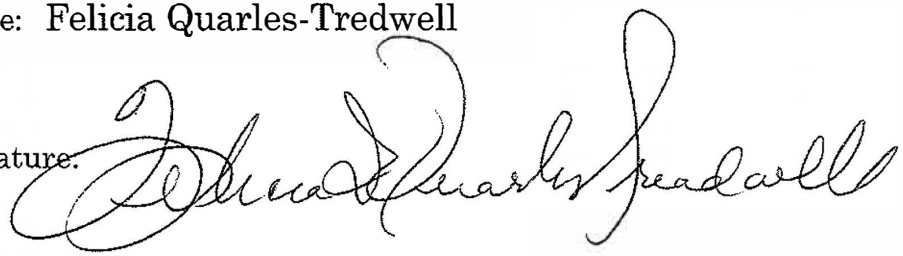
Gaston Sr. Middle

10621660129338l

Principal's Name: Felicia Quarles-Tredwell

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
Assurances	*Consolidated Program Assurances*
School Site Council	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum*

District Goals

The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.

1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

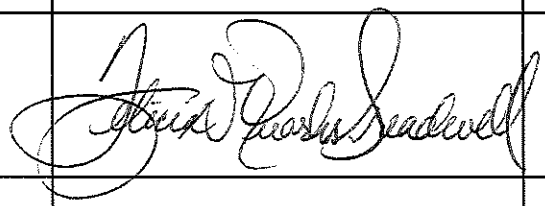
The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal - Felicia Quarles-Treadwell	X				
2. Chairperson – Angelica Bahena				X	
3. Gabriela Espitia				X	
4. Miryam Zermeno				X	
5. Virginia Esquivel					X
6. Hazaret Gracia					X
7. Destiny Cooks					X
8. Sandra Gutierrez			X		
9. Josh Gomes		X			
10. Felicia Burrell		X			
11. Mallorie Fagundes		X			
12. Gabriel Pacheco		X			
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Felicia Quarles-Treadwell**		**March 21, 2018**
SSC Chairperson	**Angelica Bahena**		**March 21, 2018**

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	$59,754	*
7090	LCFF Supplemental & Concentration	$225,822	
7091	LCFF for English Learners	$76,200	
	TOTAL 2018/19 ON-SITE ALLOCATION	**$361,776**	

*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$1,732
	Remaining Title I funds are at the discretion of the School Site Council	$58,022
	Total Title I Allocation	$59,754

February 13, 2018

Gaston Middle 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
A-G Courses Offered	0	7
EL Reclassification Rate (All grade levels)	13.223	20.223
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	20.322	27.322
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7.607	14.607

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Lack of effective tier 1 Core Instructions
- Use of GVC
- More intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment
- Clear Steps to attack Directions and Unpack the problem/question or prompt
- The need for PLC to identify essential standards and learning targets
- The need for PLC to plan and create a assessment calendar for CFA's
- The need for PLC to plan and create co-teaching lesson plan for reteaching and acceleration
- ELA Gate class offered one period per grade level
- ELA Co-teaching classes for SPED/GE
- Reading 20 minutes everyday
- The need for clarity in the lesson delivery (in order for all students to be able to answer what, why and how), positive student/teacher relationships, complexity and student talk
- Extended Library Tutoring program
- Electronic reading/Books in Classrooms

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Lack of effective tier 1 Core Instruction

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Lack of effective tier 1 Core Instructions
- long term substitute in ELA class when core teacher resigned.
- the need for student and teacher SE learning to improve behavior management skills that disrupt learning
- the need for for PLC to improve student engagement and ownership
- The need for clarity in the lesson delivery (in order for all students to be able to answer what, why and how), positive student/teacher relationships, complexity and student talk
- the need for applying effective co-teaching strategies
- Extended Library Tutoring program
- Use of GVC
- Reading 20 minutes everyday
- More intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment
- Clear Steps to attack Directions and Unpack the problem/question or prompt
-

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Lack of effective tier 1 Core Instructions

- The need for PLC to identify essential standards and learning targets
- The need for PLC to plan and create a assessment calendar for CFA's
- Use of GVC
- More intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment
- Clear Steps to attack Directions and Unpack the problem/question or prompt
- Use of TQE (Task, Question, Evidence
- Use of Hot Chili Peppers from HMH to allow independent struggle
- The need for PLC to plan and create co-teaching lesson plan for reteaching and acceleration
- Math Co-teaching classes for SPED/GE
- Math Accelerated 7th grade class
- The need for clarity in the lesson delivery (in order for all students to be able to answer what, why and how), positive student/teacher relationships, complexity and student talk
- Extended Library Tutoring program

A-G Courses Offered

- Algebra offered 1 period
- Spanish

EL Reclassification Rate (All grade levels)

- Reclassification rate was 13.233%
- The need for English spoken primarily during designated ELD class
- The need for all certificated staff to use SDAI strategies with EL students
- The need to adopt new ELPAC tasks and incorporate those task into core instruction
- The need for all certificated staff to integrate ELD standards into their curriculum
- the need for more opportunities for student talk
- EL Strategies/bootcamp

- substitute teachers for two core teachers on medical leaves
- the need for student and teacher SE learning to improve behavior management skills that disrupt learning
- the need for for PLC to improve student engagement and ownership
- The need for clarity in the lesson delivery (in order for all students to be able to answer what, why and how), positive student/teacher relationships, complexity and student talk
- the need for applying effective co-teach strategies
- Extended Library Tutoring program
- Use of GVC
- More intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment
- Clear Steps to attack Directions and Unpack the problem/question or prompt
- Use of TQE (Task, Question, Evidence
- Use of Hot Chili Peppers from HMH to allow independent struggle

A-G Courses Offered

- Algebra for those students exhibiting pre-requisite skills
- Spanish

EL Reclassification Rate (All grade levels)

- Lack of effective tier 1 Core Instructions
- The need for all certificated staff to use SDAI strategies with EL students
- The need for PLC to incorporate ELPAC type tasks into instruction
- The need for all certificated staff to integrate ELD instruction into all curriculum
- The need for increased opportunities for student talk in all classes in English
- EL Strategies/bootcamp

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, 2018, a School Site Agenda Item was listed in order to review the 2018-2019 SPSA format. The following feedback and suggestions were received:

94% Attendance Rate

Saturday School (Consequence)

Extended Library Support

2 ELAC:

On February 15, 2018, an English Language Learner Committee Agenda Item was listed in order to review the 2018-2019 SPSA format. The following feedback and suggestions were received:

Attendance and Incentives

Teacher Training for EL strategies

Pre-ELAC training

3 Staff:

On February 20, 2018, a Microsoft Form Survey was emailed to staff for input. The following feedback and suggestions were received:

Attendance

PLC Work

Engagement

Student Ownership

Opening Library 1 Saturday per Month

EL Strategies/bootcamp

Electronic reading

Books in Classrooms

Incentives for Reading

Professional Development

Designated Library Time

Books in library and classrooms

PL on Engagement and Behavior Responses

Shadows, Street Saints, lower class size

Extra Tutoring for EL students

More projects for engagment

Create true GATE classes for acceleration and extension

Targeted activities/higher level classes for those that meet and exceed standards

One elective becomes an intervention class and after school peer tutoring

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title 1 funds for 2017-18 were used for professional learning in mindfulness and SEL which resulted in the implementation of GROWL- an acronym taught to students to **G**ive it your all, **R**edo if necessary, **O**vercome fear of failure, **W**in in your head and **L**earn from Mistakes. In terms of Title I for 2018-19, Title 1 funds will be used to fund our HSL who will create workshops around teaching parents how to support their students at home and increase opportunities for parent participation in support of academic growth of their students in English and Math. As well, it is the goal of the school with the help of the HSL to significantly increase the amount of parent participation for all student- specifically African American and Long Term EL parents to at minimum quarterly participate in school events.

Action 1

Title: ELA

Action Details:

English Language Arts: RB Gaston MS will increase the percentage of students who meet or exceed on the ELA SBAC by: implementation of Effective Tier 1 Core Instruction, Identification of Essential Standards and Learning Targets, Use of Instructional / Assessment Calendar, creating and completing full CFA Cycles, assuring students are properly placed in the differentiated classes, and ELA PLC to work with History Co Teach team to support CFA creation and reteach.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

PLAN

Gaston PLCs will identify essential standards for each quarter and create a CFA then proceed through the CFA cycle (RTI Tier 1). This will be driven by PLC planning of instruction, calendared common formative assessments and data collection through the regular use of the PLC Agenda and Data Analysis Tool and monthly reporting of

Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate to Leads, BCC, COST, SSC.

Admin team and Academic Counselor will monitor

Timeline:

Summer- August 8-10 to review data August 13- Student Set Goals for interim . Start of School Opening activities including each student tested with the San Diego Quick. Certificated Staff will use baseline data and create dates for common formative

evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results. [Data: 2018 Interim #2, 2018 SBAC] PLI leads will receive training through Education Elements on how to incorporate technology to create a blended instructional approach.

Summer- Review data from SBAC and Interim to identify standards **Quarter 1** – Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 1**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Co Teach support will use data from the San Diego Quick ELA baseline data to ensure the groups are differentiated prior to the first CFA. **Quarter 2 –** Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 2**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. **Quarter 3-** Students will update agendas to establish goals for the year and for the quarter. As well, students and teachers will set goals for interim 2 based on interim 1 and CFA results. **MidQuarter 3**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Progress Report for Quarter 3 will include a Parent Teacher Conference on an Early Release Day. **Quarter 4** – Students will update agendas to establish goals for the remainder of the year. As well, students and teachers will set goals for interim SBAC based on interim 1 and 2 as well as CFA results which have focused on essential standards. **MidQuarter 4**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – bi-weekly Collect Student Work to take through CFA cycle, Weekly collect and report out Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use the PLC Regional Rubric and provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

Study/Reflect PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct error analysis of CFA data, CFU data and of student work against criteria for success to discover modifications needed to reteach and accelerate.

Act/What to do Next

PLC will celebrate successes! The successes will be memorialized with the support of the Bengal Culture and Climate Team. PLC will then create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. At the end of the quarter 4, staff will work together to complete a post San Diego Quick to look for growth along with other data pieces.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will be grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review data. PLC Teams teams will create common assessments, monitor data and communicate to their co teach departments, students and parents. Co teach departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Specify enhanced services for EL students:

Specific attention to our identified sub groups-EL Males, EL foster youth, low SES EL through the following: -Flexible grouping as needed to deepen and extend learning (RTI driven by AC) -Small group instruction through assessments. October- Staff Present out results of their 1st formative assessment. Oct, Students will set Goals for interim 2. January-Staff Present out results from Quarter 2. set goals for quarter 3. March-Staff Present out results from Quarter 3. Students set and review results from interim 2 and set goals for SBAC and quarter 3. Quarter 4, April Assess SBAC and mid May complete post, San Diego Quick. June, celebrate.

given a universal screener, San Diego Quick, to identify a baseline reading level. Students will be supported once a week by a co-teacher during first teach. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning. Identified students will be enrolled in Gate ELA classes.

Tier 3 - All general education students who are two or more grade levels behind will be supported one on one by co-teacher using technology resources, tutoring, student study team focusing on foundational/literacy skills.

Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year -Access to equipment and software -All students will have access to check ATLAS, receive training on how to email teachers and properly request support, assignments, etc.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using illuminate/white board/software/Near Pod) to increase better use of focus standard skills with common academic language across content areas and highlighted throughout the school so all students are able to recognize crossover learning.throughout the school so all students are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during Co Teaching Days, Extended Library Time.

Explain the actions for Parent Involvement (required by Title I):

Student report cards will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from interims will be regularly communicated to the SSC/ELAC. Regular communication to parents about our iPLC cycle, assessments, grade progress will be conveyed through individual student reports sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe Professional Learning related to this action:

-Whole staff PL through 54 hours led by administrative team, Education Elements and district support. Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.

August - teaching and learning on IPG tenents. -On going support during side-by-side work for teachers to analyze student work using Common Formative Assessments and PLC Rubric. At the beginning of each quarter, provide staff with a calendar for PLC work that indicates the week they will plan/teach the lesson. Provide direction and time to support the work around CFA, grade then share, complete error analysis with the criteria for success, review student work out and CFA results for evidence of student learning to each other.

Action 2

Title: Math

Action Details:

Math- Through ACplanning using high leverage standards (using the SBACBluePrints as a guide), and planning of calendared CFAs and data collection, analysis of studentwork and data collection,Gaston will increase percentage of all RBGaston Students that meet proficiencyon Math Standards using a school wide focus on quarterlystudent goal setting bytracking results of common formative assessments, interim data, ipg trends and SBACdata.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Gaston PLCs will identify essential standards for each quarter and create a CFA then proceed through the CFA cycle (RTI Tier 1). This will be driven by PLC planning of instruction, calendared common formative assessments and data collection through the regular use of the PLC Agenda and Data Analysis Tool and monthly reporting of evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results. [Data: 2018 Interim #2, 2018 SBAC]

Summer- Review data from SBAC and Interim to identify standards **Quarter 1** – Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 1**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Co Teach support will use data from the Santa Clara Quick Math baseline data to ensure the groups are differentiated prior to the first CFA **Quarter 2 –** Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 2**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. **Quarter 3-** Students will update agendas to establish goals for the year and for the quarter. As well, students and teachers will set goals for Interim 2 based on Interim 1 and CFA results. **MidQuarter 3**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Progress Report for Quarter 3 will include a Parent Teacher Conference on an Early Release Day. **Quarter 4** – Students will update agendas to establish goals for the remainder of the year. As well, students and teachers will set goals for Interim SBAC based on Interim 1 and 2 as well as CFA results which have focused on essential standards. **MidQuarter 4**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – bi-weekly Collect Student Work to take through CFA cycle, Weekly collect and report out Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of PLC work, use the PLC Regional Rubric and provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

Study/Reflect PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct error analysis of CFA data, CFU data and of student work against criteria for success to discover modifications needed to reteach and accelerate.

Act/What to do Next

PLC will celebrate successes! The successes will be memorialized with the support of the Bengal Culture and Climate Team. PLC will then create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. At the end of the quarter 4, staff will work together to complete a post Santa Clara Quick to look for growth along with other data pieces.

Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate to Leads, BCC, COST, SSC.

Admin team and Academic Counselor will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review data. PLC Teams teams will create common assessments, monitor data and communicate to their co teach departments, students and parents. Co teach departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Timeline:

Summer- August 8-10 to review data August 13- Student Set Goals for Interim . Start of School Opening activities including each student tested with the Santa Clara Quick. Certificated Staff will use baseline data and create dates for common formative assessments. October- Staff Present out results of their 1st formative assessment. Oct, Students will set Goals for Interim 2. January-Staff Present out results from Quarter 2. set goals for quarter 3. March-Staff Present out results from Quarter 3. Students set and review results from Interim 2 and set goals for SBAC and quarter 3. Quarter 4, April Assess SBAC and mid May complete post, San Diego Quick. June, celebrate.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will be given a universal screener, Santa Clara Quick, to identify a baseline math level. Students will be supported once a week by a co-teacher during first teach. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning. Identified students will be enrolled in Gate ELA classes. Identified students will be enrolled in 7th Grade Accelerated and/or Algebra classes.

Tier 3 - All general education students who are two or more grade levels behind will be supported one on one by co-teacher using technology resources, tutoring and student study team focusing on foundational math skills.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using illuminate/white board/software/Near Pod) to increase better use of focus standard skills with common academic language across content areas and highlighted throughout the school so all students are able to recognize crossover learning. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during Co Teaching Days, Extended Library Time, technology, document cameras aligned to illuminate platform, book sets, and scholastic science.

Specify enhanced services for EL students:

Specific attention to our identified sub groups: English Learner Males, EL foster youth, EL SPED, EL Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small group instruction through Extending Library Tutoring (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software (Mango Languages). EL students will have the opportunity to review ATLAS and receive training on how to email teachers and properly request support, assignments, etc.

Explain the actions for Parent Involvement (required by Title I):

Student reports will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from interims will be regularly communicated to the SSC/ELAC. Regular communication to parents about our iPLC cycle, assessments, grade progress will be conveyed through individual student reports sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe Professional Learning related to this action:

-Whole staff PL through 54 hours led by administrative team, Education Elements and district support. Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.

August - teaching and learning on IPG tenents. -On going support during side-by-side work for teachers to analyze student work using Common Formative Assessments and PLC Rubric. At the beginning of each quarter, provide staff with a calendar for PLC work that indicates the week they will plan/teach the lesson. Provide direction and time to support the work around CFA, grade then share, complete error analysis with the criteria for success, review student work out and CFA results for evidence of student learning to each other.

Action 3

Title: English Language Learners

Action Details:

For our Language Learners Gaston will increase the percentage of students who are redesignated as well as developing their second language (English) by implementation of Effective Tier 1 Core Instruction using SDAIE strategies and integrating ELD standards for all content areas. Gaston's designated English language development will be supported using the adopted text. All language learners will have the support of a Co Teacher in History, ELA, Math and Science for reteach and acceleration.

Reasoning for using this action:	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Phases of Language Learner Support throughout the 2018-2019 School Year:

All Staff at Gaston Middle School will access the EL Redesignation report to identify EL students in each of their periods by name and level. Content departments will take ownership of 2 of the 21 ELPAC task types to incorporate into their instruction to prepare for ELPAC testing. Advisory will initiate goal setting for assessments. All teachers will send postcards of encouragement, and provide practice around vocabulary development, reading comprehension and writing. Extended Library Tutoring for Language Learners after school on Monday, Tuesday and Wednesday for continue vocabulary development, reading comprehension and writing in preparation for interim assessments, ELPAC, as well as grades and overall English Language Fluency. Staff will continue to receive professional learning around ELD standards along with reading 'Classroom Instruction that Works with English Language Learners, 2 Edition' by Hill and Miller to keep all lessons designed to support language learners.

Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate EL data to Leads, BCC, COST, SSC and ELAC.

Admin team and Academic Counselors will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review EL data. PLC Teams teams will create common assessments, monitor data and communicate to their co teach departments, students and parents. Co teach departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

All teachers will access EL Redesignation Report to identify names and EL levels of English Learners in their classrooms.

Home School Liaison will stay in communication with parents quarterly to inform of progress -Librarian will assist with Mango Language and other software and literature to support fluency

Admin team will implement quarterly system on monitoring RFEP students as well as gathering documents for redesignation.

Timeline:

Summer- August 8-10 to review data

*Start of School Opening activities including each student tested with the San Diego Quick. Certificated Staff will use baseline data and create dates for common formative assessments.

*October- Staff Present out results of their 1st formative assessment. Students will set Goals for interim 2.

*January-Staff Present out results from Quarter 2.

*March set goals for quarter 3. Staff Present out results from Quarter 3. Students set and review results from interim 2 and set goals for ELPAC, SBAC and quarter 3.

Quarter 4 - April Assess SBAC and mid May complete post, San Diego Quick. June, celebrate.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Instructional services for identified language learners will be aligned to the **designated supports** as identified by FUSD. Language Learners assigned to ELD will be identified by CELDT/ELPAC scores, how long they have been in the United States and Home Language Survey. 7th grade moving to 8th grade can also have input from English and ELD recommendations of teachers. The curriculum is Inside Fundamentals and the students will use the proper level according their language acquisition level.

Direct Instructional services for language learners in content classes will be aligned to the **integrated supports** as identified by FUSD. Along with being assessed in ELPAC, Teachers teaching language learners will prepare their classrooms and have environments that #1- support cultural and linguistic diversity. Tier 1 (the first teach) will include co teachers once a week. Using the IPG for support, #2- Provide direct and explicit comprehension strategy instruction #3- Provide explicit vocabulary instruction #4- Provide opportunities for extended discussion of text meaning and interpretation #5- Increase motivation and engagement in literacy learning. Tier 2 will use the same supports above however may be in smaller groups.

Specify enhanced services for EL students:

Identified students will have a one to one peer mentor to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. COST will ensure that students identified as EL homeless, EL foster and low EL SES as well as EL SPED have services and/teachers have back ground to assist teachers 'knowing' their students.

Long Term EL Students will be considered Tier 3 ELs and have access to English Lessons on Mango Language and ELPAC frontloading support.

All EL students who have been flat with scores will be connected with an adult on campus and meet weekly for: Communication on ELPAC expectations for the new year, learn about the postcards of encouragement, receive weekly lessons and practice packet on ELPAC strategies in the after-school program. Students will have access to English Lessons on Mango Language -Materials and Supplies -Transportation to home from Extended Library Tutoring - ELPAC Assessment from Assessors.

Explain the actions for Parent Involvement (required by Title I):

The parents of the identified Language Learners will be invited to the September ELAC meeting to have the Action explained. The Home School Liaison is the point person to assist with attendance to meetings and ELPAC Camp as well as all communication of events (tutoring support). Certificate of participation will be presented at an initial meeting. An explanation of their role in support of their students not remaining flat on this exam will be explained and the impact of redesignating will be emphasized. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey. Translation/babysitting services as needed

Describe Professional Learning related to this action:

*Summer: All certificated Teachers will identify their EL student's names and identify which periods they are in. Whole staff will be provided PL through 54 hours led by administrative team, identified teacher leaders to include training and continued feedback to all staff that work with English learner students on effective EL instruction as outlined in the California ELA/ELD Framework. Strategies will be presented that can be integrated in to all content areas from the FALL book study chosen from the staff survey- 'Classroom Instruction that Works with English Language Learners', 2 Edition by Hill and Miller. The book study and workshops to integrate the new ideas will be monthly and built in to the PL calendar. Established time in the Professional Learning Calendar to learn and use multiple sources of evidence (School Quality Improvement Index, ALTAS, and formative and summative assessment) to inform daily instruction. Reference the district EL Master Plan to stay informed around understanding of curriculum and instruction for English Learners.

Action 4

Title: Gaston African American Academic Growth

Action Details:

Increase the number of African-American students who score standards met or standard exceeded on both Math and ELA

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Plan/Problem of Practice -Teachers will engage in professional learning to acquire techniques on increasing the use of devices in class and/or lessons.Teacher will receive PL on strategies in working with students of color. Gaston families will be trained through parent workshops to utilize available tools to assist increasing communication and strengthen partnerships with teachers and site to increase and support academic achievement.

Gaston PLCs will identify essential standards for each quarter and create a CFA then proceed through the CFA cycle (RTI Tier 1). This will be driven by PLC planning of instruction, calendared common formative assessments and data collection through the regular use of the PLC Agenda and Data Analysis Tool and monthly reporting of evidence of student learning. This focus will be around sharing instructional strategies that produced the highest results. [Data: 2018 Interim #2, 2018 SBAC] PLI leads will receive training through Education Elements on how to incorporate technology to create a blended instructional approach.

Owner(s):

All members of the PLC teams with the Admin team and HSL will monitor and communicate to Leads, BCC, COST, SSC.

Admin team and Academic Counselor will monitor grades, organize Extended Library Tutoring. All members of the PLC with the LEAD Teacher and assigned administrator will review data. PLCTeams teams will create common assessments, monitor data and communicate to their co teach departments, students and parents. Co teach departments will follow the CFA cycle for reteach/acceleration. After

Timeline:

Summer- August 8-10 to review data August 13- Student Set Goals for interim . Start of School Opening activities including each student tested with the San Diego Quick. Certificated Staff will use baseline data and create dates for common formative assessments. October- Staff Present out results of their 1st formative assessment. Oct, Students will set Goals for interim 2. January-Staff Present out results from Quarter 2. set goals for quarter 3. March-Staff Present out results from Quarter 3. Students set and review results from interim 2 and set goals for SBAC

Summer- Review data from SBAC and Interim to identify standards **Quarter 1** – Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 1**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Co Teach support will use data from the San Diego Quick ELA baseline data to ensure the groups are differentiated prior to the first CFA. **Quarter 2 –** Students will update agendas to establish goals for the year and for the quarter. **MidQuarter 2**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. **Quarter 3-** Students will update agendas to establish goals for the year and for the quarter. As well, students and teachers will set goals for interim 2 based on interim 1 and CFA results. **MidQuarter 3**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. Progress Report for Quarter 3 will include a Parent Teacher Conference on an Early Release Day. **Quarter 4** – Students will update agendas to establish goals for the remainder of the year. As well, students and teachers will set goals for interim SBAC based on interim 1 and 2 as well as CFA results which have focused on essential standards. **MidQuarter 4**- Students Failing the Formative Common Assessment on the essential standards will receive reteach support on the CoTeach days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – bi-weekly Collect Student Work to take through CFA cycle, Weekly collect and report out Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of ACwork, use the PLC Regional Rubric and provide feedback to ILT/ PLC and cross reference students by Grade Level to determine who continues to not progress.

Study/Relect

PLC will study evidence of student learning to discover where teachers have had great success, discuss how that happened and try to replicate strategies in other classrooms. PLC will conduct error analysis of CFA data, CFU data and of student work against criteria for success to discover modifications needed to reteach and accelerate.

Act/What to do Next?

PLC will celebrate successes of American-American subgroup! The successes will be memorialized with the support of the Bengal Culture and Climate Team. PLC will then create a plan that addresses question numbers 3 and 4 of the four grounding questions for students who did/did not master the objective of the lesson. At the end of the quarter 4, staff will work together to complete a post San Diego Quick to look for growth along with other data pieces.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1 - All African American students will receive instruction using the GVC and identified essential standards. All students will be given a universal screener, San Diego Quick/Santa Clara Quick, to identify a baseline reading and math levels. Students will be supported once a week by a co-teacher during first teach. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

and quarter 3. Quarter 4, April Assess SBAC and mid May complete post, San Diego Quick. June, celebrate.

Specify enhanced services for EL students:

N/A

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning.

Tier 3 - All general education students who are two or more grade levels behind will be supported one on one by co-teacher using technology resources, tutoring and student study team focusing on foundational math and reading/literacy skills.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using illuminate/white board/software/Near Pod, PLI tablets) to identify effective instructional practices and increase knowledge of focus standards with common academic language across content areas and highlighted throughout the school so all students of color are able to visualize reminders. Increased use of common formative assessment with results applied to individual student instruction. Materials and Supplies for a strong first teach and evidence to support the direction for a reteach during Co Teaching Days, Extended Library Time.

Explain the actions for Parent Involvement (required by Title I):

Student report cards will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from interims will be regularly communicated to the SSC/ELAC. Regular communication to parents about our iPLC cycle, assessments, grade progress will be conveyed through individual student reports sent home with students for their families. The main contact for Coffee Hour is the Home School Liaison and Academic Counselors. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe Professional Learning related to this action:

-Whole staff PL through 54 hours led by administrative team, Education Elements and district support. Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.

August - teaching and learning on IPG tenents. -On going support during side-by-side work for teachers to analyze student work using Common Formative Assessments and PLC Rubric. At the beginning of each quarter, provide staff with a calendar for PLC work that indicates the week they will plan/teach the lesson. Provide direction and time to support the work around CFA, grade then share, complete error analysis with the criteria for success, review student work out and CFA results for evidence of student learning to each other.

If funds are available, contract and consult with Dr. Chike Akua for professional learning opportunities to increase awareness of culturally and race competencies.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford Middle School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Materials and Supplies to support Technology: Toners, Projector Light Bulbs, Ink, Projectors, HDMI Cables, Doc Cameras, etc.	2,732.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute for teachers in support of planning and development See all other Goals. PD/Planning/PLI	7,113.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to support academic interventions	24,029.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PD Books	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academic classes and electives	41,260.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance to support teachers and students	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Facility Maintenance in support of teachers and students.	21,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Technology Initative - Ryan Coe (FUSD Technology Professional Development)	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Copier Lease to support teachers and students	9,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL Students	22,000.00
G1A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	See all actions in Goal 1 and 4	48,690.00
G1A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Ext			HSL Extra Time and Translation for Meetings	8,332.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Callie LaFlam	10,170.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent participation and parent meetings	6,452.00
G1A3	LCFF: EL	Parent Participation	Direct-Graph			Graphics	5,000.00
G1A3	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage	2,000.00
G1A4	Sup & Conc	Attendance & Social Work Servic	Local Mileag			: Mileage	1,000.00

$228,278.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	76.271	83.271

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

- Participation in athletics and clubs
- Club Rush Week (2xs per year)
- Collaboration between staff and clubs to promote and increase participation
- Transportation provided for students who participate in athletics and clubs after school
- Elective activities provided after school as part of student's academic grade

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

- Participation in athletics and clubs
- Cliub Rush Week (2xs)
- Coaching mentoring
- Collaboration between staff and clubs to promote and increase participation
- Transportation provided for students who participate in athletics and clubs after school
- Elective activities provided after school as part of student's academic grade
- Black History Month program
- African American Studies and Latino Studies not connected with BSU and Latinos For Excellence or Nativos, Spanish/ELD and Folklorico. There needs to be a direct connection to increase Goal 2 participation.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, 2018, a School Site Agenda Item was listed in order to review the 2018-2019 SPSA format. The following feedback and suggestions were received to increase engagement, arts, activities, and athletics:

- Book Club
- Folklorico
- Saturday Activities (Fun)
- Music Appealing to all Cultures

2 ELAC:

On February 15, 2018, an English Language Learner Committee Agenda Item was listed in order to review the 2018-2019 SPSA format. The following feedback and suggestions were received to increase engagement, arts, activities, and athletics:

- Book Club
- Folklorico
- Saturday Activities (Fun)
- Music Appealing to all Cultures

3 Staff:

On February 20, 2018, a Microsoft Form Survey was emailed to staff for input. The following feedback and suggestions were received to increase engagement, arts, activities, and athletics:

- Motivational strategies such as incentives and rewards
- Connect Goal 2 activities with electives
- advisory lesson on Goal 2 activities-recruitment
- More and better clubs. We can get more students in that per quarter than sports if there is good enough clubs.
- Maybe an Athletic Director from the district could have a one on breakfast or lunch with a student that can personally

choose that they see potential, but could use a little "boost"
- Our school provides multiple opportunities to engage in arts activities and athletics. If anything, there could be intraural sports
- School Play?
- Offer different types of clubs that meet various student interests. How can we get teachers to be willing to sponsor a club? Or get students to create their own club and ask a teacher to sponsor it for them.
- Add a theater performing arts class.
- Make clubs and activities more well-known Posters and announcements aren't doing them justice. We need a truecub rush where students who are already in the club get to speak about their activities and what they do. Students should be encouraging each other to join.
- The contracts worked well getting everyone involved in a goal 2 continue doing that. Students who are not engaged in any goal 2 activity should be sought out by a caring adult to work with them in finding a goal 2 activity they could do, allow them to come and "sample" different clubs until they find one they can belong in.

Action 1

Title: Electives Plus Goal 2

Action Details:

Electives/Goal2-All RBGaston Students will be enrolled in 2 elective courses that are structured to align with before, during and after school clubs as well as all Goal 2 activities. Gaston Electives will be offered Monday- Friday and include: A-G Spanish Courses (1, 2 and Nativos), LibraryStudies, Band,Orchestra, Music Appreciation, Women's and Men's Alliance,Chorus, ShowChoir,Hip Hop, Folklorico, Art, African American Studies, Latino Studies,Hmong, Speech and Debate,ColorGuard, Information Tech, Engineering and Design, Arts and Media.

Reasoning for using this action: ☐ Strong Evidence ☑ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Plan/ Problem

Students will have two elective courses and a goal 2 connection to one of their elective themes per semester.

Do/Implement/Collect Evidence

Each elective will have a club aligned to their content in some manner to support student engagement. Along with increased participation will come increased IPG scores in tenets 1 and 4.

Study/Reflect

COST team, leadership team, athletic director, campus culture, electives and administration will review which students have been successful and include that participation in the quarterly awards assemblies. HSL and COST team will reach out to those who have gaps.

Act/What to do Next

Celebration with staff, students and parents when we move closer to 100% participation and of course.....when we win events!

Owner(s):

Administration, and Electives PLC with the Athletic Director sit with Goal 2 Director to learn the Data Collection tool for Goal 2.

The After School Program will support students with reviewing data, completing missing assignments and assisting with communicating with adults to keep students eligible. -Home School Liaison will stay in communication with parents quarterly to inform of progress

Librarian will assist with the Study Group and tutorial student use of Atlas and other software and literature to support fluency. -TransitionTeacher will use Atlas to support students when processing students in to Transition.

Campus Culture Director and Assistant and Athletic will support with school and athletic activities

Timeline:

Quarterly review of club membership and Atlas scanner results.

Academic Counselor/Athletic Director and Campus Culture Director to support with data entry

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

-Students and parents will receive a Block 'G' and join the Block 'G' Club. -When parents and students participate in culminating Projects with clubs and the events are combined with electives (BSUand ShowChoir- celebrating BlackHistoryMonth, Voices Unidas and Latino Studies celebrating Cesar Chavez and 16 of September with folklorico group and Tournament of Technology) students and parents can earn emblems to add to their Block 'G' -Costumes, Props, Incentives and opportunities to showcase.

-Substitutes and transportation are needed for coverage for teachers and students that compete in festivals.

-Software for electives.

-Funds to support student competitions (food, attire, entry fees)

Specify enhanced services for EL students:

-All recruitment for activities will be provided in students primary language -Additional School Messenger and Communication from the Home School Liaison will be made to keep families informed of opportunities -Heterogeneous grouping for student support -COST will ensure that EL students identified as homeless, foster have services and/teachers have back ground to assist teachers 'knowing' their students. 100%of Gaston students are classified as low socioeconomic.

Explain the actions for Parent Involvement (required by Title I):

A Goal 2 Update around participation will be a standing agenda item on all parent meetings. -School Messenger will be used to inform parents of upcoming opportunities for students to get involved. The main contact being the Home School Liaison. Measurement of impact will be increased communication and connection with the school as indicated in the Climate and Culture Survey.

Describe Professional Learning related to this action:

PLC time for Elective Teachers at the end of each quarter will be allocated to collaborate and plan. -After School Program Applications and Attendance -Student Survey Results -Goal 2 Indicators/Engagement Report in ATLAS -Select Staff will attend CADA Conference -Athletic Director Prep Buy Out to support Goal 2 percentage increase.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford Middle School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Keith Travis	13,155.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences for Teachers - CADA, CAHPERDS, Science, and Elective Conferences	12,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	15,000.00
G2A1	Sup & Conc	In-House Instructional Staff Deve	Travel			PD Conferences for Admin - CADA, CAHPERDS, Science, and Elective Conferences	3,000.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Teacher-Regu	Teacher, Handicapped, Severely	0.1250	Felicia Burrell	14,053.00
G2A1	LCFF: EL	Instruction	Bks & Ref			Mango Languages Site License	4,000.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies to support Elective Courses with EL Students	8,000.00
G2A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Support for EL's to support in engagement of special activities.	6,115.00

$75,323.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
CTE Enrollment	0	7
Exposure to Careers - 8th Grade	6.297	13.297

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 8th Grade

- Career Cruising
- CTE Ticket to the Future
- College/University visits
- Guest/Community Speakers
- College/University out of town trips; UC Berkeley, CSU Northridge, UC Santa Cruz

CTE Enrollment

- CTE Ticket to the Future
- Project Based Learning
- 494 total students enrolled in CTE classes, Clubs - Coder Girls and Robotics

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 8th Grade

- Festival de las Americas - September
- Feria de Educacion - October
- School Clubs; Latinos for Excellence, Hmong Advisory, Gay Straight Alliance, BSU
- Conferences - African American Leadership, Black Minds Matter, Chicano Youth Conference, Latino Youth Conference, African American Middle School Conference.

CTE Enrollment

- 420 students from subgroups are enrolled in CTE classes

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, 2018, a School Site Agenda Item was listed in order to review the 2018-2019 SPSA format. The following feedback and suggestions were received:

- College Visits
- Out of state trips
- Career Fairs (info booth)

2 ELAC:

On February 15, 2018, an English Language Learner Committee Agenda Item was listed in order to review the 2018-2019 SPSA format. The following feedback and suggestions were received:

3 Staff:

On February 20, 2018, a Microsoft Form Survey was emailed to staff for input. The following feedback and suggestions were received:

- Advisory Lessons
- BCC SEL Training
- Mentoring - Shadows/Street Saints
- Hand to Hand
- Psych-5 Days
- SEL Lead TSA

- Social Emotional Restorative Practice
- SEL Interventions
- Discipline Guidelines
- PBL CTE
- Career Fair
- Have lessons on workplace success/future goals in advisory lessons
- Less warnings and more consistency with discipline from class to class as well as school wide

Action 1

Title: Project Based Learning STEM Spring Event

Action Details:

To support demonstrating character and competencies for workplace success, the entire school will participate and contribute to a project based STEAM event in the Spring for Open House.

Reasoning for using this action: ☐ Strong Evidence ☑ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Plan/ Problem of Practice:

Teachers will become familiar with the method of Project Based Learning which is to have students use the GVC and answer a meaningful question that explores, a real-world problem. Gaston will answer- How do I become college and career ready and demonstrate the competencies for workplace success where STEAM is the emphasis? (Science, Technology, Engineering, Arts and Math).

Do/Implement/Collect Evidence:

All PLCs will choose a project to answer the question that is aligned to their content area using 21st century skills (critical thinking, collaboration, communication and creativity).

Act/What to do Next

At Open House the community will be involved with and celebrate how the students answered their question.

Owner(s):

Administration will teach the 2018-2019 the PBL foundational components. ILT and PLC Teams will create assessments, monitor data and communicate to students and parents -Home School Liaison will stay in communication with parents quarterly to inform of progress.

Student Leadership will create the Invitation and coordinate the event.

Timeline:

BuyBack and Institute Days-Over view of PBL Monthly check ins with ILT on Progress as well as school displays of progress.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Technology will assist the research of career in STEAM. Display Poster Boards and art tools, printers and ink for printers, will be needed to create and display.

Specify enhanced services for EL students:

All activities will have bilingual assistants to ensure what is being required is understood in every child's L1. Additional communication from the HSL will be made to keep parents informed. For Nativos, Spanish students and ELD students, the requirement for their project will be in the language they are learning and presenting in.

Explain the actions for Parent Involvement (required by Title I):

All students will complete a mini report/survey on their parents or a family member to be displayed and it will include a parents signature to support accountability.

Describe Professional Learning related to this action:

Use Buck Institute for Education materials to Guide Learning. Require all PLCs to use the PBL rubrics and journaling to capture the full project.

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
ADA Attendance	94.504	95.504
Chronic Absenteeism	15.503	13.503
Suspensions Per 100	42.857	41.857
Parent Survey - Respected and welcomed	94.667	100
Parent Survey - Safe and secure	91.613	98.613
Student Survey - Included	51.026	58.026
Student Survey - Caring adult	52.786	59.786

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- 15.503% chronic absenteeism rate
- student enrolled in two electives
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for quarterly contracts/awards
- a structured policy and response to tardies
- Home School Liaison to support with attendance and communication
- a need to increase parent participation/involvement
- Social Worker to support with attendance, SE needs and communication
- COST Team

Suspensions Per 100

- a need for SE learning for both staff and students
- a need for interventions with level 1 and 2 behaviors for teachers
- a need for restorative practice strategies to repair relationships
- a need for an Restorative Practice Counselor
- a need for district resources/PL for new Discipline guidelines
- R-O-A-R GFS and CHAMPS/Mindfulness/RP implementation
- COST Team

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- the need for mentors, life coaches, shadows
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for quarterly contracts/awards
- a need to increase parent partnerships
- Social Worker to support with attendance, SE needs and communication
- Home School Liaison to support with attendance and communication
- COST Team

Suspensions Per 100

- a need for SE learning for both staff and students
- a need for interventions with level 1 and 2 behaviors for teachers
- a need for restorative practice strategies to repair relationships
- a need for an Restorative Practice Counselor
- clarity for discipline matrix for level 3 behaviors
- COST Team

Parent Survey - Respected and welcomed

- a need for African American families to participate at school/student events

Parent Survey - Respected and welcomed

- a need for front office staff that acknowledge and respond to parent needs
- a need for an effective HSL
- administration that is available to meet with parents so that they feel heard
- a need for communication in a variety of ways
- a need for all parents to come to student performances and activities
- a need for parent recognition and being known by name
- Coffee Hours for parents
- HSL to work with parents at front office, parent trainings, IEPs, and other meetings

Parent Survey - Safe and secure

- the need for BCC and structures STOIC'd
- SNRO assigned to Gaston
- CSAs
- Safety Plan
- Guidelines for Success Assembly
- Debriefing after safety drills monthly
- Advisory Lessons

Student Survey - Caring adult

- a need for an opening day and spring team building to refocus on building relationships with students
- a need for restorative circles between teachers and students for level 1 and 2 behaviors
- students known by name and needs
- a need for teachers to share their stories
- COST Team

Student Survey - Included

- choice of two electives
- students involved in leadership roles
- students leaders represent Gaston in a variety of venues
- student input in SSC and ASB
- student recognition in quarterly awards

ADA Attendance

- student enrolled in two electives
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for incentives for attendance
- a structure policy and respond
- COST Team

- a need for all parents to come to student performances and activities
- parent participation decreases as students get into higher grades
- a need for parent recognition and being known by name
- a need for strong communication between administration, staff and parents
- Alternate meeting times for ELAC meetings to increase parent participation

Parent Survey - Safe and secure

- a need for front office staff that acknowledge and respond to parent needs
- a need for an effective HSL
- administration that is available to meet with parents so that they feel heard
- a need for communication in a variety of ways
- a need for all parents to come to student performances and activities
- a need for parent recognition and being known by name

Student Survey - Caring adult

- a need for an opening day and spring team building to refocus on building relationships with students
- a need for restorative circles between teachers and students for level 1 and 2 behaviors
- students known by name and needs
- a need for teachers to share their stories
- COST Team

Student Survey - Included

- choice of two electives
- students involved in leadership roles
- students leaders represent Gaston in a variety of venues
- student input in SSC and ASB
- student recognition in quarterly awards

ADA Attendance

- student enrolled in two electives
- a need to feel connected to a caring adult on campus
- a need to feel included and connected to school
- a need for student to be involved in goal 2 activities
- a need for incentives for attendance
- a structure policy and respond
- COST Team

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

On February 28, SSC met to provide feedback and input to support Goal 4:

- Attendance currently at 94%
- Provide opportunities for Saturday School as a form of consequence
- Coffee Hours to increase parent involvement - alternate times
- 91% of parents feel safe at school
- 94% of parents feel welcome and respected
- Need to increase parent involvement at site

2 ELAC:

On February 15, ELAC met to provide input to support Goal 4:

- Extra pay contracts for teachers to support with Saturday School to increase attendance
- Alternate meeting times for ELAC meetings to increase parent participation
- Communication via school messenger to increase attendance

3 Staff:

The staff provided input to support Goal 4:

- Continue with Home School Liaison to support with school attendance and communication
- Provide school wide incentives for attendance
- In house suspension has decreased
- Strategies to decrease student suspensions
- Student surveys reflect - the need to increase the amount of students that feel safe and secure
- Reteaching expectations on importance of staying in school, have Advisory lessons and implement daily.
- Student Contracts by quarter
- School wide incentives - college field trips for students who may not get to attend due to academics or attendance
- Increase student clubs to increase student participation
- Build confidence in students in order to be able to succeed when needing to "struggle".
- Provide a "Walk in the Future" event to promote the effects of a higher education.
- Communicate expectations needed to graduate
- Teach students to care for their life
- Academic Intervention for students with D's and F's
- Quarterly college days on site to promote higher education and awareness
- Consequences for chronic absenteeism and rewards for students present
- All students and staff to follow ROAR (GFS)
- Build teacher/student relationships
- Increase school and community partnerships

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title 1 funds for 2017-18 were used for professional learning in mindfulness and SEL which resulted in the implementation of GROWL- an acronym taught to students to **G**ive it your all, **R**edo if necessary, **O**vercome fear of failure, **W**in in your head and **L**earn from Mistakes. In terms of Title I for 2018-19, Title 1 funds will be used to fund our HSL who will create workshops around teaching parents how to support their students at home and increase opportunities for parent participation in support of academic growth of their students in English and Math. As well, it is the goal of the school with the help of the HSL to significantly increase the amount of parent participation for all student- specifically African American and Long Term EL parents to at minimum quarterly participate in school events.

Action 1

Title: Tier 1- Bengal Culture and Climate

Action Details:

SEL Tier1- RB Gaston's Master Schedule and Program will foster safe and nurturing learning environments for all student's social emotional needs. The goal is to increase student attendance, develop both social skills and self-esteem necessary for students to exercise meaningful options in school and in personal relationships.

Reasoning for using this action: ☑ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Plan/ Problem of Practice Gaston continues to thread the Safe and Civil Guidelines for Success within all school language to our students: ROAR:Respect Everyone,Optimize Opportunities; Attitude Matters;Resilience Rewards. We want to offer multiple opportunities to learn how to deal with conflicts, disagree respectfully, restore relationships and take advantage of the opportunities by being in school everyday. We want our teachers to have the tools to engage, motivate, positively interact with challenging students. Both teachers and students will receive social emotional learning in the areas of self-management, social awareness, self-awareness, self-efficacy, growth mindset and self-management in order to be able to GROWL: Give it your all, Redo if necessary, Overcome fear of failure, Win in your head and Learn from your mistakes.

Do/Implement/Collect Evidence All students will participate in Classroom Meetings and/or Second Step lessons on Mondays and Tuesday during advisory. Advisory lessons will include topics such as: Safe &Civil expectations for common areas, goal setting and cultural awareness. At the beginning of each quarter, identify and communicate Criteria for Success required for student participation in Rockin' Roar using quarterly data collected on attendance rates and behavior. Collect data on weekly suspension reports and EIIS indicators, quarterly behavior referrals and suspensions, quarterly participation rates in Rockin' Roar. Calendar book study professional learning. Collect weekly AC agendas, common assignments/assessments,PLC agenda and data analysis tool and attendance rates.

Study/Reflect Analyze Weekly Suspension Reports and EIIS Indicators . Review behavior referrals, participation rates in Rockin' Roar quarterly to increase the number of students eligible to participate based on attendance and suspension criteria. Review Atlas report to determine status of suspensions involving interpersonal conflict violations (AI or R codes). Review of IPG data for Tenet 1.

Act/What to do Next? Celebrate accomplishments with staff, students and with parents.

Owner(s):

Admin team and Academic Counselors will monitor all assessments/data, grades, and organize Extended Library Tutoring Program.

LEAD Teacher will review data and report to ILT,

PLC Teams will create common assessments, monitor data and communicate to students and parents.

Before and After School Program will support students with reviewing grades, completing missing assignments and assisting with communicating with adults.

Home School Liaison will communicate with parents quarterly to inform of progress.

Librarian will assist with the Extended Library Tutoring Program and tutorial, student use of Atlas, and other software and literature to support fluency.

.Transition Teacher will use Atlas to support students when processing students in to Transition.

Campus Culture Director will work with Leadership Students.

Timeline:

Advisory Lessons will be held on M and T following the ADVISORY schedule created by the LEAD Advisory Teacher.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

All students will build relationships using -Class Meetings that Matter curriculum delivered in advisory and content rooms -Second Step lessons -Olweus Lessons -the Black Minds Matter project will continue to support student directed and created class meetings to support advisory lessons. With student voice, the adults can strategically support a safe and positive school environment for learning through the class meeting time period. Partner with the community to provide mentor opportunities such Donuts with Dads and Muffins with Moms.-Materials and

Specify enhanced services for EL students:

COST will ensure that students identified as EL homeless, EL foster , EL SPED and EL have services and teachers have back ground to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

Supplies -Referrals from Graphics.

Explain the actions for Parent Involvement (required by Title I):

Site Multi-disciplinary team will involve parents to assist in reducing the negative student behavior. Team meetings of parents, students and staff will create contracts and review compacts. Parent University and other agencies will provide parents workshops on modifying behaviors at home and mending relationships. Monthly Coffee hours to discuss academic and behavior progress and success. Commendation for outstanding student citizenship through posting car bumper stickers -Signature and submission of the School Compact -A-G Parent Night,College Making it Happen Event.

Coffee Hour at Feeder Schools.

Describe Professional Learning related to this action:

Whole staff will be provided PL through 54 hours led by administrative team, identified teacher leaders and Bengal Culture and Climate Team. Training on specific 'student feedback' to be given in class, integrated in to all student lessons around social awareness, self-efficacy, self-awareness,growth mindset and self management. Digital citizenship lessons are designed to positively impact all student's social awareness and self-management constructs. ILT book study on engagement. Continued staff training in Restorative Practice. Bengal Culture and Climate team to support teachers in professional learning. Side by Side work to support teams on positive interactions (weekly) -Side by Side work to support teams on Restorative circles (modeling when circles are needed). Training for new teachers on referral form for clear understanding of Levels of Misbehaviors and overview of the Encyclopedia of Misbehaviors resource in August and check back quarterly.

Action 2

Title: Tier 2/3- Bengal Culture and Climate

Action Details:

SEL Tier 2/3- RBGaston's Master Schedule and Program will foster safe and nurturing learning environments by select staff supporting individual student's social emotional needs. The goal is to increase student attendance, develop both social skills and self-esteem necessary for students to exercise meaningful options in school and in personal relationships.

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Plan/Problem of Practice The socially and emotionally challenged students that fall into Tier 2 and Tier 3 need support throughout the day. To find these students in the first 30 days, all of the teachers will conduct a behavioral screening on every student in the school. (An opt out parent permission letter will go home upon enrollment at Gaston.) Our goal is that the tier 2/3 student increases their attendance, develops the social skills and self-esteem necessary for the student to exercise meaningful options in school, and in personal relationships.

Do/Implement/Collect Evidence -Tier 2 and Tier 3- Transition Teacher will support students and teachers using CHAMPS and Restorative Practice. Assigned Shadows to identified students and document support and outcomes for each student.Create plans to support students through SESS and Psychologist.

Study/Reflect COST will review referrals and students who move from Tier 2 to 3. This action will give another opportunity to review suspension matrix to determine status of suspensions involving interpersonal conflict violations ('A' 'I' or 'R' codes).

Act/What to do Next? Professional learning will be customized based on the results of the COST meeting notes, teacher feedback quarterly and intervention training to respond to level 1 and 2 classroom behaviors with the assistance of the Bengal Culture and Climate Team.

Owner(s):

Admin team and Academic Counselors will monitor all assessments/data, grades, and organize Extended Library Tutoring Program.

LEAD Teacher will review data and report to ILT

PLC Teams will create common assessments, monitor data and communicate to students and parents

After School Program will support students with reviewing data, completing missing assignments and assisting with communicating with adults

Home School Liaison will stay in communication with parents quarterly to inform of progress

Librarian will assist with the Extended Library Program and tutorial student use of Atlas and other software and literature to support fluency.

Transition Teacher will use Atlas to support students when processing students in to Transition. COST TEAM and Street Saints,

Shadows will support students through monitoring, modeling, redirecting, and celebrating.

African-American Advisor will work with 20 selected students to provide on-going supports through mentoring, monitoring academic progress, parent communication, daily check-ins, social emotional guidance and celebrations.

Timeline:

Tuesday COST Meetings with admin, LSESW, School Psychologist and Academic Counselors

Monthly Culture and Climate meetings led by Vice Principal and BCC team

Quarterly referral review

The African-American Advisory lead will debrief with supporting admin weekly.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

All students will build relationships using -Class Meetings that Matter curriculum delivered in advisory and content rooms -Second Step lessons -Olweus Lessons -the Black Minds Matter project will continue to support student directed and created class meetings to support advisory lessons. With student voice, the adults can strategically support a safe and positive school environment for learning through the class meeting time period. Partner with the community to provide mentor opportunities such Donuts with Dads and Muffins with Moms.-Materials and Supplies -Referrals from Graphics.

Students will receive individualize support according to their social emotional and academic needs.

Specify enhanced services for EL students:

COST will ensure that students identified as EL homeless, EL foster , EL SPED and EL have services and teachers have background to assist teachers 'knowing' their students. 100% of Gaston students are classified as low socioeconomic.

Explain the actions for Parent Involvement (required by Title I):

Site Multi-disciplinary team will involve parents to assist in reducing the negative student behavior. Team meetings of parents, students and staff will create contracts and review compacts. Parent University and other agencies will provide parents workshops on modifying behaviors at home and mending relationships. Monthly Coffee hours to

Describe Professional Learning related to this action:

Whole staff will be provided PL through 54 hours led by administrative team, identified teacher leaders and Bengal Culture and Climate Team. Training on specific 'student feedback' to be given in class, integrated in to all student lessons around social awareness, self-efficacy, self-awareness,growth mindset and self management. Digital

discuss academic and behavior progress and success. Commendation for outstanding student citizenship through posting car bumper stickers -Signature and submission of the School Compact -A-G Parent Night,College Making it Happen Event.

As a result of a COST referral and review, parents will be invited to a SST.

Coffee Hour at Feeder Schools.

citizenship lessons are designed to positively impact all student's social awareness and self-management constructs. ILT book study on engagement. Continued staff training in Restorative Practice. Bengal Culture and Climate team to support teachers in professional learning. Side by Side work to support teams on positive interactions (weekly) -Side by Side work to support teams on Restorative circles (modeling when circles are needed). Training for new teachers on referral form for clear understanding of Levels of Misbehaviors, interventions for level 1 and 2 behaviors and overview of the Encyclopedia of Misbehaviors resource in August and check back quarterly.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0575 Gaston B. Rutherford Middle School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Student Incentives - Rockin ROAR	3,206.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	10,000.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Student Incentives: Rockin ROAR' and Block G Project	10,463.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Robin Snowden - Transition Teacher	10,054.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contracts to support Academic Interventions	24,452.00

$58,175.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0575 Gaston B. Rutherford Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Materials and Supplies to support Technology: Toners, Projector Light Bulbs, Ink, Projectors, HDMI Cables, Doc Cameras, etc.	2,732.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute for teachers in support of planning and development See all other Goals. PD/Planning/PLI	7,113.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to support academic interventions	24,029.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PD Books	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support academic classes and electives	41,260.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance to support teachers and students	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology and Facility Maintenance in support of teachers and students.	21,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements : PLI Technology Initative - Ryan Coe (FUSD Technology Professional Development)	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Copier Lease to support teachers and students	9,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology to support EL Students	22,000.00
G1A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	See all actions in Goal 1 and 4	48,690.00
G1A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Ext			HSL Extra Time and Translation for Meetings	8,332.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Callie LaFlam	10,170.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent participation and parent meetings	6,452.00
G1A3	LCFF: EL	Parent Participation	Direct-Graph			Graphics	5,000.00
G1A3	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage	2,000.00
G1A4	Sup & Conc	Attendance & Social Work Servic	Local Mileag			: Mileage	1,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Keith Travis	13,155.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences for Teachers - CADA, CAHPERDS, Science, and Elective Conferences	12,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	15,000.00
G2A1	Sup & Conc	In-House Instructional Staff Deve	Travel			PD Conferences for Admin - CADA, CAHPERDS, Science, and Elective Conferences	3,000.00
G2A1	Sup & Conc	Separate Classes: Special Educat	Teacher-Regu	Teacher, Handicapped, Severely	0.1250	Felicia Burrell	14,053.00
G2A1	LCFF: EL	Instruction	Bks & Ref			Mango Languages Site License	4,000.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies to support Elective Courses with EL Students	8,000.00
G2A1	LCFF: EL	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Support for EL's to support in engagement of special activities.	6,115.00
G4A1		Instruction	Mat & Supp				

G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Student Incentives - Rockin ROAR	3,206.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	10,000.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Student Incentives: Rockin ROAR' and Block G Project	10,463.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Robin Snowden - Transition Teacher	10,054.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Supplemental Contracts to support Academic Interventions	24,452.00
							$361,776.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$59,754.00
Sup & Conc	7090	$225,822.00
LCFF: EL	7091	$76,200.00
Grand Total		**$361,776.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$228,278.00
G2 - All students will engage in arts, activities, and athletics	$75,323.00
G4 - All students will stay in school on target to graduate	$58,175.00
Grand Total	**$361,776.00**