

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Greenfield Middle School	37-67991-6037659	October 15, 2019	October 22, 2019

Purpose and Description

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

Comprehensive Support and Improvement

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

The overall academic performance of students at Greenfield Middle School is at the orange level for English language arts and the red level for mathematics, identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Greenfield Middle School will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Greenfield Middle School will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for College and Career and the World of Work.

Greenfield Middle School shall commit to a team based approach to learning for our students. Teacher teams allow for staff to more effectively meet the dynamic academic, social, and emotional needs of students by creating consistency throughout their academic day. They foster the development of deep and meaningful relationships between staff, students, and families while

creating consistency in expectations for students both academically and socially across classrooms. Teacher teams allow staff to more effectively address students' basic and physiological needs ultimately moving students toward self-actualization both emotionally and academically. Greenfield Middle School's six student sub groups will have access to targeted intervention software to support their academic progress in the area of mathematics. Greenfield Middle School's six student sub groups will be provided with targeted support in the area of mathematics before and after school.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In order to increase parent involvement in the LCAP development process for the 2019-2020 school year, all ELAC committees reviewed goals and data, to provide feedback on the LCAP. Due to this additional feedback opportunity, parents of EL students were better represented in the LCAP development process.

CVUSD Parent Connect Blog continued to provide weekly updates on school/district events and programs.

100% of parents had the opportunity to provide input on the quality of the program and learning environment through the annual parent survey. This year parents, including parents of unduplicated students and students with disabilities, had the opportunity to take the Gallup Parent Survey. The results will serve as baseline data to inform focus and track improvement.

Cajon Valley Union School District uses two different assessments to measure school safety and connectedness, 1) the Gallup Student Poll and 2) the California Healthy Kids Survey. The CHKS was administered in the 2019-2020 school year and includes grade levels 5th and 7th-grade students at all Cajon Valley Sites. Our Gallup Student poll is administered annually and includes grade levels ranging between 5-8 at all Cajon Valley Sites.

Classroom Observations

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

Teacher evaluation system includes classroom walkthroughs and data collection with consistent, targeted feedback. In addition, teachers work with administrator to set goals to match their individual needs and strengths and teachers who are new and need more support work closely with administrator and instructional through coaching cycles. Following professional development specific to English Learners, an administrator observes and provides targeted feedback on implementation of the instructional strategies learned during the professional learning. The principal does walk throughs, visiting most classes weekly. The principal follows the visits with emails or conversations that allow for feedback.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

For the 2018 - 2019 school year, a universal assessment calendar was implemented across all sites in the district. The purpose of this calendar is to set site and district expectations for all students on common assessments that can help support all staff in modifying instruction and improving student achievement.

After analysis of the California Accountability dashboard, we found that our students overall are in the orange category for ELA and Math. In order to better prepare students and staff, we implemented CAASPP Interim Assessments across the school site. Teachers were given time to implement, preview tests, and analyze data in order to better prepare themselves and their students for the rigor and test format of the end of year summative tests. In addition, we utilized the target data reports released through CAASPP, in order to better analyze summative results for year-long planning.

Professional learning through release and collaboration was provided to all staff to implement these assessments as well as look at the data as appropriate. The administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decisions.

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

In addition to more formal common assessments, teachers are provided numerous resources to formatively assess in order to modify instruction. Our goal in assessment is to have a well-balanced system that combines both common assessments and formative assessments to best meet teacher and student need.

Personalized programs such as Achieve 3000 and ST Math are provided to all students that collect data as well as provide focused instruction based on student need. All students are provided a Chromebook in order to ensure access to online curriculum programs and assessment. In addition to our personalized programs, our adopted curriculum also has print/online assessments readily available to support all staff in making educated instructional decisions.

As mentioned above, teachers are provided release time in order to provide time to analyze data and make these essential decisions. The administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decisions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are required to meet the state requirements for the subject(s) they teach as established by the California Commission on Teacher Credentialing.

Teachers teaching single subjects have a single subject credential in that content area or a single subject supplemental authorization.

Any teacher teaching designated ELD has a CLAD or BLAD certification

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

All teachers have access to instructional materials training through initial adoption training, digital badging, and academies. All teachers have access to CCSS-aligned materials in mathematics as evidenced by an annual board resolution of instructional material sufficiency. All students, including English Language Learners, are provided instruction in state board adopted standards in Mathematics, History, and Science as evidenced by classroom observations and interim/formative assessment indicators.

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

Three days of required professional learning aligned to professional needs to be completed throughout the year.

Digital Badges aligned to Common Cores State Standards and based on District data analysis of student progress

Cajon Valley Academies aligned to needs and outcomes of CAASPP, CA Dashboard, ELPAC, and local assessment data

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

Instructional Coaches
Professional Development Academies (Summer, Winter, Spring)
Digital Badging
Instructional Program Facilitators (Mathematics, English Language Arts, Science, Technology, World of Work, English Language Development)

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

Teachers collaborate weekly by subject or grade level for one hour due to a minimum day schedule each Monday
Grade level/Subject release collaboration: A minimum of three times yearly for 2.5 hours

Teaching and Learning

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

Current district adopted materials in Language Arts are aligned to Common Core performance standards. Teachers receive initial and ongoing instructional support of district adoptions

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

We don't have district recommended minutes. Teachers follow recommendations and pacing from the teacher's guide.
30 minutes of Designated ELD for all English Learners.

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

Teachers have the flexibility of pacing instruction to meet the needs of their students based on formative and benchmark assessment data. Student intervention is provided at the site level through specialized instruction inside and outside the classroom. Some sites also offer before and/or after school intervention for students.

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

100% of students have access to CCSS-aligned materials in mathematics as evidenced by annual board resolution of instructional material sufficiency. All students, including English Language Learners, are provided instruction in state board adopted standards in Mathematics, History and Science as evidenced by classroom observations and interim/formative assessment indicators. For the 2018-2019 school year, we have transitioned to our newly adopted CCSS ELA/ELD Curriculum

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

Standards-aligned English Language Arts curriculum was adopted in May of 2019 for students in grades K-8. Students in elementary classrooms have access to NatGeo's "Reach for Reading". Students in middle school English classes have access to McGraw Hill's "StudySync" Students in our dual language and bilingual programs, have access to language arts curriculum in both English and Spanish with "Maravillas" and "Wonders" from McGraw Hill publishing. All adopted curriculum contains both English Language Development and intervention components.

All students in grades TK-5 have access to Achieve3000- Smarty Ants Reading Readiness program. All students in grades 2-8 have access to Achieve3000- KidBiz or TeenBiz close reading, non-fiction programs.

Opportunity and Equal Educational Access

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

Current adoptions for language arts provides instructional support for below, at and above grade level learners.

Adaptable curriculum at all levels provides a variety of reading levels at each grade. (Imagine Learning for English Learners)(ST Math, Go Math, Achieve 3000, KIDBiz, Smarty Ants)

Designated and integrated ELD instruction.

School Counselor at each site.

Community Liaison

English language Facilitators

Instructional Facilitators/Coaches

Evidence-based educational practices to raise student achievement

Number Talks

Problem Solving

Guided Language Acquisition and Design Strategies

Three Reads

Metacognition

Small Group Instruction

Reading Comprehension

Parental Engagement

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

Family and community engagement is part of the culture at Greenfield Middle School. Building healthy relationships with families and seeking feedback from is an essential component to success at school.

There are many ways we involve parents:

Welcoming at Arrival and Dismissal times - The community liaison helps school staff develop relationships with parents before and after school to increase students' academic and social-emotional development.

Newcomer Welcome Meetings - The community liaison attempts to meet with every family who are newcomers to the United States.

Parent Workshops - Greenfield MS provides hour-long workshops throughout the day for parents in Arabic, Spanish, Farsi, and English. These workshops offer a variety of subjects that were generated from parent input.

Positive Home Visits - Recognized as a high impact strategy for family engagement, teachers develop meaningful relationships between teachers, parents, and students by participating in positive home visits.

Poverty Simulations - The poverty simulation experience to all school staff as a brief glimpse of what it is like to live in poverty during a simulated month (which is accomplished in a 2-hour simulation).

Back to School Day-Parents are invited to spend the entire day at school with their child. In addition to attending classes.

Coffee with the Principal/Cafecito - We hosts parent meetings with the principal and school staff to build relationships and enhance student academics and social-emotional well being.

Parent Survey Support and Encouragement - In an effort to increase feedback on our GALLUP parent surveys.

Enrollment/Re-enrollment - The community liaison assists in removing barriers for parents during enrollment/re-enrollment of their children, especially those that have language or technologically barriers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents were formally involved in various committees to both learn about, provide input and make decisions during ELAC, DELAC, and SSC. Informally, the community liaison scheduled parent meetings as needed and held events like "Coffee with the Principal" to get additional feedback from the community. See stakeholder involvement for further engagement.

Funding

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

Adaptive Curriculum (ST Math, Smarty Ants, ILE, Achieve 3000, Go Math)
After School Tutoring
Special Education Classified Assistants
Support Teachers
English Learner Development Assistants
School Counselors
English Language Facilitators
Community Liaisons
Instructional Facilitators/Coaches
Professional Development: ELD, Math, NGSS, English Language Arts, MTSS, PBIS, SEL,
Personalized Learning

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration
CSI Funding for CSI eligible school sites
Grants: CalNew, Kaiser, Webster, RSIG

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on ??was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language

acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 15 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain “actions” that show student growth

B. We refine an “action” that shows minimal growth, but progress

C. We eliminate an “action” and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. A Title I meeting: This meeting was held on November 6, 2018 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

Resource Inequities

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

There is a lack of resources to implement PBIS Strategies and to provide recognition for positive behaviors. Social and emotional connections are not being consistently made with all students resulting in chronic absenteeism and an increasing suspension rate. Greenfield Middle School will focus on improving student attendance and decreasing the student suspension rate. GMS will add time to a counselor and an Assistant Principal who will focus on research-based strategies to improve school attendance and create systems of support to lower our suspension rate. Adding time to an Instructional Coach, who will focus on students with disabilities, will increase time spent on task, increase student engagement, and improved outcomes. A school-based CSI team made up of teachers, administrators, and counselors will implement PDSA cycles to find effective strategies to improve student engagement and building relationships with students. Students who feel a sense of community and acceptance at school will make every effort to be there every time the school opens its doors. The counselor will work with staff to implement PBIS and Restorative practices. Adopting a PBIS framework and restorative practices change the focus of discipline from the punishment of negative behaviors to the recognition of positive ones. The social-emotional connection that teachers build with students through PBIS helps to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. The CSI team will collect data consistently to measure progress and make decisions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.25%	0.13%	1	2	1
African American	8.0%	8.07%	8.64%	59	65	68
Asian	2.4%	1.99%	1.65%	18	16	13
Filipino	1.5%	0.99%	1.02%	11	8	8
Hispanic/Latino	45.3%	43.48%	50.7%	334	350	399
Pacific Islander	0.7%	0.87%	0.51%	5	7	4
White	37.4%	40.12%	32.66%	276	323	257
Multiple/No Response	3.1%	1.74%	2.16%	23	14	17
Total Enrollment				738	805	787

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	241	270	283
Grade 7	267	249	260
Grade 8	230	286	244
Total Enrollment	738	805	787

Conclusions based on this data:

1. Enrollment is up 49 students from the 2016-2017 school year.
2. Since the 2017-2018 school year the Hispanic/Latino subgroup has grown by 49 students and the White sub group has dropped by 76 students.
3. The 2018-2019 grade 6 class is larger than the past grade 6 classes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	151	189	213	20.5%	23.5%	27.1%
Fluent English Proficient (FEP)	245	246	221	33.2%	30.6%	28.1%
Reclassified Fluent English Proficient (RFEP)	35	22	13	26.5%	14.6%	6.9%

Conclusions based on this data:

1. The number of students entering Greenfield Fluent English Proficient has dropped from 246 to 221 students in the last year.
2. The percentage of English Learner Students enrolled at Greenfield has increased by 3.6% over the last year and 6.6% over the last two years.
3. The percent of students qualifying for reclassification has dropped by 19.6% over the past two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	237		286	224		285	224		286	94.5		99.7
Grade 7	280		258	265		253	265		253	94.6		98.1
Grade 8	237		240	224		236	224		236	94.5		98.3
All Grades	754		784	713		774	713		775	94.6		98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2474.		2474.	6.25		3.86	21.88		24.21	28.57		31.58	43.30		40.35
Grade 7	2492.		2494.	5.28		4.74	23.02		26.88	28.30		25.30	43.40		43.08
Grade 8	2545.		2528.	8.04		10.17	39.29		22.88	25.45		33.05	27.23		33.90
All Grades	N/A	N/A	N/A	6.45		6.07	27.77		24.68	27.49		29.97	38.29		39.28

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	8.04		10.53	45.98		42.46	45.98		47.02	
Grade 7	10.19		12.25	43.02		36.36	46.79		51.38	
Grade 8	15.18		16.53	50.89		38.14	33.93		45.34	
All Grades	11.08		12.92	46.42		39.15	42.50		47.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.16		5.61	40.18		51.23	48.66		43.16
Grade 7	13.21		12.65	44.53		47.83	42.26		39.53
Grade 8	21.43		14.41	52.68		59.32	25.89		26.27
All Grades	15.15		10.59	45.72		52.58	39.13		36.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.14		7.02	62.95		60.35	29.91		32.63
Grade 7	7.92		5.93	50.19		56.13	41.89		37.94
Grade 8	10.71		8.05	69.64		58.90	19.64		33.05
All Grades	8.56		6.98	60.31		58.53	31.14		34.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.16		10.18	47.77		55.79	41.07		34.04
Grade 7	12.45		16.21	46.42		43.87	41.13		39.92
Grade 8	20.54		18.64	49.11		41.95	30.36		39.41
All Grades	14.59		14.73	47.69		47.67	37.73		37.60

Conclusions based on this data:

- 62% of Greenfield students Exceeded, Met, or Nearly Met the overall English Language Arts/Literacy Standard (6.% Exceeded, 28% Met, 27% Nearly Met). At every grade level, the Mean Scale Score falls in the low-range of Standards Nearly Met. This indicates that students require further development to demonstrate the knowledge and skills in English Language Arts/Literacy needed for likely success in entry-level, credit-bearing college coursework after high school. ELA intervention and differentiated instruction are needed to help students improve to Standard Met.
- The Reading claim (demonstrating an understanding of literary & non-fictional texts) continues to be an area for growth as 43% of all students scored below standard. This indicates that the students do not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity. Reading of both fiction and non-fiction text will continue in all core classes. Additional support is needed for struggling students at each grade level.
- Greenfield students continued to score highest on Listening, where 69% of students school wide were Above Standard or At/Near Standard in both claims. This indicates that students demonstrate some ability to demonstrate effective communication skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	237		286	233		284	233		284	98.3		99.3
Grade 7	279		258	274		252	274		252	98.2		97.7
Grade 8	237		240	235		234	235		235	99.2		97.5
All Grades	753		784	742		770	742		771	98.5		98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2447.		2446.	4.72		4.93	11.59		9.51	24.46		28.17	59.23		57.39
Grade 7	2449.		2447.	3.28		5.56	11.68		8.33	24.82		21.83	60.22		64.29
Grade 8	2502.		2453.	8.09		4.70	15.32		7.69	28.09		18.80	48.51		68.80
All Grades	N/A	N/A	N/A	5.26		5.06	12.80		8.57	25.74		23.25	56.20		63.12

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	7.30		7.04	25.75		25.70	66.95		67.25	
Grade 7	7.66		7.94	22.63		20.63	69.71		71.43	
Grade 8	11.06		6.41	31.49		19.66	57.45		73.93	
All Grades	8.63		7.14	26.42		22.21	64.96		70.65	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.15		6.34	34.76		36.97	60.09		56.69
Grade 7	6.93		5.95	35.04		35.32	58.03		58.73
Grade 8	11.49		8.12	38.72		29.49	49.79		62.39
All Grades	7.82		6.75	36.12		34.16	56.06		59.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.15		5.99	34.33		35.56	60.52		58.45
Grade 7	5.11		7.14	48.54		44.44	46.35		48.41
Grade 8	8.94		4.27	47.23		35.90	43.83		59.83
All Grades	6.33		5.84	43.67		38.57	50.00		55.58

Conclusions based on this data:

1. Students can benefit from increased support in improving rates of students demonstrating proficiency at or above standards in math.
2. Students can benefit from continued professional learning opportunities for teachers, including support in math from our school's instructional coach.
3. Students can benefit from improved teacher collaboration around math standards, including sharing successful strategies that support student achievement.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1503.5		1498.6		1508.0		73	
Grade 7	1529.4		1521.3		1537.1		53	
Grade 8	1533.3		1531.1		1535.0		51	
All Grades							177	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		35.62		24.66		28.77		73	
7	39.62		28.30		*		*		53	
8	37.25		27.45		*		*		51	
All Grades	27.12		31.07		20.90		20.90		177	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	32.88		42.47		*		*		73	
7	50.94		26.42		*		*		53	
8	50.98		25.49		*		*		51	
All Grades	43.50		32.77		12.43		11.30		177	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		*		32.88		49.32		73	
7	*		24.53		32.08		28.30		53	
8	21.57		21.57		*		37.25		51	
All Grades	15.25		16.38		28.81		39.55		177	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	21.92		45.21		32.88		73	
7	26.42		47.17		26.42		53	
8	33.33		47.06		*		51	
All Grades	26.55		46.33		27.12		177	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	57.53		32.88		*		73	
7	71.70		*		*		53	
8	66.67		31.37		*		51	
All Grades	64.41		27.68		7.91		177	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		15.07		76.71		73	
7	*		32.08		56.60		53	
8	23.53		23.53		52.94		51	
All Grades	13.56		22.60		63.84		177	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		65.75		21.92		73	
7	26.42		58.49		*		53	
8	21.57		66.67		*		51	
All Grades	19.21		63.84		16.95		177	






Conclusions based on this data:

1. Data cannot be compared.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Red</p>
<p>Mathematics</p>  <p>Red</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Suspension and chronic absenteeism rates are high. This will be a focus for next year.

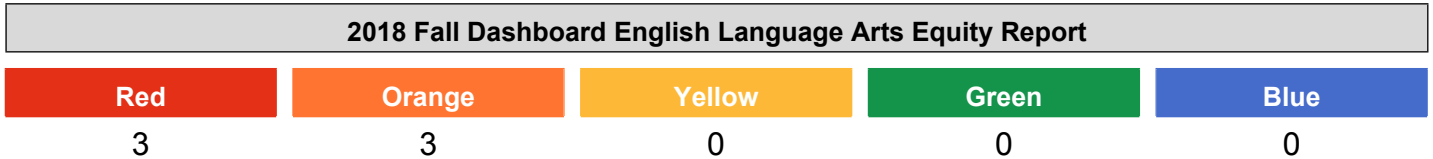
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 55.1 points below standard Declined -10.2 points 735 students	<p>English Learners</p>  Red 77.6 points below standard Declined -5 points 322 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Orange 62.4 points below standard Declined -17.6 points 615 students	<p>Students with Disabilities</p>  Red 144.6 points below standard Declined -9.2 points 110 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 91.7 points below standard Declined -24.6 points 51 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 12.4 points below standard Declined -52.8 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52.3 points below standard Declined -3.7 points 329 students	 No Performance Color 63.7 points below standard Declined -86.1 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Orange 57.9 points below standard Declined -12.6 points 297 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
141.8 points below standard Increased 15.7 points 156 students	17.2 points below standard Increased 9.7 points 166 students	52.3 points below standard Declined -15.2 points 330 students

Conclusions based on this data:

- English learners and students with disabilities are performing at a lower rate than other sub groups. This will be an area of focus next year.
- African American students are performing lower than other sub groups.

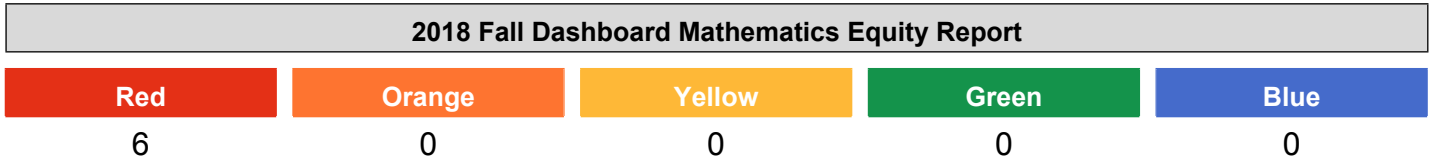
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 124.9 points below standard Declined -28.2 points 732 students	<p>English Learners</p>  Red 143.6 points below standard Declined -21.9 points 320 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<p>Socioeconomically Disadvantaged</p>  Red 131.8 points below standard Declined -35.3 points 613 students	<p>Students with Disabilities</p>  Red 212.8 points below standard Declined -21.1 points 109 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 155 points below standard Declined -40.3 points 50 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 45 points below standard Declined -57.3 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 125.1 points below standard Declined -18.5 points 329 students	 No Performance Color 136.7 points below standard Declined -112.2 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Red 127.8 points below standard Declined -34.3 points 295 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
196.4 points below standard Maintained 2.5 points 156 students	93.4 points below standard Declined -12.8 points 164 students	123.5 points below standard Declined -34.3 points 329 students

Conclusions based on this data:

1. Math will be an area of focus for the site.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
177	27.1%	31.1%	20.9%	20.9%

Conclusions based on this data:

1. Greenfield has a high percentage of students at Level 1 and Level 2. ELD will be an area of focus for the site.

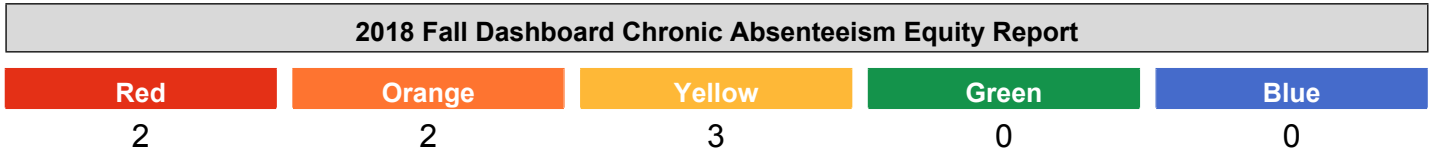
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Yellow	 No Performance Color
15.9% chronically absent	14.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.2%	Declined 2.4%	9 students
847 students	206 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
64.3% chronically absent	15.9% chronically absent	26.1% chronically absent
Declined 2.4%	Maintained 0%	Declined 3.9%
14 students	710 students	138 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 27.1% chronically absent Increased 2.1% 70 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 16.7% chronically absent Increased 11.1% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.1% chronically absent Declined 0.5% 365 students	 Red 21.6% chronically absent Increased 2.2% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 Yellow 13.6% chronically absent Declined 1.4% 337 students

Conclusions based on this data:

1. Students with disabilities have the highest level of chronic absenteeism.
2. Chronic absenteeism increased by 2.1% for the African American sub group.
3. Chronic absenteeism declined for the Hispanic sub group.

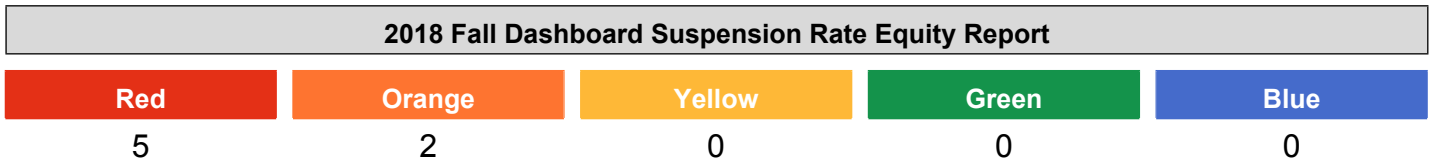
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 12.6% suspended at least once Increased 5.6% 878 students	<p>English Learners</p>  Orange 11.2% suspended at least once Increased 3.6% 215 students	<p>Foster Youth</p>  No Performance Color 36.4% suspended at least once 11 students
<p>Homeless</p>  No Performance Color 25% suspended at least once Increased 1.9% 16 students	<p>Socioeconomically Disadvantaged</p>  Red 13.3% suspended at least once Increased 6.2% 736 students	<p>Students with Disabilities</p>  Red 24.1% suspended at least once Increased 10% 141 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 28.6% suspended at least once Increased 21.7% 77 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 16.7% suspended at least once Increased 16.7% 18 students	 No Performance Color Less than 11 Students - Data 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.7% suspended at least once Increased 2.9% 378 students	 Red 18.4% suspended at least once Increased 12.9% 38 students	 No Performance Color Less than 11 Students - Data 8 students	 Red 14.1% suspended at least once Increased 3.7% 347 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.7% suspended at least once	7.1% suspended at least once	12.6% suspended at least once

Conclusions based on this data:

1. Suspensions for students with disabilities increased by 10%. This will be an area of focus for next year.
2. Suspensions for the students in the African American sub group increased by 21.7%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

Teachers will be current in best practices related to state standards, core curriculum, and technology. Staff will receive professional development on the implementation of standards in all curricular areas and the implementation of technology to create blended learning environments to increase student achievement and prepare students for college and career success. Staff will participate in professional development specific to English learners such as GLAD and Designated ELD. Teachers will analyze student work to create instructional interventions for students not demonstrating mastery. A variety of enrichment programs, in areas of interest that prepare students for college and career success will be offered. Further, teachers will work collaboratively to plan and implement cross-curricular projects for students; students will present these projects as demonstrations of learning at our Greenfield Arts Pathway (GAP) Gala events held twice during the school year.

Identified Need

Based on the Annual Measurable Outcomes below and CAASPP data included in this plan teachers need to be provided with resources to support this goal. Students need educational programs that are enriching, personalized, and specialized. Support needs to be provided before, during or after school to meet the various instructional needs of our students. Teachers must meet regularly by subject area and interdisciplinary teams to work toward our vision of creating a collaborative environment that empowers students to be resourceful, independent learners. Using of 21st-century skills and technology, teachers need to collaborate in order to guide students to become creative, critical thinkers who pursue their passions to achieve life skills and educational success. Teachers will collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6th Grade Assessment: IAB MATHEMATICS		
7th Grade Assessment: IAB Ratios & Proportional Relationships MATHEMATICS	% Below/Near/Above Standard All students (107): 65%/34%/0%	% Below/Near/Above Standard All students (107): 60%/29%/5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic (55): 67%/32%/0% African American (5): 60%/40%/0% White (34): 64%/35%/0% Two or More Races (6): 66%/33%/0% Filipino (3): 33%/66%/0% Eng. Learners (30): 80%/20%/0% SWD (13): 76%/23%/0% Low Income (93): 66%/33%/0%	Hispanic (55): 62%/27%/5% African American (5): 55%/35%/5% White (34): 59%/30%/5% Two or More Races (6): 61%/28%/5% Filipino (3): 28%/61%/5% Eng. Learners (30): 75%/15%/5% SWD (13): 71%/18%/5% Low Income (93): 61%/29%/5%
8th Grade Assessment: IAB Expressions & Equations MATHEMATICS	% Below/Near/Above Standard All students (123): 76%/23%/0% Hispanic (53): 75%/24%/0% African American (11): 90%/9%/0% White (5): 76%/23%/0% Two or More Races (0): N/A Eng. Learners (31): 87%/12%/0% SWD (12): 91%/8%/0% Low Income (104): 76%/23%/0%	% Below/Near/Above Standard All students (123): 71%/18%/5% Hispanic (53): 70%/19%/5% African American (11): 85%/4%/5% White (5): 71%/18%/5% Two or More Races (0): N/A Eng. Learners (31): 82%/7%/5% SWD (12): 86%/3%/5% Low Income (104): 71%/18%/5%
Reclassification Rate (County 14.9%)	Percent Reclassified: 14.6%	Reclassified Goal: 19.6%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Certificated & classified staff will receive professional development opportunities. Staff will receive the additional hourly time, release time for specific professional development and collaboration, and other support in order to facilitate the school-wide implementation of common core state standards

and planning for cross-curricular projects. Attendees will be expected to act as site resources and provide professional development to staff.

Examples: Common Core Standards Implementation Trainings, Achieve 3000, GLAD, Designated ELD, Empowerment of the Arts, CUE Conference, Freedom Writers Institute, Performing Arts conferences, and GAP Gala collaboration and planning. Funding to cover hourly staff, conference fees, and associated travel expenses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I PD 1000-1999: Certificated Personnel Salaries Conference, Travel, Meals, etc.
10,000	Title I PD 5800: Professional/Consulting Services And Operating Expenditures Cost for professional learning through a consultant/contract
13,783	Title I PD 1000-1999: Certificated Personnel Salaries Teacher release time and additional time to attend professional development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Additional instructional supplies and materials, to support Spanish bilingual program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Additional Instructional Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional instructional supplies and materials, to support electives and additional classroom activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

31,012

Source(s)

Title I
4000-4999: Books And Supplies
Additional Instructional Supplies & Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To utilize an additional teacher to provide more options for elective experiences during zero period.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

60,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional teacher salary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Educational excursion-related costs to help students gain a broader educational experience and support Common Core.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000

Title I
2000-2999: Classified Personnel Salaries
Educational Excursions

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Integration of outside artists' support in Greenfield's elective and EDP programs (ex. music, musical theater, film, drum line, dance, etc.).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9,750

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures
Contracts: Performance agreements /contracts

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Greenfield staff will model positive interactions and respectful behaviors with a 5% reduction in suspension rates. On-going programs will focus on the social, emotional, and academic growth of all students. The campus will be welcoming, clean, and safe.

Identified Need

Chronic absenteeism at Greenfield MS is 5.9% above the district average and in the red level on the CA Dashboard. 15.9% of those chronically absent are socioeconomically disadvantaged and 26.1% of chronically absent students are students with disabilities. Suspension rates at Greenfield MS showed a 5.6% overall increase last school year. Suspensions for English learners increased by 3.6%. Suspensions increased by 6.2% for socioeconomically disadvantaged students and 10% for students with disabilities. This indicates opportunities for growth in the area of student engagement. Greenfield MS needs to develop an attendance support team comprised of administrators, counselors, office staff, and our community liaison. The attendance support team will ensure that students and students subgroups with attendance problems are identified as early as possible to provide applicable support services and interventions. The Greenfield staff will meet regularly to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 93.72%	2019-2020: 95%
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: 10.39%	2019-2020: 9%
CA Dashboard	2017-2018: All students: Maintained 0.2% Overall 15.9% Orange English Learners: Yellow Low Income: Orange SWD: Orange Hispanic: Yellow White: Yellow Two or More Races: Red	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American: Red	
Dashboard: Suspension Rate 2016-2017: All students: 7.1% Orange English Learners: Orange Low Income: Orange SWD: Yellow Homeless: N/A Foster Youth: N/A Hispanic: Green White: Orange Two or More Races: N/A African American: Green [add additional sub-group not listed as needed]	2017-2018: All students: Increased 5.6% Overall 12.6% Red English Learners: Orange Low Income: Red SWD: Red Hispanic: Orange White: Red Two or More Races: Red African American: Red	2019-2020: 5% reduction
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 3.93 Hope 4.25 Entrepreneurial 2.58 Career/Financial Literacy 3.02	Student Gallup Results Engagement 4.5 Hope 4.3 Entrepreneurial 2.7 Career/Financial Literacy 3.1

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Have a coach work with Special Education staff to provide professional learning and coaching around restorative practices and strategies for academic success for students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

74,816

Source(s)

CSI Funding

	1000-1999: Certificated Personnel Salaries Coach Salary and Benefits
37,008	Title I 1000-1999: Certificated Personnel Salaries Coach Salary and Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Health Aide to promote health and wellness. Health logs indicate a large number of students needing low-level medical assistance, on a daily basis. The health aide also communicates all medical and student accommodations to staff. GMS increased hours to ensure Health Aide is on site for the majority of the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
59,271	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Salary & Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Based on the CA Dashboard Greenfield MS will decrease the suspension rate and behavioral referrals and increase student engagement in school. All subgroups must feel connected in a safe and positive climate. Through additional staff support we provide interventions for students and coordinate with the staff to implement positive support programs to help students improve decision-making, self-esteem, relationship skills, etc.;

Guidance Tech: Pull at-risk students into small groups for character education.

Additional part-time school counselor: They will lead staff in professional learning, coaching on the PDSA improvement cycles, implement research-based strategies to improve attendance by creating a positive climate and culture, and support implementation of PBIS and Restorative Practices on campus.

An additional assistant principal will lead CSI work with focus of improving student attendance and decreasing suspension rate. They will coach staff and provide support for behavior interventions

to ensure students are experiencing maximized access to instructional time, thereby having potential to positively impact their proficiency rates.

A Campus Safety Staff member will help students reflect on their decision making, increase self-esteem and relationship skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
52,020	Title I 2000-2999: Classified Personnel Salaries Salary & Benefits Guidance Tech
21,441	CSI Funding 1000-1999: Certificated Personnel Salaries .3 School Counselor
30,000	Title I 2000-2999: Classified Personnel Salaries Campus Safety
64,974	CSI Funding 1000-1999: Certificated Personnel Salaries .5 Assistant Principal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Students will increase in their proficiency level band in language arts and math. Greenfield MS will an academic program that leads them to proficiency of mastering standards and developing college and career readiness. Target students will receive additional intervention and supports as identified by being at risk on the CA Dashboard. Based on reclassification criteria we will increase our English learner reclassification rate by 3% through targeted EL interventions focused on additional time for EL's to gain language proficiency.

Identified Need

Based on the CA Dashboard, Greenfield Middle School students are 55.1 points below standard for English Language Arts and 124.9 points below standard for Mathematics. Based on these results, students in all sub groups need additional supports and interventions in order to close the achievement gap and achieve grade level mastery.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	<p>Statewide Assessments - CA Dashboard:</p> <p>ELA Student Groups Scoring Red: Student with disabilities EL African American</p> <p>Student groups Scoring Orange: All Students Socio-Economic Hispanic White</p> <p>Math Student Groups Scoring Red: All Students Student with disabilities EL</p>	<p>Statewide Assessment: ELA/Math</p> <p>Focus on all students moving EL, students with disabilities, and African American students into the Orange performance level.</p> <p>Make sure that all EL students are receiving 30 minutes of Designated ELD a day per teacher schedules and principal observation.</p> <p>All LTEL's will have a targeted intervention plan in place monitored by the school counselor.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American Socio-Economic Hispanic White	
ELPAC	ELPAC: 20.9 Beginning Stage 20.9 Somewhat Developed 31.1 Moderately Developed	ELPAC: Students scoring in the Beginning Stage will drop from 20.9% to 16% and students scoring in Moderately Developed will increase from 31.1% to 36%.
Reclassification Rate (County 14.9%)	Reclassification: FEP 30.6% RFEP 14.6%	Reclassification: Students reclassification rate will rise from 14.6% to 18%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to evidence based instructional software programs in order to supplement core, elective, and supplemental curriculum. Students will use the program to access information on concepts within Common Core standards and take formative assessments. Videos may be used as pre-teach and reteach lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,115

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating Expenditures
Online learning/Software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Targeted students will have access to after school tutoring in order to support proficiency growth in ELA and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher to provide additional time for after school tutoring

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English learners will have access to interventions and supplemental supplies to support the interventions in order to increase our English learner reclassification rate. The class will focus on additional support for EL's to gain language proficiency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional certificated time

7,136

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplemental instructional supplies to support English learners

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

We will increase communication with Greenfield MS parents. Parents will be involved in decision making through participation on the School Site Council (SSC) or English Language Advisory Committee (ELAC). There will be on-going communication between staff and parents through the school website, PeachJar, email, blackboard connect, and parent/teacher meetings. Language accommodations will be made to ensure that all families have access to school information.

Identified Need

There is a need to improve communication with, engagement of, and involvement of parents at Greenfield Middle School: The district Family and Community Engagement (FACE) Officer is working directly with GMS to support staffing a Parent/Community Liaison (shared cost between district and site 50/50). We need a liaison who will help ensure an improved climate of shared community and decision making amongst the school and family stakeholders. A Bilingual Community Liaison will support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses	Parent University Classes: 2 courses / 15 parents each	Parent University Courses: 3 courses / 15 parents each
Home Visits	Number of home visits: 10	Home Visits: 20
School Site Council Meetings	Number of parents attending SSC meetings: 4	Goal: 4 Parents
English Learner Advisory Meetings	Number of parents at ELAC meetings: 8	Goal: 15 Parents

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Efforts to improve communication with, engagement of, and involvement of parents at Greenfield Middle School: This Liaison will help ensure an improved climate of shared community and decision making amongst the school and family stakeholders. A Bilingual Community Liaison will support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,061	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Family Liaison Classified Salary & Benefits (23%)
4,161	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Family Liaison Classified Salary & Benefits (27%)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$209,884
Total Federal Funds Provided to the School from the LEA for CSI	\$161,231
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$535,548.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI Funding	\$161,231.00
Title I	\$177,040.00
Title I Parent Involvement	\$4,061.00
Title I PD	\$28,783.00

Subtotal of additional federal funds included for this school: \$371,115.00

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

State or Local Programs	Allocation (\$)
Supplemental Concentration Funding	\$164,433.00

Subtotal of state or local funds included for this school: \$164,433.00

Total of federal, state, and/or local funds for this school: \$535,548.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
CSI Funding	161,231	0.00
Supplemental Concentration Funding	\$164,433	0.00
Title I Parent Involvement	\$4,061	0.00
Title I	\$177,040	0.00
Title I PD	\$28,783	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	161,231.00
Supplemental Concentration Funding	164,433.00
Title I	177,040.00
Title I Parent Involvement	4,061.00
Title I PD	28,783.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	307,022.00
2000-2999: Classified Personnel Salaries	164,513.00
4000-4999: Books And Supplies	40,148.00
5000-5999: Services And Other Operating Expenditures	13,865.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	CSI Funding	161,231.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	80,000.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	63,432.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	7,136.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	13,865.00
1000-1999: Certificated Personnel Salaries	Title I	47,008.00
2000-2999: Classified Personnel Salaries	Title I	97,020.00
4000-4999: Books And Supplies	Title I	33,012.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,061.00
1000-1999: Certificated Personnel Salaries	Title I PD	18,783.00
5800: Professional/Consulting Services And Operating Expenditures	Title I PD	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146,545.00
Goal 2	339,530.00
Goal 3	41,251.00
Goal 4	8,222.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Julie McClintock	Principal
Cynthia Enerva	Other School Staff
Alex Dwyer	Classroom Teacher
Chris Collins	Classroom Teacher
Vanessa Rocha	Classroom Teacher
Ban Katto	Parent or Community Member
Chris Tucker	Parent or Community Member
Linda Whatley	Parent or Community Member
Rachel Hillin	Parent or Community Member
Erin Neder	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/17/19.

Attested:



Principal, Julie McClintock on 10/17/19



SSC Chairperson, Rachel Hillin on 10/17/19