and monitor school site progress.</p> <p>Staff will implement a district and school site assessment schedule which includes district, program, and state assessments as well as timelines for the administration of assessments.</p>	2016-2017	Extra-pay assignment for department chairs	\$6,000.00	Title I LCFF Centralized district budget
<p>1.3 COLLABORATION/PROGRESS MONITORING.</p> <p>1.3a Ongoing data will be collected and analyzed during department meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.</p> <p>1.3b Meetings will include all teachers including specialists and special education teachers. The Professional Learning Community (PLC) model will be utilized as a way to continue to improve and enhance grade level and staff meetings.</p>	2016-2017	Extra-pay assignment for department chairs	\$6,000.00	Title I LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.4 TEACHING STRATEGIES. Teachers will use research-based instructional strategies such as DII, Thinking Maps, AVID WICOR strategies, Excel EL strategies, etc. in order to scaffold all students during daily instruction.	2016-2017	Professional Development Substitutes Conferences Travel Professional Materials	\$20,000.00	Title I LCFF
1.5 STAFFING. District will hire highly qualified staff that meet or exceed state guidelines.	2016-2017	District related cost	District related cost	Centralized district budget
1.6 INSTRUCTIONAL MINUTES. All students including Students with Disabilities and English Learners, have access to the core curriculum by ensuring daily schedules meet the required instructional time for all curricular areas.	2016-2017	None	None	None
2.0 INCREASE INSTRUCTIONAL DAY. A need exists to increase the instructional day and year to ensure maximum opportunities for Title I and English learner students to achieve grade level standards at the same level as their peers inside and outside of the district.				
2.1 INTERVENTION AND SSTs. Disaggregated student assessment data will be used to identify students, including English learners for placement into GMS's intervention program. Intervention will be designed to support English Language Arts and or mathematics as evidenced by data. Intervention classes will be offered to students within their regular school day as well as after school. Student Study Team (SST) will meet on an as needed basis to identify and monitor proposed interventions for at-risk students.	2016-2017	Data conferences Intervention Program Intervention Materials	\$ 500.00	Title I LCFF
2.2 EXTENDED YEAR. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in students' IEPs.	2016-2017	Cost for extended school year	\$13,000.00	Centralized district budget
2.3 THINK TOGETHER. THINK Together will continue to provide extended day programs for students. Program Coordinator will meet with site staff on a regular basis to align program components to state standards and site practices. The THINK program will focus on intervention/remediation, homework support, technology, enrichment activities, and physical fitness through organized indoor and outdoor activities. THINK Together staff will submit attendance reports monthly and expense reports quarterly to the Educational Services and Business Department	2016-2017	Cost for THINK Together program	\$900,000.00	ACES grant

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>2.4 ASSESSMENT. Some students taking the CAASPP who score "Standard Not Met" or "Standard Nearly Met" in English Language Arts and Math may be scheduled into an ELA and/or Math intervention class (Reading Intervention and/or D3 math class). Students who don't meet our school's academic policy will be required to attend after school intervention and/or remediation.</p> <p>Benchmark/Unit assessments will be used to identify students who struggle in ELA and/or Math. Student progress will be monitored by reviewing program assessment data during data conferences.</p>	2016-2017	Intervention Materials Pay for Intervention Staff (extra pay)	\$36,000.00	Title I LCFF
<p>2.5 SUMMER SCHOOL. Opportunities to increase academic proficiency will be offered to English learners and students scoring "Standard Not Met" or "Standard Nearly Met" on district/state assessments.</p>	2016-2017	Cost of summer school	\$35,000.00	Centralized district budget
<p>2.6 STAFFING. Staff and/or consultants will deliver intervention and or enrichment classes based on data and identified school needs.</p>	2016-2017	Staff Consultants	\$8,000.00	Title I LCFF
<p>2.7 MATERIALS. Staff will use the site's identified intervention programs and additional support materials including technology to provide access to CCSS and prepare students for the CAASPP.</p>	2016-2017	Technology CCSS support materials CAASPP prep materials	\$1,000.00	Title I LCFF Centralized district budget
3.0 STUDENTS WITH DISABILITIES. Students with disabilities will meet all goals outlined in their Individualized Educational Plans (IEPs) in the least restrictive environment.				
<p>3.1 TRANSITIONAL IEPs. Transition IEPs will be scheduled and held for students with disabilities in the spring prior to entering a new grade level setting (6 to 7 and 8 to high school). This articulation will ensure a smooth transition to the new school site and provide the family an offer of a Free an Appropriate Public Education in the new setting.</p>	2016-2017	Substitutes	\$150.00 per day	Centralized district budget
<p>3.2 PROGRAM. Students with identified special instructional needs will receive a program as determined by the IEP team decision based upon a review of individual data, ensuring appropriate accommodations and supports as defined in the IEP.</p> <p>This data will include, but not be limited to state test data; district benchmark data; IEP assessments; standardized assessments, teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products.</p> <p>The principal and/or designee will monitor IEP implementation through regular classroom visits and conversations with case carriers.</p>	2016-2017	None	None	None

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3.3 REGULAR EDUCATION. General education students will receive intervention through small group instruction with the support of GMS staff teachers. General education program will use the district adopted core curriculum and other CCSS aligned support materials.	2016-2017	None	None	None
3.4 RSP. Push-in or Pull-out RSP teacher or aide will provide instruction and or support to meet the students' IEP goals and offer of FAPE. RSP will use a variety of materials such as Rosetta Stone, Common Core State Standards based materials or other approved programs to supplement learning for students.	2016-2017	None	None	None
3.5 SDC. Students will receive specially designed instruction in a Special Day Class (SDC). SDC will use the ULS program and other support materials to supplement learning of special education students.	2016-2017	None	None	None
3.6 STAFFING. Utilize highly qualified staff with the appropriate credentials to meet the goals outlined in all students' IEPs. Utilize sufficient staff who supports the mandated requirements for individual student's needs and also maintains caseloads, as outlined in education code.	2016-2017	Correct staffing	District cost	Centralized district budget
4.0 All students including low income (Title I), English learners, Foster Youth are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the CAASPP.				
4.1 ASSESSMENTS. In addition to 1.2 Assessments, data will be disaggregated and used to monitor strategies used for each of the identified subgroups (Title I, EL, Foster Youth, and other state identified subgroups.)	2016-2017	None	None	None
4.2 TEACHING AND LEARNING. In addition to 1.5 TEACHING STRATEGIES, identified subgroups will have programs such as Rosetta Stone and SES tutoring.	2016-2017	Support materials Support programs	\$3,000.00	Title I LCFF
4.3 TECHNOLOGY. Subgroups will be provided with a comprehensive technology program which includes resources such as Chromebooks, iPads, laptops, Apple TVs, as well as apps and educational websites that promote 21st Century Learning and PBL projects. Staff will receive training in aligning CCSS, programs, strategies, and the CAASPP to build a cohesive program which prepares students for the CAASPP.	2016-2017	Technology Hardware Software Website registration (ex. ALEKS)	\$6,000.00	Title I LCFF
4.4 STAFFING. Staff will be trained in meeting the legal mandates and procedures for working with subgroups, specifically Foster Youth.	2016-2017	Professional Development Substitutes	\$150.00 for subs	Title I LCFF

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #3:	
Provide professional development opportunities for all staff to develop professional efficacy, to ensure that high-quality instruction is provided to all students.	
SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Teachers will have access to professional development training opportunities at the district and site level.	
Student groups and grade levels to participate in this goal: All teachers will participate in professional development opportunities. Therefore, all students will benefit.	Anticipated annual performance growth for each group: Data for CAASPP.
Means of evaluating progress toward this goal: Student progress will be monitored through the analysis of Synced Solution unit assessments and SchoolCity Data.	Group data to be collected to measure academic gains: Teacher observations Data from department assessments Results from CAASPP

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. All teachers will have access to professional development				
1.1 CCSS: All staff will be trained on Common Core State Standards, Next Generation Science Standards, AVID WICOR strategies, Excel EL strategies, and 21st Century learning strategies. * Critical Thinking Skills/Problem Solving Skills * Excel EL strategies * Integrated Content Based Learning Across Curriculum * Japanese Lesson Study opportunities	2016-2017	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies	\$20,000.00	Centralized district budget Title I LCFF
1.2 MATH - All math department staff members will receive training in the newly adopted Go Math program. * Staff members will receive training on various mathematical concepts: CCSS Mathematical Practices and strategies with staff developer * Teachers will receive professional development in AVID WICOR and Excel EL strategies	2016-2017	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies	\$20,000.00	Centralized district budgets Title I LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.3 Language Arts/Science/Social Science - All teachers from these departments will receive ongoing support/training for CCSS based units. * Teachers will receive support in the implementation of CCSS lesson design and content. * Teachers will participate in vertical collaboration at the site level to gain a better understanding of the structure of CCSS. * Teachers will be trained on providing multiple types of text structures: Informational text, literature, poetry, etc. * Teachers will receive ongoing support/training in Thinking Maps * Staff members will receive training on the NGSS * Teachers will receive professional development in AVID WICOR and Excel EL strategies * Admin. will pursue training for our history teachers in CCSS	2016-2017	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies	\$20,000.00	Centralized district budgets Title I LCFF
1.4 COLLABORATION: Teachers will meet twice monthly to collaborate on core curricular needs and to discuss Best Practices. * Monthly department meetings * Committee meetings: Curriculum, GATE, Technology, Assessment, AVID, Olweus * Participation in vertical articulation with WUHSD and with 6th grade teachers	2016-2017	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies	\$300.00	Centralized district budgets and site budget
1.5 COACHING: Teachers will be provided with ongoing access to coaching support, including but not limited to: * Planning/Observation/Feedback * Japanese Lesson Study * Reading Strategies	2016-2017	Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies	\$36,000.00	Centralized district budgets and site budget
1.6 TECHNOLOGY: Teachers will have access to professional development on 21st Century computer based topics: Using technology in the classroom, effective strategies, issues pertaining to laws and policies etc.	2016-2017	Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies	\$1,000.00	Title I LCFF

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #4:	
Strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.	
SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) SCHOOL GOAL # 4 Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.	
Student groups and grade levels to participate in this goal: All students will benefit from the support of community stakeholders.	Anticipated annual performance growth for each group: N/A
Means of evaluating progress toward this goal: Analysis of the effectiveness of the means of communication with parents and community members in their home language. Various means of communication include written communication, aeries.net, Blackboard messages, school website and social media, parent surveys, and community partnerships.	Group data to be collected to measure academic gains: N/A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.				
1. Various means of communication include written communication, Blackboard messages, aeries.net, school website and social media, parent surveys, and community partnerships.	2016-2017	Blackboard license, school website license, aeries.net cost, and duplicating costs	Centralized services	District LCFF
2. Hold regular parent advisory meetings, trainings, and give parents/community members the opportunity to attend within district and out of district conferences.	2016-2017	Within district and out of district conferences	\$1,350.00	Title I Parent Education
3. Provide child care, translation, incentives, prizes, and rewards to encourage parent/community member participation in ongoing events.	2016-2017	Child care, translation services, incentives, prizes, and rewards	\$1,350.00	Title I Parent Education
4. Provide opportunities for parents and community members to participate in family nights, family education opportunities, Back-to-School Night, Open House, Parent/Teacher conferences, Annual Title I meeting, etc.	2016-2017	Child care costs, materials and supplies, translation services, prizes, and rewards	\$1,350.00	Title I Parent Education
5. Appropriately constituted parent advisory committees (School Site Council and/or ELAC, PTSA, Parent Advisory Committee, etc.) which serve to develop and approve the Single Plan for Student Achievement (SPSA)/Local Control Accountability Plan (LCAP) and school budgets, and review program effectiveness.	2016-2017	Duplicating costs	\$100.00	General fund

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
6. Parents will be informed throughout the school year about students' academic and behavioral progress utilizing advisory cards, aeries.net, the Blackboard program, Back-to-School Night, Open House, Mind the Red-Binder Check Mondays, Parent Conferences, and parent meetings, etc. This includes all special populations, such as low Socio Economic Status, GATE, Special Education, and foster youth.	2016-2017	Cost of aeries.net and the Blackboard program	Centralized services	District LCFF
7. School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website.	2016-2017	School website	Centralized services	District LCFF
8. Parents of English Learners will be informed on an annual basis of their children's progress in the area of language development.	2016-2017	Duplicating costs	\$100.00	General fund

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #5:	
Provide a comprehensive system of support services to facilitate student success, both academically and personally.	
SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages) Create a learning environment where students feel safe and can grow and flourish as they develop the skills needed in order to be competitive in the 21st Century global market.	
Student groups and grade levels to participate in this goal: All 7th and 8th grade students.	Anticipated annual performance growth for each group: N/A
Means of evaluating progress toward this goal: Compliance with Williams requirements and review of our partnership with THINK Together.	Group data to be collected to measure academic gains: N/A

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Provide all students the opportunity to participate in the school's educational program and provide staff with opportunities to receive professional development and utilize the various programs that are offered to our students. Graves will comply with Williams requirements and nurture our relationship with THINK Together.				
All students will learn from a highly qualified staff member within the school environment.	2016-2017	Salaries for staff and for staff development	Cost for salaries and professional development	Centralized district budgets and school site budgets
1.2 All students, including Foster Youth, Children of Military families, special needs, English Learners, foster youth, GATE students, socio-economically disadvantaged, and other students will have equal access to the school's entire educational program.	2016-2017	Salaries for staff costs and for funds and resources for various educational programs	Cost for salaries and for resources and various educational programs	Centralized district budgets and school site budgets
All students, including special needs, English Learners, foster youth, GATE students, socio-economically disadvantaged, and other students will have full access to standards-aligned instructional materials at school and at home.	2016-2017	Cost and for instructional materials and supplies	Cost for materials and supplies	Centralized district budgets and school site budgets
All students will have full access to the library during the school day as well as before and after school so they can utilize technology and receive support for their school work.	2016-2017	Salary for library clerk	Librarian salary	Centralized district budgets
GMS provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The Olweus program, the PBIS program, and partnerships with Spiritt Family Services and the Whole Child, among other organizations, support the social and emotional health and development of our students so they feel safe and engaged in their learning.	2016-2017	Costs of materials, supplies, and training for our various programs	\$1,000.00	Centralized district budgets and school site budgets

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
GMS complies with Williams requirements for school cleanliness and orderliness as well as the requirements for educational materials and supplies.	2016-2017	Salary for school and district custodians and maintenance personnel and instructional materials	Cost of school and district custodians and maintenance personnel salaries and instructional materials and supplies	Centralized district budgets
GMS works with THINK Together to provide an after school program that assists students with a safe environment to do their homework, participate in physical activity, and participate in an enrichment program.	2016-2017	The cost of the THINK Together program	\$900,000.00	ACES Grant
GMS provides opportunities for volunteers, content experts, and consultants to enhance students' 21st Century Skills.	2016-2017	The cost of fees for content experts and consultants	\$10,000.00	Centralized district budgets and school site budgets

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #6:	
SCHOOL GOAL #6 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #7:	
SCHOOL GOAL #7 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #8:	
SCHOOL GOAL #8 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	370	374	368	367	364	367	99.5	98.1
Grade 8	364	375	357	369	354	369	98.1	98.4
All Grades	734	749	725	736	718	736	98.8	98.3

* 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 Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2503.9	2511.4	7	5	25	31	27	29	40	36
Grade 8	2527.8	2521.1	4	8	29	28	36	24	31	41
All Grades	N/A	N/A	6	6	27	29	31	26	35	38

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	14	11	42	43	44	45
Grade 8	14	17	47	37	37	46
All Grades	14	14	44	40	41	46

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	11	15	48	52	38	33
Grade 8	11	15	54	45	32	40
All Grades	11	15	51	49	35	37

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	7	7	60	64	32	30
Grade 8	5	7	66	66	27	28
All Grades	6	7	63	65	30	29

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	15	14	48	56	36	30
Grade 8	13	14	56	48	28	38
All Grades	14	14	52	52	32	34

Conclusions based on this data:

1. Although our students' scores are lower than we would hope for, our students have comparable scores to students in the Whittier Area and Statewide when they are grouped with similar demographic characteristics.
2. Although our students' scores are lower than we would hope for, our students are showing value-added growth while they are at Graves Middle School.
3. Our goal is to show significant improvement over the years, as we know that our students can do better, and so can we as a staff.

Appendix A - School and Student Performance Data (continued)

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	370	374	366	365	361	365	98.9	97.6
Grade 8	364	376	352	370	346	370	96.7	98.4
All Grades	734	750	718	735	707	735	97.8	98

* 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 Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2488.7	2482.6	10	6	14	14	22	31	52	49
Grade 8	2494.5	2497.6	8	15	10	11	26	14	55	60
All Grades	N/A	N/A	9	10	12	12	24	23	54	55

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	17	13	21	29	61	59	
Grade 8	13	21	30	17	58	62	
All Grades	15	17	25	23	59	60	

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	12	9	50	39	38	52
Grade 8	7	13	53	43	40	43
All Grades	9	11	52	41	39	48

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	12	7	58	49	29	44
Grade 8	7	13	44	43	49	44
All Grades	10	10	51	46	39	44

Conclusions based on this data:

1. Although our students' scores are lower than we would hope for, our students have comparable scores to students in the Whittier Area and Statewide when they are grouped with similar demographic characteristics.
2. Although our students' scores are lower than we would hope for, our students are showing value-added growth while they are at Graves Middle School.
3. Our goal is to show significant improvement over the years, as we know that our students can do better, and so can we as a staff.

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1280	1310	1,275
Percent with Prior Year Data	99.8	99.9	99.9
Number in Cohort	1278	1309	1,274
Number Met	645	703	667
Percent Met	50.5	53.7	52.4
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1069	438	1020	479	921	539
Number Met	210	173	208	234	182	242
Percent Met	19.6	39.5	20.4	48.9	19.8	44.9
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	6	11	22	37	39	38	39	37	26	16	11	9	2	2	5
8	9	11	15	35	45	41	40	30	32	9	8	8	8	7	4
Total	7	11	19	36	42	39	40	34	29	12	9	8	5	4	5

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Teachers have analyzed 2015-2016 test scores. We are continuing to go deeper with the CCSS and we are giving SBAC type assessments. Our teachers are using assessments that mirror the SBAC and we are using this data to inform our instruction and make adjustments to our instructional program.

Some students are placed into Intensive math or English/Language Arts classes based on last year's standardized test scores as well as other data.

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

Teachers analyze district and locally created assessment data and re-teach students who have difficulties with the content on these formative assessments.

Staffing and Professional Development

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

All staff members at Graves Middle School have met the requirements for being NCLB highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has received training for the currently adopted instructional materials and CCSS.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers:

Williams Legislation showed that 100 percent of our teachers are NCLB compliant and are highly qualified to teach the courses they are assigned to teach in the master schedule.

Math Department

Houghton Mifflin "Go Math" textbook adoption- adopted 2014-15

Math teachers received Houghton Mifflin training for the new math adoption in 2014-2015 and 2015-16.

English Department

Teachers received training in CCSS, SBAC, and the Synced Solution in 2013-14 and 2014-15.

We are piloting two ELA programs this year and we will make a decision about which one to adopt for next year.

Teachers received AB 466 training in fall, 2011.

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

The SWSD worked with a LACOE DAIT team for two years, from February, 2009 to February 2011. An instructional audit resulted in the following focus on researched based instructional practices: checking for understanding, active engagement, teaching to an objective. Teachers received the following training:

All Faculty

Checking For Understanding 1 and 2- 2009-10 SY (Camden Oden, Instructional Coach)

Rigor/Costa's Questioning Levels/Lesson Design- 10/10 (Todd Banner, Dan Honeycutt, teachers)

Parent involvement training- 11/11 Kathy Cardiff (principal during that time)

September 27 - Site Collaboration Day- Topic - School-wide discipline

October 4 - Seven step lesson plan- Rigor

Selected Faculty

Active Engagement- Gayle Odell -2009-10 SY

96% of core area teachers have received AVID training.

GLAD training/BTSA support

Science Department

SIOP training- 2 days

LACOE Science consultant- observations with feedback

Social Science Department

SIOP training, 2008/09- 2 days

All teachers received Action Learning Systems training in Direct Interactive Instruction (DII) during the spring, summer, and fall of 2011.

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

Action Learning Systems Direct Interactive Instruction (DII) training for all content area teachers during the 2011-12 and 2012-13 school years.

The instructional coach work with all departments in the areas of DII, Thinking Maps, and AVID strategies. Math teachers receive CCSS training from Leverage Learning Group and science teachers are receiving CCSS and NGSS training from Lauren Swanson from Whittier College. Teachers are receiving site based and off site professional development in AVID WICOR and Excel EL strategies.

8. Teacher collaboration by grade level (EPC)

Mondays are designated as teacher collaboration days:

All departments/subject area teachers work on common pacing guides and update them when necessary. Teachers are using Mondays to transition to the CCSS and to SBAC type assessments during the 2016-17 school year.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

We continue to improve with implementing the CCSS and the SBAC for the 2016-17 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.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

Most of our students are double blocked in ELA and math, so we meet the recommended instructional minutes for these two content areas.

11. Lesson pacing schedule (EPC)

We will continue to utilize the CCSS and the SBAC for the 2016-17 school year. We will also continue to utilize CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. We have created new pacing plans that are based on the CCSS and the SBAC.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

We will continue to use the CCSS and the SBAC for the 2016-17 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.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

We will continue to use the CCSS and the SBAC for the 2016-17 school year. We will also continue to utilize CCSS aligned materials and instructional practices and locally created assessments that mirror the SBAC. 100% 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

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Action Learning Systems provided Direct Interactive Instruction (DII) training for all content area teachers during the 2011-12 and 2012-13 school years. District Instructional Coaches have worked with all teachers to support DII and Thinking Maps. Teachers and students have benefited from this professional development. 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 under-achieving students can attain grade level success.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Action Learning Systems provided Direct Interactive Instruction (DII) training for all content area teachers during the 2011-12 and 2012-13 school years. District Instructional Coaches have worked with all teachers to support DII and Thinking Maps. 100% of our core teaching staff have received formal AVID WICOR and Excel EL training. Teachers and students have benefited from this professional development.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

GMS exceeds the amount of state required instructional minutes for one school year, our ELA and math classes are double blocked so they get plenty of instruction in these two content areas.

17. Transition from preschool to kindergarten (Title I SWP)

Graves is a middle school, so this does not apply to us.

Involvement

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

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 under-achieving students can attain grade level success.

19. Strategies to increase parental involvement (Title I SWP)

Parent Involvement Training - Teachers, administration, and parents/PTSA president
DAC/DELAC
PTSA
SSC/ELAC
Annual Title I parent meeting
AVID/Academy Family Nights
Aeries Parent Training
Google Classroom & Google Aps for Education Parent Training
Intervention Parent Meetings
CCSS Parent Training
Spiritt Family Services Parent Training
Parents of feeder elementary school students visit GMS in the winter and the spring
Open House/Back-To-School Night
Parent-Teacher Conferences

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

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

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Special education support, reading and math intervention, during school/after school support programs, tutoring, intervention for at-risk kids, in-school and out-of-school counseling are the services that support our under performing students.

22. Fiscal support (EPC)

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

Appendix C - School Budget

{i_1617SchoolBudget}
{i_1617SchoolBudget2}
{i_1617SchoolBudget3}
{i_1617SchoolBudget4}

Appendix D - Title I Allocations

{i_1617T1Allocations1}

{i_1617T1Allocations2}

Appendix E - Recommendations and Assurances (Richard L. Graves Middle School)

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: December 8, 2015

Attested:

<u>Dr. Matthew C. Fraijo</u>	_____	_____
Typed Name of School Principal	Signature of School Principal	Date

<u>Melody Gonzalez</u>	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Richard L. Graves Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Matthew C. Fraijo	X				
Pat Lopez		X			
Tricia Vega-Jeter		X			
Elyse Kenny-Schiller		X			
Billy Hernandez			X		
Tenita Cordova				X	
Esmeralda Ramos				X	
Yesenia Aviles				X	
Melody Gonzalez				X	
Gaby Llamas				X	
Numbers of members of each category	1	3	1	5	0

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.

Budget By Expenditures