

The Single Plan for Student Achievement

Greenfield Middle School

School Name

15635036009567

CDS Code

Date of this revision: May 17, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California *Education Code* sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and ESSA Program Improvement into the *Single Plan for Student Achievement*.

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

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Greenfield Union School District

School District

The District Governing Board approved this revision of the School Plan on June 13, 2018.

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III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	319	293		317	289		315	289		99.4	98.6	
Grade 7	305	286		298	284		298	284		97.7	99.3	
Grade 8	287	288		284	284		283	284		99	98.6	
All Grades	911	867		899	857		896	857		98.7	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2489.4	2492.7		8	8.65		24	28.03		33	31.14		34	32.18	
Grade 7	2513.1	2519.2		4	7.75		31	27.82		34	32.75		31	31.69	
Grade 8	2556.6	2553.3		8	8.10		38	39.08		33	32.04		20	20.77	
All Grades	N/A	N/A	N/A	7	8.17		31	31.62		33	31.97		29	28.24	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	10.73		51	47.06		40	42.21	
Grade 7	9	14.79		50	46.83		41	38.38	
Grade 8	21	20.77		48	50.35		30	28.87	
All Grades	13	15.40		50	48.07		37	36.52	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	12.80		41	49.48		44	37.72	
Grade 7	9	15.14		57	50.35		33	34.51	
Grade 8	17	13.38		56	59.86		27	26.76	
All Grades	14	13.77		51	53.21		35	33.02	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	5	8.30		74	62.98		21	28.72	
Grade 7	10	7.39		66	63.73		24	28.87	
Grade 8	11	10.56		72	71.13		17	18.31	
All Grades	8	8.75		71	65.93		21	25.32	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	27.34		59	47.06		21	25.61	
Grade 7	14	18.66		58	55.63		28	25.70	
Grade 8	26	28.52		54	50.35		20	21.13	
All Grades	20	24.85		57	50.99		23	24.15	

Conclusions based on this data:

- GMS showed steady growth from the 2015/2016 school year to the 2016/2017 school year- Schoolwide growth of 2% in the area students meeting or exceeding the standard in ELA. The largest growth occurring in the 6th grade with 5%. Although 8th grade had the smallest percentage of growth, they yielded the largest percentage of students in the standard met & standard exceeded category, with 47% of students scoring in these 2 performance bands. 7th grade had the lowest percentage of students meeting or exceeding the standard with 36% of students scoring in these performance levels.
- Analysis of the claims additionally shows steady growth from the 15/16 to the 16/17 school year. Each claim and each grade level showed in increase from year to year. The largest percentage of increase occurred in the Reading claim- with 53% of students performing in the area of near or above in 2015/2016 school year, to 63% of students in 2016/2017.

3. Although Claim 1, Reading, showed the most growth from year to year, it is still the claim with the least amount of students near or above the standard. Action steps for grades 6-8 is to have teachers focus instruction on Informational Text in Claim 1. PD & collaboration will focus on meeting these needs.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	318	293		315	291		314	291		99.1	99.3	
Grade 7	305	286		301	284		301	284		98.7	99.3	
Grade 8	285	286		283	283		281	283		99.3	99	
All Grades	908	865		899	858		896	858		99	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2482.3	2475.8		9	5.50		14	16.49		32	31.62		45	46.39	
Grade 7	2489.9	2483.5		2	6.34		17	15.14		40	28.52		41	50.00	
Grade 8	2518.5	2526.1		7	13.07		21	15.90		29	27.56		43	43.46	
All Grades	N/A	N/A	N/A	6	8.28		17	15.85		34	29.25		43	46.62	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	13.40		29	29.21		54	57.39	
Grade 7	8	12.68		38	25.35		54	61.97	
Grade 8	17	18.37		36	35.69		47	45.94	
All Grades	14	14.80		34	30.07		52	55.13	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	5.50		39	41.58		53	52.92	
Grade 7	6	6.69		45	41.20		49	52.11	
Grade 8	9	10.95		54	38.16		37	50.88	
All Grades	8	7.69		46	40.33		47	51.98	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	9.28		49	42.96		43	47.77	
Grade 7	5	5.63		60	54.58		35	39.79	
Grade 8	10	14.49		60	57.24		30	28.27	
All Grades	7	9.79		56	51.52		36	38.69	

Conclusions based on this data:

1. GMS showed steady growth from the 2015/2016 school year to the 2016/2017 school year- Schoolwide growth of 1% in the area students meeting or exceeding the standard in Math. The largest growth occurring in the 7th grade with 1% growth. 8th grade yielded the largest percentage of students in the standard met & standard exceeded category, with 29% of students scoring in these 2 performance bands. 6th and 7th grade had the lowest percentage of students meeting or exceeding the standard with 21% of students scoring in these performance levels.
2. Analysis of the claims additionally shows steady growth from the 15/16 to the 16/17 school year. Each claim and each grade level showed an increase from year to year with the exception of communicating reasoning with a 1% decrease from 64% to 63% near or above the standard. The largest percentages of increase occurred in the Concepts & procedures claim and the Problem Solving and Data Claim- with 7% increase of students performing in the area of near or above standard in each claim.
3. Although Claim 1, Concepts and procedures, showed the most growth from year to year, it is still the claim with the least amount of students near or above the standard. Action steps for grades 6-8 is to have teachers focus instruction on concepts and procedures in Claim 1. PD & collaboration will focus on meeting these needs.

III. School and Student Performance Data (continued)

CAASPP Results (Students w/ Disabilities)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	29	32		29	31		29	31		100	96.9	
Grade 7	29	24		29	24		29	24		100	100	
Grade 8	32	28		31	28		31	28		96.9	100	
All Grades	90	84		89	83		89	83		98.9	98.8	

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2366.6	2366.9		0	0.00		3	0.00		7	6.45		90	93.55	
Grade 7	2409.8	2416.6		0	0.00		0	4.17		17	4.17		83	91.67	
Grade 8	2469.7	2423.1		0	0.00		6	0.00		35	14.29		58	85.71	
All Grades	N/A	N/A	N/A	0	0.00		3	1.20		20	8.43		76	90.36	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	0.00		17	16.13		83	83.87	
Grade 7	0	0.00		14	33.33		86	66.67	
Grade 8	0	0.00		32	10.71		68	89.29	
All Grades	0	0.00		21	19.28		79	80.72	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	0.00		10	6.45		90	93.55	
Grade 7	0	0.00		14	16.67		86	83.33	
Grade 8	0	0.00		29	17.86		71	82.14	
All Grades	0	0.00		18	13.25		82	86.75	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	0.00		41	22.58		59	77.42	
Grade 7	0	0.00		38	25.00		62	75.00	
Grade 8	3	0.00		55	39.29		42	60.71	
All Grades	1	0.00		45	28.92		54	71.08	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	0.00		24	16.13		76	83.87	
Grade 7	0	0.00		24	20.83		76	79.17	
Grade 8	0	0.00		45	35.71		55	64.29	
All Grades	0	0.00		31	24.10		69	75.90	

Conclusions based on this data:

1. The majority of our special education students continue to score within the “Standard Not Met” range. Overall, 6th/7th/8th grade special education students increased from 0% to 3% of students meeting standard and an increase from 12% to 20% of students standard nearly met.
2. GMS continues to show strength the area of ELA with our students with disabilities in Listening and Speaking and Research and Inquiry. Writing still continues to be a challenge for this group of students, but GMS students with disabilities did increase from 11% to 18% in the writing claim. Reading Claim 1 showed an increase of 3% from 18% to 21% in At or Near Standard schoolwide. The majority of GMS students with disabilities continue to score in the range of Standard Not Met at 76%.

CAASPP Results (Students w/ Disabilities)

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	29	32		29	31		29	31		100	96.9	
Grade 7	28	24		28	24		28	24		100	100	
Grade 8	32	28		31	28		31	28		96.9	100	
All Grades	89	84		88	83		88	83		98.9	98.8	

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

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2366.0	2341.2		0	0.00		0	0.00		10	3.23		90	96.77	
Grade 7	2357.5	2387.9		0	0.00		0	0.00		4	16.67		96	83.33	
Grade 8	2438.1	2385.3		0	0.00		10	0.00		13	7.14		77	92.86	
All Grades	N/A	N/A	N/A	0	0.00		3	0.00		9	8.43		88	91.57	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	0.00		7	3.23		93	96.77	
Grade 7	0	0.00		4	8.33		96	91.67	
Grade 8	3	0.00		19	3.57		77	96.43	
All Grades	1	0.00		10	4.82		89	95.18	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	0.00		7	3.23		93	96.77	
Grade 7	0	0.00		7	12.50		93	87.50	
Grade 8	0	0.00		55	7.14		45	92.86	
All Grades	0	0.00		24	7.23		76	92.77	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	0	0.00		14	12.90		86	87.10	
Grade 7	0	0.00		21	45.83		79	54.17	
Grade 8	0	0.00		39	28.57		61	71.43	
All Grades	0	0.00		25	27.71		75	72.29	

Conclusions based on this data:

1. The majority of our special education students continue to score within the “Standard Not Met” range at 88% on the 2016-2017 testing. Schoolwide did show an overall increase from 1% to 3% for our students with disabilities on Standard Met, but the progress is very minimal.
2. Special education students weakest area is in Claim 1 – Concepts and Procedures with an increase of 2% of students scoring in the range of “At or Near,” whereas, Problem Solving is proving to be a strength for this subgroup with an increase from 13% to 24% schoolwide growth in the “At or Near” range. 7th grade showed a substantial drop from 75% to 21% in Communicating Reasoning.

III. School and Student Performance Data (continued)

CAASPP Results (Economically Disadvantaged)

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	299	278		297	275		296	275		99.3	98.9	
Grade 7	289	252		284	251		284	251		98.3	99.6	
Grade 8	268	255		266	252		265	252		99.3	98.8	
All Grades	856	785		847	778		845	778		98.9	99.1	

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2489.4	2492.8		8	8.00		24	28.36		34	31.64		34	32.00	
Grade 7	2510.9	2519.2		4	7.17		30	29.48		35	32.27		31	31.08	
Grade 8	2555.2	2551.9		8	8.33		37	38.49		33	31.35		22	21.83	
All Grades	N/A	N/A	N/A	7	7.84		30	32.01		34	31.75		29	28.41	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	10.55		52	46.91		40	42.55	
Grade 7	9	14.34		49	46.61		42	39.04	
Grade 8	21	20.63		48	50.00		31	29.37	
All Grades	12	15.04		50	47.81		38	37.15	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	11.64		41	51.27		45	37.09	
Grade 7	9	15.14		58	51.00		33	33.86	
Grade 8	16	13.10		57	58.73		27	28.17	
All Grades	13	13.24		52	53.60		35	33.16	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	5	8.00		74	63.64		22	28.36	
Grade 7	10	6.77		65	63.75		25	29.48	
Grade 8	11	10.71		72	70.63		17	18.65	
All Grades	8	8.48		70	65.94		21	25.58	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	26.18		59	48.36		20	25.45	
Grade 7	13	19.12		58	55.78		29	25.10	
Grade 8	26	28.17		54	50.40		20	21.43	
All Grades	20	24.55		57	51.41		23	24.04	

Conclusions based on this data:

1. Since the majority of the students at GMS are socioeconomically disadvantaged, data is consistent with schoolwide data analysis. Refer to schoolwide analysis page.

CAASPP Results (Economically Disadvantaged)

Mathematics

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	298	278		295	276		295	276		99	99.3	
Grade 7	289	251		285	249		285	249		98.6	99.2	
Grade 8	266	253		265	250		264	250		99.6	98.8	
All Grades	853	782		845	775		844	775		99.1	99.1	

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2482.2	2476.2		9	4.71		14	16.67		32	32.25		45	46.38	
Grade 7	2489.5	2485.0		2	6.02		16	15.66		41	29.32		41	49.00	
Grade 8	2516.2	2524.0		7	13.60		20	15.20		29	26.80		44	44.40	
All Grades	N/A	N/A	N/A	6	8.00		17	15.87		34	29.55		43	46.58	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	17	12.68		28	30.07		55	57.25	
Grade 7	7	13.25		38	25.70		55	61.04	
Grade 8	17	18.00		36	34.80		47	47.20	
All Grades	14	14.58		34	30.19		52	55.23	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	5.43		39	41.67		53	52.90	
Grade 7	6	6.83		46	41.37		48	51.81	
Grade 8	8	12.00		53	37.20		39	50.80	
All Grades	7	8.00		45	40.13		47	51.87	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	8.70		49	43.84		43	47.46	
Grade 7	5	5.62		61	52.61		34	41.77	
Grade 8	10	15.20		59	54.80		31	30.00	
All Grades	7	9.81		56	50.19		36	40.00	

Conclusions based on this data:

1. Since the majority of the students at GMS are socioeconomically disadvantaged, data is consistent with schoolwide data analysis. Refer to schoolwide analysis page.

III. School and Student Performance Data (continued)

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	131	119		131	118		130	118		100	99.2	
Grade 7	121	109		118	109		118	109		97.5	100	
Grade 8	101	106		99	105		99	105		98	99.1	
All Grades	353	334		348	332		347	332		98.6	99.4	

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2475.8	2491.9		6	9.32		23	25.42		29	33.05		42	32.20	
Grade 7	2498.0	2496.8		2	5.50		29	18.35		31	34.86		38	41.28	
Grade 8	2546.4	2535.8		6	3.81		37	31.43		28	40.95		28	23.81	
All Grades	N/A	N/A	N/A	5	6.33		29	25.00		30	36.14		37	32.53	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	11.86		46	48.31		45	39.83	
Grade 7	5	7.34		47	45.87		48	46.79	
Grade 8	21	13.33		44	53.33		34	33.33	
All Grades	11	10.84		46	49.10		43	40.06	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	13.56		34	44.07		52	42.37	
Grade 7	7	11.93		51	45.87		42	42.20	
Grade 8	18	7.62		46	60.95		35	31.43	
All Grades	13	11.14		43	50.00		44	38.86	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2	6.78		75	66.95		22	26.27	
Grade 7	5	6.42		66	64.22		29	29.36	
Grade 8	7	5.71		74	72.38		19	21.90	
All Grades	5	6.33		72	67.77		24	25.90	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	23.73		59	50.85		27	25.42	
Grade 7	12	11.93		57	49.54		31	38.53	
Grade 8	23	20.00		46	57.14		30	22.86	
All Grades	16	18.67		55	52.41		29	28.92	

Conclusions based on this data:

1. Although English Learners at GMS largely fall in the "Standard Not Met" category for ELA, the percentage of students in this category has shown an increase of 8% from the 2015/2016 school year to the 2016/2017 school year. ELL students in the Standard Met and Nearly Met performance bands have steadily increased by 1%.
2. ELL students in grade 6 showed the most growth, with 30% of students in the Standard Nearly Met area, while 7th grade will continue to be a focus with 8% of students in the Standard Nearly Met performance band.
3. The strongest claim for the ELL students at GMS is the Listening claim, 55% of students scored at or near(54%) standard and above standard (1%). The areas of focus for ELL students will continue to be reading(only 24% scoring at or near) and Writing (only 33% scoring at or near).

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	130	119		130	118		129	118		100	99.2	
Grade 7	121	109		118	108		118	108		97.5	99.1	
Grade 8	101	104		99	102		99	102		98	98.1	
All Grades	352	332		347	328		346	328		98.6	98.8	

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2469.2	2474.4		9	7.63		10	19.49		33	29.66		49	43.22	
Grade 7	2478.8	2467.8		1	4.63		14	11.11		39	28.70		46	55.56	
Grade 8	2506.2	2505.2		8	7.84		13	13.73		29	27.45		49	50.98	
All Grades	N/A	N/A	N/A	6	6.71		12	14.94		34	28.66		48	49.70	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	15.25		24	29.66		62	55.08	
Grade 7	6	8.33		33	25.93		61	65.74	
Grade 8	15	11.76		31	34.31		54	53.92	
All Grades	12	11.89		29	29.88		59	58.23	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	6	5.93		36	41.53		58	52.54	
Grade 7	5	2.78		42	37.04		53	60.19	
Grade 8	9	6.86		53	30.39		38	62.75	
All Grades	7	5.18		42	36.59		51	58.23	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	10.17		47	40.68		44	49.15	
Grade 7	3	2.78		62	50.00		36	47.22	
Grade 8	9	8.82		57	55.88		34	35.29	
All Grades	7	7.32		55	48.48		38	44.21	

Conclusions based on this data:

1. Although English Learners at GMS largely fall in the "Standard Not Met" category for Math, the percentage of students in this category has shown a decrease of 5% from the 2015/2016 school year to the 2016/2017 school year. ELL students in the Standard Met and Nearly Met performance bands have remained the same.
2. The strongest area of ELL students in math, falls in the "communicating reasoning" claim- 36% of ELL students scored at or near the standard. The weakest area for all three grade levels is claim 1, concepts and procedures, with only 14% of students scoring at or near the standard.
3. The area of focus for math will be consistent with the schoolwide focus in the area of concepts and procedures.

III. School and Student Performance Data (continued)

CAASPP Results (Reclassified Fluent English Proficient RFEP)

English Language Arts/Literacy

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	115	116		115	116		115	116		100	100	
Grade 7	134	141		133	140		133	140		99.3	99.3	
Grade 8	130	139		130	139		130	139		100	100	
All Grades	379	396		378	395		378	395		99.7	99.7	

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2530.5	2520.6		13	11.21		33	38.79		40	28.45		14	21.55	
Grade 7	2548.5	2546.8		7	10.00		41	37.14		41	36.43		11	16.43	
Grade 8	2586.7	2587.8		12	12.23		48	52.52		34	28.06		6	7.19	
All Grades	N/A	N/A	N/A	11	11.14		41	43.04		38	31.14		10	14.68	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	12.93		67	57.76		22	29.31	
Grade 7	15	21.43		62	50.71		23	27.86	
Grade 8	28	29.50		55	56.12		18	14.39	
All Grades	18	21.77		61	54.68		21	23.54	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	20	17.24		53	60.34		27	22.41	
Grade 7	13	17.86		71	60.71		16	21.43	
Grade 8	20	19.42		67	66.19		13	14.39	
All Grades	17	18.23		64	62.53		18	19.24	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	9	12.07		83	66.38		9	21.55	
Grade 7	17	10.00		68	67.86		14	22.14	
Grade 8	15	16.55		75	74.82		10	8.63	
All Grades	14	12.91		75	69.87		11	17.22	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	35	36.21		57	47.41		8	16.38	
Grade 7	19	25.00		66	63.57		15	11.43	
Grade 8	35	40.29		57	48.20		8	11.51	
All Grades	29	33.67		60	53.42		11	12.91	

Conclusions based on this data:

1. Reclassified students at GMS did show some considerable growth from last year with an overall increase from 35% to 52% in the Standard Met and Standard Exceeded range. The strongest area of growth for ELA was in Research/Inquiry and the weakest still falling in the writing claim. The majority of our reclassified students seem to fall within the Standard Nearly Met and Standard Met range with only 10% falling in the Standard Not Met range.
2. Schoolwide RFEP's tend to perform better than most of our subgroups in all claims. Overall, only 10% of all RFEP's scored in the range of Standard Not Met for the 2016-17 year.

CAASPP Results (Reclassified Fluent English Proficient RFEP)

Mathematics

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	115	116		114	116		114	116		99.1	100	
Grade 7	133	142		132	141		132	141		99.2	99.3	
Grade 8	129	139		129	138		128	138		100	99.3	
All Grades	377	397		375	395		374	395		99.5	99.5	

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

Overall Achievement for Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2525.7	2502.6		13	5.17		24	19.83		37	37.93		26	37.07	
Grade 7	2525.0	2506.0		4	7.80		22	20.57		50	27.66		24	43.97	
Grade 8	2555.2	2560.1		9	17.39		30	19.57		34	32.61		27	30.43	
All Grades	N/A	N/A	N/A	9	10.38		25	20.00		40	32.41		26	37.22	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	25	15.52		42	38.79		32	45.69	
Grade 7	12	17.73		48	26.24		40	56.03	
Grade 8	23	24.64		47	42.03		30	33.33	
All Grades	20	19.49		46	35.44		34	45.06	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	13	6.90		54	48.28		32	44.83	
Grade 7	8	11.35		56	43.97		36	44.68	
Grade 8	11	14.49		60	47.10		29	38.41	
All Grades	11	11.14		57	46.33		32	42.53	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	11.21		61	50.00		29	38.79	
Grade 7	8	7.80		67	59.57		26	32.62	
Grade 8	13	19.57		66	62.32		21	18.12	
All Grades	10	12.91		65	57.72		25	29.37	

Conclusions based on this data:

1. Reclassified students at GMS did show some progress in mathematics with an increase from 20% to 34% overall progress in Standard Met and Standard Exceeded. The majority of our reclassified students seem to fall in the range of Standard Nearly Met at 40% and Standard Not Met at 26%.
2. Claim 1 – Concepts and Procedures seems to be the weakest area for these students with 34% of them scoring Below standard. Again, the majority of the reclassified students fall in the range of Standard At or Near range at a 46%. These results are consistent with school and district wide data results.

III. School and Student Performance Data (continued)

CAASPP Results (Black or African American)

English Language Arts/Literacy

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	37	30		37	30		37	30		100	100	
Grade 7	28	31		28	31		28	31		100	100	
Grade 8	23	30		22	30		22	30		95.7	100	
All Grades	88	91		87	91		87	91		98.9	100	

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2481.9	2437.2		11	0.00		16	16.67		32	26.67		41	56.67	
Grade 7	2472.8	2509.0		0	6.45		14	16.13		25	45.16		61	32.26	
Grade 8	2515.6	2510.2		5	3.33		23	10.00		32	56.67		41	30.00	
All Grades	N/A	N/A	N/A	6	3.30		17	14.29		30	42.86		47	39.56	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	3.33		43	36.67		43	60.00	
Grade 7	7	6.45		29	48.39		64	45.16	
Grade 8	9	10.00		45	43.33		45	46.67	
All Grades	10	6.59		39	42.86		51	50.55	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	14	3.33		32	26.67		54	70.00	
Grade 7	4	9.68		29	61.29		68	29.03	
Grade 8	9	3.33		45	53.33		45	43.33	
All Grades	9	5.49		34	47.25		56	47.25	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	3	3.33		76	43.33		22	53.33	
Grade 7	4	6.45		68	58.06		29	35.48	
Grade 8	5	3.33		64	73.33		32	23.33	
All Grades	3	4.40		70	58.24		26	37.36	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	19	13.33		62	53.33		19	33.33	
Grade 7	11	9.68		39	61.29		50	29.03	
Grade 8	14	6.67		55	46.67		32	46.67	
All Grades	15	9.89		53	53.85		32	36.26	

Conclusions based on this data:

1. Although the majority of African American students fall within the standard nearly met (30%) or Standard Not Met (47%), this subgroups performance in ELA has shown a steady growth trend. Students in the standard not met category has decreased by 15% from the 2015/2016 school year to the 2016/2017 school year. African American students in the 7th grade had the lowest percentage of students in the area of standard exceeded/met category with only 14%, while 6th and 8th grade showed an increase in these areas, with 27% and 28% respectively.
2. Reading and Writing are the weakest claim, with 51% of all African Americans scoring below the standard in reading, and 56% scoring below the standard in writing.
3. Areas of focus will be consistent with schoolwide math focus of claim 1- Reading and claim 2 writing.

CAASPP Results (Black or African American)

Mathematics

Overall Participation for Black or African American												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	31		36	31		36	31		100	100	
Grade 7	28	31		28	30		28	30		100	96.8	
Grade 8	23	28		22	28		22	28		95.7	100	
All Grades	87	90		86	89		86	89		98.9	98.9	

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

Overall Achievement for Black or African American															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2479.0	2408.5		14	0.00		11	6.45		25	22.58		50	70.97	
Grade 7	2467.9	2495.7		0	13.33		11	6.67		39	30.00		50	50.00	
Grade 8	2486.2	2468.0		5	3.57		9	3.57		27	28.57		59	64.29	
All Grades	N/A	N/A	N/A	7	5.62		10	5.62		30	26.97		52	61.80	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	22	6.45		22	12.90		56	80.65	
Grade 7	7	13.33		25	20.00		68	66.67	
Grade 8	9	7.14		32	21.43		59	71.43	
All Grades	14	8.99		26	17.98		60	73.03	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	0.00		22	25.81		67	74.19	
Grade 7	0	6.67		36	43.33		64	50.00	
Grade 8	5	0.00		50	32.14		45	67.86	
All Grades	6	2.25		34	33.71		60	64.04	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	0.00		50	19.35		39	80.65	
Grade 7	0	3.33		68	56.67		32	40.00	
Grade 8	9	0.00		64	50.00		27	50.00	
All Grades	7	1.12		59	41.57		34	57.30	

Conclusions based on this data:

1. In Math, although the majority of African American students fall within the standard nearly met (30%) or Standard Not Met (52%), this subgroups performance in math has shown a steady growth trend. Students in the standard not met category has decreased by 16% from the 2015/2016 school year to the 2016/2017 school year. African American students in the 7th grade had the lowest percentage of students in the area of standard exceeded/met category with only 11%, while 6th and 8th grade showed an increase in these areas, with 25% and 14% respectively.
2. Concepts and procedures (claim 1) and Modeling and Data (claim 2 & 4) are the weakest claims, with 60% of all African Americans scoring below the standard. 6th grade African American students were the most successful with claim 1, scoring 22% above and 22% at or near the standard.
3. Area of focus will be consistent with the schoolwide focus for this subgroup- concepts and procedures.

III. School and Student Performance Data (continued)

Demographic Data Summary

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.1%	0%	3	1	0
African American	10.3%	10.5%	9.62%	90	93	87
Asian	2.2%	1.7%	1.33%	19	15	12
Filipino	0.9%	0.5%	0.44%	8	4	4
Hispanic/Latino	80.6%	81.2%	82.08%	701	716	742
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	5.1%	5.3%	5.42%	44	47	49
Multiple/No Response	0.0%	0.0%	0%	0	0	0
Total Enrollment:				870	882	904

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6	297	298	309
Grade 7	288	301	319
Grade 8	285	283	276
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment:	870	882	904

Trends and Conclusions indicated by the data

1. The largest population of students at Greenfield Middle School consists of Hispanics. African Americans are the next largest population at Greenfield Middle School.
- 2.

III. School and Student Performance Data (continued)

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	Number Reclassified	Percent of previous year's ELs Reclassified
2017	63	46.0%
2016	60	37.7%
2015	14	8.5%

III. School and Student Performance Data (continued)

2017-18 Chronic Absenteeism

	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American			
American Indian or Alaskan Native			
Filipino			
Hispanic or Latino			
Did not Report			
Pacific Islander			
Two or More Races			
English Learners			
Students with Disabilities			
Socioeconomically Disadvantaged			
Homeless			
Kindergarten			
Grades 1-3			
Grades 4-6			
Grades 7-8			
Grades K-8			
Grades 9-12			
Ungraded Elementary and Secondary			

IV. Summary of Student Achievement and Demographic Data Analysis

1. The data shows All Students: 40%(343 sts.) meeting or exceeding the standard in ELA. 28% (240 sts.) did not meet the standard in ELA.
2. Areas of focus for ELA include focusing on both the Reading and Writing claims. 37% of all students fell below standard in Reading and 33% fell below standard in Writing.
3. The data shows All Students: 24%(206 sts.) meeting or exceeding the standard in math. 47% (403 sts.) did not meet the standard in math.
4. Area of focus for math include focusing on the Concepts and Procedures claim. 55% of students fell below standard in claim 1 (concepts and procedures).
5. The Special Education, ELL, and RFEP subgroups will continue to be progress monitored and targeted for instruction.

Conclusions:

GMS needs to place more emphasis on meeting the needs of their EL population in all core subjects.

- Intervention, target tutoring and use of instructional strategies aligned to the core curriculum to improve EL performance.
- GMS will implement Read 180 in many classrooms, which is an intensive intervention in LA for 6th/7th/8th grade students in regular education as well as RSP. Currently, they're 8 classes during the instructional day – 4-6th RSP/Reg. Ed. 2-6th-8th SDC. -7th/8th 1- RSP/Reg. Ed. and 1- 7/8 ELD classroom. GMS is also implementing English 3D and The Academic Vocabulary Toolkit for all 7th and 8th ELL students during ELD time. 6th grade is in year three implementation of Systematic ELD. Additionally, Ready 180 and ALEKS are serving the majority of ELL students who are performing below grade level.
- EL students will need to be monitored more closely in regards to attendance and discipline issues that will result in poor academic performance.
- Additional language instruction and intervention is needed in terms of math instruction in order to shrink the achievement gap of English Learners in Math.
- EL students will also have high priority in terms of enrollement in Read 180 intervention classes(Tier III) and Tier II interventions.

V. School Vision and Mission

Greenfield Middle School Motto: "No Excuses, All Students Can Succeed!"

Vision: Through collaboration, planning, accountability, and quality instruction, Greenfield Middle School as a professional learning community will insure all students achieve academic excellence, exemplify character and become life-long learners.

Mission: Create a learning environment of high expectations and academic excellence for all students within a safe environment. Our mission is to help students develop an attitude of personal responsibility, capability, self-worth, and self-discipline that will instill in them the character to become effective mature citizens. Students will acquire the knowledge and develop the skills necessary to assume their roles as effective family, school, and community members in a culturally diverse and technological society.

VI. School Profile

Greenfield Middle School is one of three middle schools in Greenfield Union School District. It is located near the southern outskirts of the city limits and receives students from three feeder elementary schools, Planz, Palla, and Plantation. Enrollment is currently at 907 students made up of 311 sixth graders, 321 seventh graders and 275 eighth graders.

Greenfield Middle School is Title 1 Schoolwide. We are proud to have a diverse ethnic student population of 10.5% African-American, 81.2% Hispanic, 5.3% Caucasian, 2.15% Asian. We have 14.3% of our students classified as English Language Learners. Ninety percent of our students are participants in the free or reduced lunch program.

In collaboration with the School Site Council (SSC) and district and school leadership team, decisions are made in regards to the needs and requirements of the school's operation and student performance goals as well as suggestions and support for necessary interventions for our underachieving student population (EC 64001). Community partnerships have been developed with the Bakersfield Police Department, Child Protective Services, Kern County Sheriff's Department, Henrietta Weill Memorial Child Guidance Clinic, and Greenfield Family Resource Center which coordinates PIQE (Parent Institute for Quality Education) for community families. Additionally, local community businesses are actively involved in providing incentives to promote student academic improvement.

Our campus offers numerous before, during, and after school community involvement components designed to improve student performance. GMS established a comprehensive program for drug prevention program (Project Alert) for all 6th-grade students and school safety is a high priority to ensure an environment conducive to learning for all students. The Safe School Ambassadors program along with the Positive Behavioral Interventions & Supports program have also been implemented to both combat school bullying and promote both a positive and effective school climate.

A Zero period is offered to students struggling in all subjects and is facilitated by the school counselor and the school's Intervention Facilitator. Intervention classes to improve Reading and Math skills are taught by our certificated teachers before, during and after school. Our After School Success Program supports academics by providing opportunities to complete homework as well as being involved in sports, band and other enrichments. All programs are monitored using attendance, schedules of curriculum and/or sign-in sheets. Additionally, Student Leadership Team, AIM (Academic Intervention Program), Safe School Ambassadors, and business and community service awards contribute to building student character and opportunities for recognition.

VIII. 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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>LEA Goal #1 (A): All students will reach high standards, at a minimum, attaining proficiency or better in Reading / English Language Arts.</p>	
<p>SCHOOL GOAL #1A - ELA (Goals should be prioritized, measurable, and focused on identified student learning needs) By 6/30/19, a minimum of 362/905 # = 40% of all students will meet or exceed proficiency on the SBAC in Reading / English Language Arts.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Districtwide assessments will be administered per scheduled calendar as follows:</p> <ul style="list-style-type: none"> • SBAC Results – ELA (Spring 2018) • STAR Reading (Administered 4 times a year) • Writing- K-8 will be administered the CAASPP Interim Performance Task (To be administered Jan. 2018) • Grade level CFAs 	<p>How does this goal align to your Local Educational Agency Plan goals? The goal for all students and significant subgroups is to align with the LEA goals for minimum required proficiency levels per ESSA requirements.</p>
<p>What did the analysis of the data reveal that led you to this goal? A steady growth of annual academic achievement is the yearly focus in ELA. 1. GMS showed steady growth in 2016/2017 school year- Schoolwide growth of 2% in the area students meeting or exceeding the standard in ELA. The largest growth occurring in the 6th grade with 5%. Although 8th grade had the smallest percentage of growth, they yielded the largest percentage of students in the standard met & standard exceeded category, with 47% of students scoring in these 2 performance bands. 7th grade had the lowest percentage of students meeting or exceeding the standard with 36% of students scoring in these performance levels. 2. Analysis of the claims additionally shows steady growth from the 15/16 to the 16/17 school year. Each claim and each grade level showed an increase from year to year. The largest percentage of increase occurred in the Reading claim- with 53% of students performing in the area of near or above in 2015/2016 school year, to 63% of students in 2016/2017. 3. Although Claim 1, Reading, showed the most growth from year to year, it is still the claim with the least amount of students near or above the standard. Action steps for grades 6-8 is to have teachers focus instruction on Informational Text in Claim 1. PD & collaboration will focus on meeting these needs.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • Administrators • Teachers • Site Council Members • ELAC Members

<p>Who are the focus students and what is the expected growth? All Students (Grades 6-8)</p> <ul style="list-style-type: none"> English Learners / RFEPs Socioeconomically Disadvantaged Foster Youth / Homeless Site Specific Subgroups - Students with Disabilities <p>All students will improve by one performance level until they reach Standards Met and then will maintain their achievement.</p>	<p>What data will be collected to measure student achievement? Districtwide assessments will be administered per scheduled calendar as follows:</p> <ul style="list-style-type: none"> SBAC Results – ELA (Spring 2018) STAR Reading (Administered 4 times a year) Writing- K-8 will be administered the CAASPP Interim Performance Task (To be administered Jan. 2018) Grade level CFAs; Additionally, site will begin to incorporate Interim blocks slowly, with full implementation beginning 2019-2020 Data will be analyzed for significant subgroups.
<p>What process will you use to monitor and evaluate the data? The data will be analyzed during Grade Level meetings, PLC meetings, Advisory committee meetings.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #1A - ELA						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
CURRICULUM AND INSTRUCTION						
*1. All students will have equal access to the core curriculum by providing current State adopted textbooks in ELA/ELD. (LCAP 1.4)	July 2018 – June 2019	Principal, Asst. Principal,, Teachers	Classroom observation forms, lesson plan samples, assessment results	ELA/ELD Textbooks	LCFF-DO \$29,856/6300-4100	
2. All students will have equal access to supplemental materials used to enhance all content areas, to support the core curriculum for students performing below grade level. (LCAP 2.8)	July 2018 – June 2019	Asst. Principal, Program Office, Teachers	Requisitions for supp. materials	Sup. Mat'ls to support ELA & hist/sci CCSS: Books, software, incentives, assemblies Ready Common Core, Scope Magazine	\$36,218 /LCFF-4300 \$3,400/6500-4300	
3. Library to be available 5 days per week with sufficient AR books for informational and recreational reading at students' instructional levels. (LCAP 3.7)	July 2018 – June 2019	Librarian, Asst. Principal, Teachers	Requisition for library books	Library Books to support AR reading program Librarian	LCFF-DO \$1,500 /LCFF-4200	

SCHOOL GOAL #1A - ELA						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
4. Provide grade appropriate field trips to be aligned to California content standards (LCAP 2.10) 6th Grade - Camp Keep 7th Grade - Science Museum 8th Grade- University or Cal State Field Trip	July 2018 – June 2019	Principal, Assistant Principal, Teachers, Counselor	Field Trip Request Forms	Transportation/ Entry fees Extra Duty Time Subs	LCFF-DO \$2000/LCFF-1100 \$800/LCFF-2100 \$500/LCFF-3202	
5. Supplemental instructional materials to support ELA/ELD instruction will be provided to all students (LCAP 2.8)	July 2018 – June 2019	Asst. Principal, Program Office, Teachers	Requisitions for supp. materials	ELA/ELD Supp. materials, planners, notebooks, organization supplies for students TEC Printing (T34), toner, copy supplies Equipment (Rents, lease & maintenance)	LCFF-DO \$12,000/LCFF-5600 \$8,000/LCFF-4300	
6. GATE and Honor classes will be provided to meet needs of high-achieving students. (LCAP 2.6, 2.7)	July 2018 – June 2019	Principal, Asst. Principal	Master schedule	Supplies/Mat'l's for STEM/GATE project based activities & enrichment	LCFF-DO	
7. Lower class size K-8 to improve classroom climate and increase Special Education teachers / services. (LCAP 1.1)	July 2018 – June 2019	Supt. Principal, Assistant Principal	Master Schedule	Supplies needed for additional classrooms	LCFF- DO	
8. Technology used at the school site will be refreshed based on the District Technology plan, maintained by the District Office Technology Specialist (LCAP 1.1)	July 2018 – June 2019	Principal, Asst. Principal, Tech. Dept	Computer Lab Schedule; Chromebook assigned to classes	Chromebook, smartboard, misc. tech. repair and updates	LCFF-DO	
*9. Educational software to be aligned to grade level standards. Software used at the school site will be provided by the DO based on the LEA Plan. (LCAP 2.1).	July 2018 – June 2019	Principal, Asst. Principal, Tech Dept	STAR reports, EDAMS reports, CFA's	Equipment to support assessment and access to CCSS Software: AR 360, EADMS, DTS, Brain Pop, Moby Max Supplemental technology STAR Read	LCFF-DO \$8,730/3010-5800 \$18,055 /LCFF-5800 \$200/6500-5800 LCFF-DO	

SCHOOL GOAL #1A - ELA						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
*10. Supplemental and miscellaneous materials will be provided by the site to assist in the use and integration of technology.	July 2018 – June 2019	Principal, Asst. Principal, Info.Tech.	Technology requisitions	Supplemental technology for project based activities and to support CCSS; document cameras, misc. computer hardware (ie. headphones, mice and storage)	\$2,000/LCFF-4300	
PROFESSIONAL DEVELOPMENT						
*1 Teachers, staff, and administration will participate in Professional Development focusing on Common Core Content Standards in core content areas, instructional strategies, best practices, use of technology, and school safety.(LCAP 1.5, 1.8, 2.9, 3.1)	July 2018 – June 2019	Principal, Asst.Princ., Teacher, Curric. Spec., Consultants	Conference Request Forms Prof. Dev. Calendar, Agendas, Sign-in sheets Trainings: WFTB, GATE, PD to support CCSS & intervention; Work with Academic Coach KCSOS, SELPA, Conferences, Consultants	Substitutes 115 days @ \$120/day * 13,800 T Extra Duty Registration Fees Travel & Lodge/ Meals Materials Consultant Fees	\$8307/3010-1100 \$1,578/3010-3101 \$2,796/3010-5200 LCFF/DO \$2000/LCFF-5200 LCFF-DO	
2. Teacher Induction Program (TIP) for new teachers. (LCAP 1.2)	July 2018 – June 2019	TIP support teachers; District TIP coordinator	Program Completion	Substitutes for observations and trainings	LCFF-DO	
ASSESSMENT						
1. Diagnostic and summative assessments are used during the regular instructional day to guide instruction, create small group instruction, or reteach groups	July 2018 – June 2019	Principal, Asst. Principal, Teacher, Academic Interv. Facil., Teacher, Site Tech. Mentor	Pre-post assessments; Web pages Electronic grade reports STAR ELA, ALEKS	Read Live STAR Read Site Tech Mentor AIF payroll for staff supporting intervention and PBIS	see technology 3010 DO LCFF-DO	
INTERVENTION RESEARCH-BASED						

SCHOOL GOAL #1A - ELA						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
*1. Staff will analyze diagnostic / summative assessment results of all students (RFEP, EL, Homeless, Foster Youth) to identify students and assign interventions based on established criteria for RTI. (LCAP Action 2.9 & 3.6)	July 2018 – June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facilitator, Academic Coach, School Psych.	Star Reading & CBMs (National, District, Site);	Academic Intervention Facilitator payroll for staff supporting intervention and PBIS	\$40,939/3010-2100	
2. An ELA intensive intervention program and materials in grades four through eight will be provided for students performing 2+ years below grade level. (EPC 1.3)	July 2018 – June 2019	Academic Coach/Asst. Principal	Read 180 assessment data; Classroom walkthroughs	Read 180 curriculum	3010 DO-Paid see C & I #1	
2.1 Tier I - Students identified for Tier I intervention will receive 20-30 minutes of small group reading instruction in the classroom with the teacher. Paraprofessionals will assist teachers with students in ELL, special ED. and intervention classrooms	July 2018 – June 2019	Teacher, Instructional asst.	Classroom walkthrough data	Salaries for Paraprofessionals Training for small group instruction	DO-Paid	
*2.2. Tier II – Students identified for Tier II will be provided 30 minutes, four days per week of reading intervention with a certificated teacher or paraprofessional under the direction of a certificated teacher in small groups.	July 2018 – June 2019	Teacher, Instruct. Asst., Academic Coach	Master Schedule; Intervention schedule	Intervention Teacher Certificated payroll to support intervention Afterschool intervention teacher salaries	\$30,145/LCFF-1100 \$5,711/LCFF-3101 \$2,000/LCFF-1100 \$380/LCFF-3101	
*2.3. Tier III – Students in grades 6-8 identified for Tier III will be provided 55-90 minutes, five days per week of state adopted intensive reading intervention program for ELA with a certificated teacher and/or RSP teacher.	July 2018 – June 2019	RSP teacher; Academic Coach	Master Schedule; Intervention schedule	Intervention Teacher Certificated payroll Read 180	see 2.2 DO- Paid	
3. TIER II and TIER III students will be assessed and evaluated every 10 weeks using STAR Reading and/or Read180 assessment data.	July 2018 – June 2019	Assistant Principal; Academic Coach; Principal	RTI Progress monitoring	STAR, Read180	see 1.9	
EXTENDED LEARNING						

SCHOOL GOAL #1A - ELA						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
1. Students will participate in the After School Program and Summer School based on established criteria as space permits. Additional programs will be offered to students during the year to enhance learning (includes enrichment classes and field trips). Academic liaison will provide assistance in connecting regular day and extended day programs. Opportunities for sports activities will be offered to all students and will be provided equipment/uniforms. (LCAP 2.10, 3.10)	July 2018 – June 2019	Teacher, Curric. Spec., ASSP Site Director, Academic Liaison	Class Lists	Teacher Tutoring, Enrichment Activities Summer School materials and staff salaries	ASSP & LCFF-DO	
2. STEM program in grades 6-8 will be offered to support CCSS in the technical subject areas in 2018. PD and program materials to be purchased to implement STEM program in current year. (LCAP 2.7)	July 2018 – June 2019	Principal, Assistant Principal, STEM teachers	Conference forms; Requisitions of STEM items for program	PD for PLTW and STEMS Materials and supplies for STEM classrooms	LCFF DO / Chevron Grant	
SCHOOL SAFETY						
1. The Comprehensive School Safety Plan is evaluated and updated annually based on results from the District Needs Assessment and Parent Surveys to comply with state laws and submitted to the School Board for approval.	July 2018- June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facil., School Interv. Facil., School Psychologist	Discipline Reports Honors lists	Assemblies, incentives, rewards, materials	\$2,000 / LCFF-4300	
2. Site provides various educational programs (anti-bullying), assemblies, and activities to support a safe-learning environment throughout the year. School implements PBIS to promote a positive culture and school environment Site adheres to District policies and procedures regarding student safety and discipline practices. (LCAP 3.1, 3.2 & 3.6)	July 2018- June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facil., School Interv. Facil., School Psychologist	Calendar of events of assemblies; PBIS meeting agendas	SIF Printing of SOAR tickets Stipends and extra duty for PBIS coordinators & team members to plan student events and PBIS program Extra Duty for leadership team members to provide feedback @ DSLT and other school programs	LCFF-DO \$300/LCFF-5710 \$5,500/LCFF-1100 \$1,200/LCFF-2100 \$200/LCFF-3202 \$1425/LCFF-3101	
3. School provides staff and implement programs to support students with at-risk behaviors, below grade level academics, and improve mental, emotional, and social health.(LCAP 3.8)	July 2018 – June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facil., School Interv. Facil., School Psychologist	Progress Monitoring of at risk students	Salaries of psychologists, AIF, PBIS extra duty	LCFF -DO	

SCHOOL GOAL #1A - ELA						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
4. Provide all necessary materials and personnel as needed to promote school safety. (LCAP 3.6)	July 2018 – June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facil., School Interv. Facil., School Psychologist	Requisitions for materials Payroll of security	Extra Security Program Clerks payroll to support assisting in assessment and teaching of CCSS Extra Duty for parent conferences, child care and night security	\$49,691/3010-2400 \$41,317/3010-3202 \$1500/LCFF-2900	
PARENT INVOLVEMENT						
1. The District and school site offer a variety of opportunities for parents to become involved in their student's education and participate in community events. (LCAP 3.9)	July 2018 – June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facilitator	Agendas, Minutes, schedules, Sign In Sheets	Translators for parent teacher conferences	\$516/3010-3202-2495 \$1,900/3010-2900-2495	
2. Effective two-way communication systems will be used to provide timely and accurate information to all stakeholders, especially students, parents/families, teachers, and site administrators about student achievement, academic expectations, and accountability requirements. (LCAP 3.5).	July 2018 – June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facilitator	Collaborate w/ Greenfield Family Resource Center on Community Events and Parent Educ.	Printing, paper, postage, materials to communicate with parents Parent Project Student planners, TV for front office to update parents in office	LCFF-DO \$800/LCFF-2100 \$467/LCFF-3202 \$500/LCFF-5600 see technology	
3. The Student/Academic Intervention Facilitator (AIF) will coordinate family and student activities at the site. (LCAP Action 3.6)	July 2018 – June 2019	Academic Intervention Facilitator; Assistant Principal	Meeting agendas	Materials for family activities	3010 see salaries above LCFF-DO	
4. Purchase materials and resources for parent involvement activities. (LCAP Action 3.3)	July 2018 – June 2019	Assistant Principal	Requisitions of materials and resources	Printing, paper, postage, materials	\$585/3010-4300-2495	
5. Academic Intervention Facilitators work w/ parents to improve academic achievement.	July 2018 – June 2019	Academic Intervention Facilitator; Assistant Principal	AIF schedule	AIF salary	3010 see salaries above LCFF-DO	

VIII. Planned Improvements in Student Performance (continued)

<p>LEA Goal #1 (B): All students will reach high standards, at a minimum, attaining proficiency or better in Mathematics.</p>	
<p>SCHOOL GOAL #1B - Math (Goals should be prioritized, measurable, and focused on identified student learning needs) By 6/30/19, a minimum of 299/905 # = 33% of all students will meet or exceed proficiency on the SBAC in Mathematics.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Districtwide assessments will be administered per scheduled calendar as follows:</p> <ul style="list-style-type: none"> • SBAC Math Results • Math for TK-8 will use STAR Math • Grade Level Interim Block assessments 	<p>How does this goal align to your Local Educational Agency Plan goals? The goal for all students and significant subgroups is to align with the LEA goals for minimum required proficiency levels per ESSA requirements.</p>
<p>What did the analysis of the data reveal that led you to this goal? Steady annual growth in academic achievement is the yearly focus in Mathematics. 1. GMS showed steady growth from the 2015/2016 school year to the 2016/2017 school year- Schoolwide growth of 1% in the area students meeting or exceeding the standard in Math. The largest growth occurring in the 7th grade with 2%. 8th grade yielded the largest percentage of students in the standard met & standard exceeded category, with 29% of students scoring in these 2 performance bands. 6th and 7th grade had the lowest percentage of students meeting or exceeding the standard with 21% of students scoring in these performance levels. 2. Analysis of the claims additionally shows steady growth from the 15/16 to the 16/17 school year. Each claim and each grade level showed in increase from year to year with the exception of communicating reasoning with a 1% decrease from 64% to 63% near or above the standard. The largest percentages of increase occurred in the Concepts & procedures claim and the Problem Solving and Data Claim- with 7% increase of students performing in the area of near or above standard in each claim. 3. Although Claim 1, Concepts and procedures, showed the most growth from year to year, it is still the claim with the least amount of students near or above the standard. Action steps for grades 6-8 is to have teachers focus instruction on concepts and procedures in Claim 1. PD & collaboration will focus on meeting these needs.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • Administrators • Teachers • Site Council Members • ELAC Members

<p>Who are the focus students and what is the expected growth? All Students (Grades K – 8)</p> <ul style="list-style-type: none"> English Learners / RFEPs Socioeconomically Disadvantaged Foster Youth / Homeless Site Specific Subgroups - Students with Disabilities <p>All students will improve by one performance level until they reach Standards Met and then will maintain their achievement.</p>	<p>What data will be collected to measure student achievement? Districtwide assessments will be administered per scheduled calendar as follows:</p> <ul style="list-style-type: none"> SBAC Results Math- TK-8 will use STAR Math/Early Literacy Grade Level Interim Block assessments Data will be analyzed by significant subgroups.
<p>What process will you use to monitor and evaluate the data? The data will be analyzed with staff during Grade Level meetings, PLC meetings, staff meetings, Advisory committee meetings.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #1B - Math						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
CURRICULUM AND INSTRUCTION						
1. All students will have equal access to the core curriculum by providing current State adopted textbooks. Textbooks and instructional materials will be available for students to take home to complete required homework assignments. (LCAP 1.4)	July 2018 – June 2019	Principal, Asst. Princ. Teacher	Classroom observation forms, lesson plan samples, assessment results	Math Textbooks Standards-based materials	See goal 1a	
2. Supplemental materials will be provided to enhance all content areas, to support the core curriculum for students performing below grade level. (LCAP 2.8)	July 2018 – June 2019	Principal, Asst. Princ. Teacher	Requisitions for supp. materials	Sup. Materials to support Math CCSS; Books, various software: ALEKS STAR Math Moby Max(SDC)	See goal 1a	
3. Supplemental copies of instructional materials will be provided to all students to support math instruction. (LCAP 2.8)	July 2018 – June 2019	Principal, Asst. Princ. Teacher	Requisitions for supp. materials	Sup. Materials to support Math CCSS; Books, various software; Copying and printing of materials(T-34)	See goal 1a	
4. Gifted and Talented Education classes will be provided to meet needs of high- achieving students. (LCAP 2.6, 2.7)	July 2018 – June 2019	Principal, Asst. Princ.	Master Schedule	Supplies/Mat'l's for STEM/GATE project based activities & enrichment	LCFF- DO Chevron Grant	

SCHOOL GOAL #1B - Math						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
5. Lower class size in K-8 to improve classroom climate and increase Special Education services (LCAP Action 1.1) (Refer to Goal 1A)	July 2018 – June 2019	Supt. Principal, Assistant Principal	Master Schedule	Supplies needed for additional classrooms	See goal 1a	
6. Technology used at the school site will be refreshed based on the District Technology plan, maintained by the District Office Technology Specialist (LCAP 1.1) Refer to Goal 1a	July 2018 – June 2019	Principal, Asst. Princ. Tech Dept.	Chromebook Cart Assignments	Teacher and Student Equipment; Chromebook, smartboard, misc. tech. repair and updates	LCFF-DO See goal 1a	
*7. Educational software to be aligned to grade level standards. Software used at the school site will be provided by the DO based on the LEA Plan. (LCAP 2.1, 2.3)	July 2018 – June 2019	Principal, Asst. Princ. Tech Dept.	Progress Monitoring and reports from various programs	Software: ALEKS STAR Math Moby Max (SDC) EADMS	LCFF-DO See Goal 1a	
PROFESSIONAL DEVELOPMENT						
*1. Teachers, staff and administration will participate in Professional Development (site based, District Office, outside agencies) focusing on Common Core Content Standards in core content areas, instructional strategies, best practices and use of technology. (LCAP 2.6, 2.9)	July 2018 – June 2019	Principal, Asst. Princ. Teacher, Curric. Spec., Academic Coach, Site Mentors, Consultants	Conference Request Forms Prof. Dev., Calendar, Agendas, and Sign-ins Trainings: ALEKS, CA Math, EADMS	Substitutes Extra Duty Registration Fees Travel & Lodge/ Meals Consultant Fees	LCFF-DO See Goal 1a	
ASSESSMENT						
1. A variety of assessments are used during the regular instructional day to guide instruction, create small group instruction, reteach groups.	July 2018 – June 2019	Principal, Asst. Princ., Teacher, Academic Interv. Facil.	Pre-post assessments	Academic Intervention Facilitator payroll, Academic Coach Copies and supplies for assessments EADMS reports	See Goal# 1	
INTERVENTION RESEARCH-BASED						

SCHOOL GOAL #1B - Math						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
1. Staff will analyze diagnostic / summative assessment results of all students (RFEF, EL, Homeless, Foster Youth) to identify students and assign math interventions based on established criteria for RTI. (LCAP Action 2.9)	July 2018 – June 2019	Principal, Asst. Princ., Academic Interv. Facil., Academic Coach	Progress Monitoring, Grades, Assessment data sheet	ALEKS Intervention materials and supplies	LCFF-DO See goal 1a	
2. The school/district provides a mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. (LCAP 2.3)	July 2018 – June 2019	Principal, Asst. Princ., Academic Interv. Facil., Academic Coach	Progress Monitoring, Grades, Assessment data sheet	ALEKS Intervention materials and supplies	LCFF-DO See goal 1a	
2.1 Tier I - Students identified for Tier I will participate in strategic math intervention with the teacher for 15-30 minutes in the classroom as needed.	July 2018 – June 2019	Principal, Asst. Princ., Academic Interv. Facil., Academic Coach	Progress Monitoring, Grades, Assessment data sheet, Classroom walkthrough data	Salaries for Paraprofessionals Training for small group instruction	See goal 1a	
*2.2 Tier II-Students that do not respond to Tier I intervention may be placed in Tier II intervention for 30 minutes daily, 4-5 days a week with a certificated teacher or paraprofessional under the direction of a certificated teacher in small groups- students will work on RTI based ALEKS intervention program	July 2018 – June 2019	Principal, Asst. Princ., Academic Interv. Facil., Academic Coach	Progress Monitoring, Grades, Assessment data sheet, classroom walkthrough data	ALEKS RTI program	LCFF- DO	
*2.3 Tier III - Students that do not respond to Tier II intervention may be placed in Tier III intensive intervention for 30 – 60 minutes daily, 4-5 days a week with a certificated teacher or paraprofessional under the direction of a certificated teacher in small groups (LCAP 2.9)	July 2018 – June 2019	Principal, Asst. Princ., Academic Interv. Facil., Academic Coach	Progress Monitoring, Grades, Assessment data sheet	Academic coach salary	LCFF- DO	
EXTENDED LEARNING						
See Goal #1						
SCHOOL SAFETY						
See Goal #1						
PARENT INVOLVEMENT						
See Goal #1						

VIII. Planned Improvements in Student Performance (continued)

<p>LEA Goal #2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading / language arts and mathematics.</p>	
<p>SCHOOL GOAL #2 - ELs (Goals should be prioritized, measurable, and focused on identified student learning needs)</p> <p>a) Increase the number and percentage of ELs making Annual Progress toward achieving English Language Proficiency (ELP), including ELs with a disability.</p> <p>b) Increase the number and percentage of ELs meeting State academic standards in each of the 4 years after reclassification, including ELs with a disability.</p> <p>c) Increase the number and percentage of ELs who exit language instruction programs (Reclassified) based on their attainment of ELP measured by the ELP assessment.</p> <p>d) Decrease the number and percentage of ELs who have not attained ELP within 5 years of initial identification.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <ul style="list-style-type: none"> • SBAC-ELA • ELPAC • Star Assessment Programs 	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <ul style="list-style-type: none"> • The goal for all students and significant subgroups align with the LEA goals for minimum required proficiency levels per ESSA and Title III requirements.
<p>What did the analysis of the data reveal that led you to this goal? A steady annual academic achievement is the yearly focus in ELA.</p> <p>1. Although English Learners at GMS largely fall in the "Standard Not Met" category for ELA, the percentage of students in this category has shown a decrease of 19% from the 2015/2016 school year to the 2016/2017 school year. ELL students in the Standard Met and Nearly Met performance bands have steadily increased with a 4% and 16% increase respectively.</p> <p>2. ELL students in grade 8 continue to show the most growth, with 42% of students in the Standard Nearly Met area, while 7th grade will continue to be a focus with 14% of students in the Standard Nearly Met performance band.</p> <p>3. The strongest claim for the ELL students at GMS is the Listening claim, 55% of students scored at or near(54%) standard and above standard (1%). The areas of focus for ELL students will continue to be reading(only 24% scoring at or near) and Writing (only 33% scoring at or near).</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • Administrators • Teachers • ELAC Members
<p>Who are the focus students and what is the expected growth? By 6/30/19, 65 /101 = 65% of English Learners students will make Annual Progress in achieving English Language Proficiency.</p> <p>By 6/30/19, 67/115 = 58% of English Learner students will meet State academic standards.</p> <p>By 6/30/19, 33/101 = 50% of English Learners students will exit language instruction programs.</p> <p>By 6/30/19, ELs who have not attained ELP will decrease by 7/62 = 10%.</p>	<p>What data will be collected to measure student achievement?</p> <ul style="list-style-type: none"> • Title III Accountability Report • SBAC-ELA results • CELDT • EL Achieve Unit Assessment • STAR Read/Early Literacy • CBMs
<p>What process will you use to monitor and evaluate the data? The data will be analyzed during Grade Level meetings, PLC meetings, parent meetings.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #2 - ELs						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
CURRICULUM AND INSTRUCTION						
1. All English Learners will be provided a minimum of 30 minutes per day of designated English Language Development in K -2nd grade and 45 minutes per day in 3rd-8th grade using district adopted curriculum.	July 2018 – June 2019	Principal, Asst. Princ., Teacher,	Observation forms, lesson plans	ELD instructional materials Systematic EL Achieve	\$5,000/LCFF-4300	
2. Teachers will use CELDT data and English Language Development standards to guide instruction using supplemental materials.(LCAP 2.8) SDAIE/EDI instructional strategies will be incorporated to support content area instruction and integrated ELD.	July 2018 – June 2019	Principal, Asst. Princ., Teacher,	Observation forms, lesson plans, CELDT results	Supplemental materials	\$2,213/4203-4300	
3. Technology Specialist, equipment, and software will be used to provide support for ELs (LCAP Action 1.1).	July 2018 – June 2019	Principal, Asst. Princ., Teacher,	Observation forms, lesson plans	Listenwise software	LCFF-DO \$1902/4203-5800	
PROFESSIONAL DEVELOPMENT						
1. Teachers (including PIPs, STIPs, Interns, and TIPs), staff, and administration will participate in Professional Development (site based, District Office, outside agencies) focusing on English Language Development and instructional strategies. (LCAP 1.6)	July 2018 – June 2019	Principal, Asst. Princ., Teacher,Academic Coach, Curric.Spec., District TIP Coordinator	Agendas, Sign in Sheets presentation notes Conference Request Forms	Trainings: cultural diversity, ELD strategies, Systematic ELD/EL Achieve Site mentors, TIP mentors Substitutes Registration fees, travel & lodge/meals Consultants	LCFF-DO \$200/4203-5200 \$2000/4203-1100 \$380/4203-3101 See goal 1a LCFF-DO	
2. Paraprofessionals, administrators, and teachers are trained each year in the administration of the California English Language Development Test/ELPAC, the reclassification requirements of English Learners, and on effective instructional strategies for small group instruction targeting EL students. (LCAP 1.8)	July 2018 – June 2019	Asst.Principal, Teacher, Instr. Asst.	Agendas, Sign in Sheets presentation notes	Substitutes	See goal 1a	
ASSESSMENT						

SCHOOL GOAL #2 - ELs						
Strategies/Actions to Implement this Goal	Start Date Completion Date	Person Responsible	Evidence of Completion	Proposed Expenditures	Estimated Cost/ Source	Monitoring of Implementation Progress
1. Diagnostic / summative assessments are used during the regular instructional day to guide instruction, create small group instruction, and reteach groups.	July 2018 – June 2019	Asst.Principal, Teacher, Academic Interv. Facil., Bilingual Assistant	Pre-post assessments CELDT	Academic Intervention Facilitator	See Goal # 1	
INTERVENTION RESEARCH-BASED						
See Goal #1	July 2018 – June 2019	Asst.Principal, Teacher, Academic Interv. Facil., Bilingual Assistant, Academic coach	schedule of after school intervention classes	Afterschool intervention teacher extra duty pay		
EXTENDED LEARNING						
See Goal # 1						
1. English Learners will be given priority to enroll in the After School Program, summer school, and after school tutoring.	July 2018 – June 2019	Asst.Principal, Teacher, Academic coach	enrollment in ASSP	Afterschool intervention teacher extra duty pay Summer School ELD Teacher	see goal 1 \$2730/4203-1100-1910 \$520/4203-3101-1910	
SCHOOL SAFETY						
See Goal #1						
PARENT INVOLVEMENT						
See Goal #1						

IX. Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	\$
Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$
High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	\$
Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	\$
Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	\$
School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$
School Safety and Violence Prevention Act Purpose: Increase school safety.	\$
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
X List and Describe Other State or Local funds (e.g., Gifted and Talented Education): LCFF \$140,201 Purpose for LCFF & LCFF carryover: Provide services for low socioeconomic students, English Learners, and Foster Youth Lottery \$52,432 Purpose: Student Materials designed for use by pupils and teachers as a learning resource Special Ed. 6500 \$3,600 Purpose: Student materials designed for use by pupils and teachers in Special Education Lottery 6300 \$29,856 Purpose: Student textbooks	\$226,089
Total amount of state categorical funds allocated to this school	\$226,089

Federal Programs under Every Student Succeeds Act (ESSA)		Allocation
	Title I, Neglected <u>Purpose:</u> Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$156,359
	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet ESSA targets for one or more identified student groups	\$
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$0
	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$0
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$9,945
	Title IV, Part A: Safe And Drug-Free Schools And Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of ESSA funds to eligible LEAs	\$
	Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school		\$166,304
Total amount of state and federal categorical funds allocated to this school		\$392,393

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

X. School Site Council Membership: Greenfield 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 sites 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
Sandra Welch	X				
Zenaida Gallardo		X			
Kristin Mascarinas		X			
Akadius Ashby		X			
Benjamin Juarez			X		
Erica Garzaro (Chair)				X	
Prince Webber				X	
Raquel Rodriguez				X	
Zayra Perez Orellana				X	
Ana Chavez				X	
Numbers of members of each category	1	3	1	5	

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

XI. Recommendations and Assurances (Greenfield 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):**

	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: May 17, 2018

Attested:

Sandra Welch

 Typed Name of School Principal

 Signature of School Principal

 Date

Erica Garzaro

 Typed Name of SSC Chairperson

 Signature of SSC Chairperson

 Date

XI. Recommendations and Assurances (Greenfield Middle School)

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3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

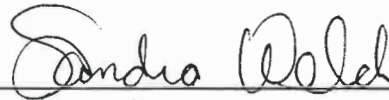
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5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 17, 2018

Attested:

Sandra Welch

Typed Name of School Principal



Signature of School Principal

5/17/18

Date

Erica Garzaro

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/17/18

Date

School Plan Proposed Categorical Budget for Greenfield Middle

Fiscal Year: 2018-2019

Revision Date: 4/20/18		Date Approved by Board: 6/27/18				
New \$\$	\$153,358	\$3,001	\$6,695	\$3,250	\$0	\$166,304
Object of Expenditure Number	3010 Title I	3010 Title I Parent Inv.	4203 Title III	4203-1910 Summer School	Justification - Include Calculations	Total Categorical Programs
1100.00 Teacher Salaries				\$ 2,730	4203 1100- ELD teacher salary + meeting	2,730
1100.02 Teacher Extra Duty	\$ 6,000				3010 1100- ELA/Math, elective interv./clubs afterschool;	6,000
1100.98 Sub Salaries	\$ 2,307		\$ 2,000		3010- Subs for Trainings (approx. 17 sub days); 4203- Subs for ELL Trainings (approx. 14 sub days)	4,307
1000 Certificated Salaries	\$ 8,307	\$ -	\$ 2,000	\$ 2,730		13,037
2100.00 Instructional Aides Salaries	\$ 40,939				AIF salary	40,939
2100.02 Instructional Aides Extra Duty						0
2100.98 Instructional Aides Subs						0
2400.00 Clerical & Technical Salaries	\$ 49,691				Program Clerk salaries	49,691
2400.02 Clerical & Technical Extra Duty						0
2400.98 Clerical & Technical Subs						0
2900.00 Other Classified Salaries						0
2900.02 Other Classified Extra Duty		\$ 1,900			Extra duty security and child care at night events	1,900
2900.98 Other Classified Subs						0
2000 Classified Salaries	\$ 90,630	\$ 1,900	\$ -	\$ -		92,530
3101.00 Certificated Benefits				\$ 520	4203 3101- ELD teacher bens.	520
3101.02 Certificated Benefits Extra Duty	\$ 1,140					1,140
3101.98 Certificated Benefits Subs	\$ 438		\$ 380			818
3202.00 Classifield Benefits	\$ 41,317					41,317
3202.02 Classifield Benefits Extra Duty		\$ 516				516
3202.98 Classifield Benefits Subs						0
3000 Benefits	\$ 42,895	\$ 516	\$ 380	\$ 520		44,311
4100 Textbooks						0
4200 Other Books						0
4300 Instructional Supplies		\$ 585	\$ 2,213		3010 2495: Parent resources 4203: Sys. 44 workbooks; Sys. ELD resources; Supp. Mat.	2,798
4400 Equipment (\$500-\$5000)						0
4000 Books & Supplies	\$ -	\$ 585	\$ 2,213	\$ -		2,798
5200 Travel & Conference	\$ 2,796		\$ 200		\$2790 Ed. Tech. training- 10 teachers	2,996
5300 Dues & Memberships						0
5600 Rents & Leases (Copier)						0
5710-34 Interprogram Printing						0
5710-36 Interprogram Transportation						0
5800 Consultants, Operating Costs	\$ 8,730		\$ 1,902		3010: \$8730 (AR) 4203: \$327 (Brainpop ELD); 4203: \$1575 (Listenwise)	10,632
5000 Contract Services & Other Operating Expenses	\$ 11,526	\$ -	\$ 2,102	\$ -		13,628
6400 New Equipment						0
6510 Equipment Replacement						0
6000 Equipment	\$ -	\$ -	\$ -	\$ -		0
Total Expenditures	\$ 153,358	\$ 3,001	\$ 6,695	\$ 3,250		166,304
Difference	\$0	\$0	\$0	\$0		

Assistant Principal Approval: <i>Monica Ca</i>	Date: <i>5/17/18</i>
SSC Chairman Approval: <i>Edgar</i>	Date: <i>5/17/18</i>
Director of Categorical Approval:	Date:

School Plan Proposed Discretionary Budget for Greenfield Middle
Fiscal Year: 2018-2019

Revision Date: 4/20/18						
New \$\$	\$0	\$140,201	\$29,856	\$3,600	\$0	\$173,657
Object of Expenditure Number	0002-050 MAA	0000-0003 LCFF	6300 Inst. Materials	6500 SDC	Justification - Include Calculations	Total Discretionary Programs
1100.00 Teacher Salaries		\$ 30,145			Intervention teacher salary	30,145
1100.02 Teacher Extra Duty		\$ 7,500			\$2000 ELA/Math, elective interventions; \$1000 PBIS coordntr., \$4500 ldrshp. & PBIS team extra duty for mtgs.	7,500
1100.98 Sub Salaries		\$ 2,000			\$Subs for field trips, school events, etc.	2,000
1000 Certificated Salaries	\$ -	\$ 39,645	\$ -	\$ -		39,645
2100.00 Instructional Aides Salaries						0
2100.02 Instructional Aides Extra Duty		\$ 2,800			\$800 PBIS extra duty for PBIS co-cord.; \$2000 parent nights, trainings	2,800
2100.98 Instructional Aides Subs						0
2400.00 Clerical & Technical Salaries						0
2400.02 Clerical & Technical Extra Duty					trainings, mtgs., conference week extra duty	0
2400.98 Clerical & Technical Subs						0
2900.00 Other Classified Salaries						0
2900.02 Other Classified Extra Duty		\$ 1,500			\$300 Ex. Duty security night events; \$1,200 noon aide mtgs., trainings extra duty	1,500
2900.98 Other Classified Subs						0
2000 Classified Salaries	\$ -	\$ 4,300	\$ -	\$ -		4,300
3101.00 Certificated Benefits		\$ 5,711			Intervention teacher benefits	5,711
3101.02 Certificated Benefits Extra Duty		\$ 1,425				1,425
3101.98 Certificated Benefits Subs		\$ 380				380
3202.00 Classifield Benefits						0
3202.02 Classifield Benefits Extra Duty		\$ 1,167				1,167
3202.98 Classifield Benefits Subs						0
3000 Benefits	\$ -	\$ 8,683	\$ -	\$ -		8,683
4100 Textbooks			\$ 29,856			29,856
4200 Other Books		\$ 1,500			library books	1,500
4300 Instructional Supplies		\$ 53,218		\$ 3,400	LCFF- \$7690 Scope, Ready common core, sup. mat. SDC- \$173 Storyworks	56,618
4400 Equipment (\$500-\$5000)						0
4000 Books & Supplies	\$ -	\$ 54,718	\$ 29,856	\$ 3,400		87,974
5200 Travel & Conference		\$ 2,000			3000 NGSS training	2,000
5300 Dues & Memberships						
5600 Rents & Leases (Copier)		\$ 12,500				12,500
5710-34 Interprogram Printing		\$ 300				300
5710-36 Interprogram Transportation						0
5800 Consultants, Operating Costs		\$ 18,055		\$ 200	0000 5800- \$1800 Brainpop, \$460 Swis, \$345 DTS, \$480 Raptor; \$14,250 Reading Plus 6500 5800- \$200 Moby Max for SDC	18,255
5000 Contract Services & Other Operating Expenses	\$ -	\$ 32,855	\$ -	\$ 200		33,055
6400 New Equipment						0
6510 Equipment Replacement						0
6000 Equipment	\$ -	\$ -	\$ -	\$ -		0
Total Expenditures	\$ -	\$ 140,201	\$ 29,856	\$ 3,600		173,657
Difference	\$ -	\$ 0	\$ -	\$ -		

Assistant Principal Approval: <i>Monica</i>	Date: 5/17/18
SSC Chairman Approval: <i>Edwards</i>	Date: 5/17/18
Director of Categorical Approval:	Date:

School Plan Proposed Lottery Budget for Greenfield Middle
Fiscal Year: 2018-2019

Revision Date: 4/20/18							
New \$\$	\$46,432	\$0	\$2,000	\$2,000	\$2,000	\$0	\$52,432
Object of Expenditure Number	1100 Lottery	1100-050 Lottery C/O	1100-1160 Chorus	1100-1170 Band	1100-1340 Tech	Justification - Include Calculations	Total Discretionary Programs
1100.00 Teacher Salaries							0
1100.02 Teacher Extra Duty							0
1100.98 Sub Salaries							0
1000 Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -		0
2100.00 Instructional Aides Salaries							0
2100.02 Instructional Aides Extra Duty							0
2100.98 Instructional Aides Subs							0
2400.00 Clerical & Technical Salaries							0
2400.02 Clerical & Technical Extra Duty	\$ 550					Extra duty for scheduling	550
2400.98 Clerical & Technical Subs							0
2900.00 Other Classified Salaries							0
2900.02 Other Classified Extra Duty	\$ 400						400
2900.98 Other Classified Subs							0
2000 Classified Salaries	\$ 950	\$ -	\$ -	\$ -	\$ -		950
3101.00 Certificated Benefits							0
3101.02 Certificated Benefits Extra Duty							0
3101.98 Certificated Benefits Subs							0
3202.00 Classfield Benefits							0
3202.02 Classfield Benefits Extra Duty	\$ 258						258
3202.98 Classfield Benefits Subs							0
3000 Benefits	\$ 258	\$ -	\$ -	\$ -	\$ -		258
4100 Textbooks							0
4200 Other Books							0
4300 Instructional Supplies	\$ 45,225		\$ 765	\$ 500	\$ 2,000		48,490
4400 Equipment (\$500-\$5000)							0
4000 Books & Supplies	\$ 45,225	\$ -	\$ 765	\$ 500	\$ 2,000		48,490
5200 Travel & Conference							0
5300 Dues & Memberships			\$ 150				
5600 Rents & Leases (Copier)				\$ 1,500		instrument repairs	1,500
5710-34 Interprogram Printing							0
5710-36 Interprogram Transportation							0
5800 Consultants, Operating Costs			\$ 1,085			CMEA entry; cleaning of uniforms	1,085
5000 Contract Services & Other Operating Expenses	\$ -	\$ -	\$ 1,235	\$ 1,500	\$ -		2,735
6400 New Equipment							0
6510 Equipment Replacement							0
6000 Equipment	\$ -	\$ -	\$ -	\$ -	\$ -		0
Total Expenditures	\$ 46,432	\$ -	\$ 2,000	\$ 2,000	\$ 2,000		52,432
Difference	\$ (0)	\$ -	\$ -	\$ -	\$ -		

Assistant Principal Approval: <i>Monica Cane</i>	Date: <i>5/17/18</i>
SSC Chairman Approval: <i>E. Ramirez</i>	Date: <i>5/17/18</i>
Director of Categorical Approval:	Date: