Gaston Sr. Middle

10621660129338

Principal's Name: Courtney Curtis - Principal

Principal's Signature:　　*Courtney Curtis*

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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 School 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 and Family 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 School 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

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Courtney Curtis - Principal	X				
2. Chairperson – Angelica Leon				X	
3. Gayane Sargysan		X			
4. Kevin Solis		X			
5. Sandra Gutierrez			X		
6. Madison Di Meo		X			
7. Bethzy Garcia					X
8. Isabella Garcia					X
9. Gloria Tapia				X	
10. Felicia Burrell		X			
11. Dafney Anaya					X
12. Araceli Zavala				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 School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Courtney Curtis**	*Courtney Curtis*	5/18/2020
SSC Chairperson	**Angelica Leon**	*Angelica Leon*	5/18/2020

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	$76,140 *
7090	LCFF Supplemental & Concentration	$207,813
7091	LCFF for English Learners	$86,487

TOTAL 2020/21 ON-SITE ALLOCATION	**$370,440**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$2,538
Remaining Title I funds are at the discretion of the School Site Council	$73,602
Total Title I Allocation	$76,140

February 13, 2020

Gaston Middle 2020-2021 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.328 %	18.193 %	2018-2019	25.193 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	17.192 %	11.071 %	2018-2019	18.071 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-142.9 pts	-158.6 pts	2018-2019	-143.6 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-198.9 pts	-188 pts	2018-2019	-173 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Overall Implementation at Gaston for ELA

- Offered 2 ELA Gate classes per grade level
- Offered ELA Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- PD around IPG; focus and goal setting around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity and structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment with support from Personalized Learning Initiative
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

- Inconsistent tier 1 Core Instructions
- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time
- The need for student and teacher SE learning to improve behavior management skills that disrupt learning
- The need for PLC to plan instruction that supports student engagement and ownership Lack of staff knowledge around the power of movement to support academic achievement Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

SBAC ELA Distance from Level 3 (Students w/Disabilities)

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time Inconsistent tier 1 Core instruction
- The need for student and teacher SE learning to improve behavior management skills that disrupt learning
- The need for PLC to plan instruction that supports student engagement and ownership Lack of staff

- Planned and created assessment calendar for CFA's including the use of IAB/FIABS
- Planned lessons for Push In Supports (reteaching and acceleration) meeting 3 criteria: identified skill; identified students; data used to identify skill and students

SBAC ELA Distance from Level 3 (Students w/Disabilities)

Overall Implementation at Gaston for ELA

- Offered ELA Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- PD around IPG;focus and goal setting around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity and Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity and differentiation to support testing environment with support from Personalized Learning Initiative
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's including the use of IAB/FIABS
- Planned lessons for Push In Supports (MTSS - reteaching and acceleration) meeting 3 criteria: identified skill; identified students; data used to identify skill and students

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

Overall Implementation at Gaston for Math

- Offered 2 periods of Accelerated Math for 7th grade and 1 Algebra for 8th grade.
- Offered Math Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- PD around IPG; focus and goal setting around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity and Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity to support testing environment with support from Personalized Learning Initiative
- Use of Hot Chili Peppers from HMH to allow independent struggle
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's including the use of IAB/FIABS
- Planned lessons for Push In Supports (MTSS - reteaching and acceleration) meeting 3 criteria: identified skill; identified students; data used to identify skill and students

knowledge around the power of movement to support academic achievement Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

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

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time Inconsistent tier 1 Core instruction
- The need for student and teacher SE learning to improve behavior management skills that disrupt learning
- The need for PLC to plan instruction that supports student engagement and ownership Lack of staff knowledge around the power of movement to support academic achievement Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

SBAC Math Distance from Level 3 (Students w/Disabilities)

- Inconsistent response to Level 1 and 2 misbehaviors that caused a loss of instructional time Inconsistent tier 1 Core instruction
- The need for student and teacher SE learning to improve behavior management skills that disrupt learning
- The need for PLC to plan instruction that supports student engagement and ownership
- Lack of staff knowledge around the power of movement to support academic achievement Inconsistent revisiting of clarity confirmation throughout the lesson
- Complete focus on Tier 1 and little to no intervention on closing the skill deficit

SBAC Math Distance from Level 3 (Students w/Disabilities)

Overall Implementation at Gaston for Math

- Offered Math Co-teaching classes for SPED/GE
- Department fidelity to using GVC

As well, the following 8 actions have contributed to improvement however effectiveness towards meeting the metrics has been slow due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus:

- PD around IPG; focus and goal setting around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity and Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students
- Use of Technology for fluidity and differentiation to support testing environment with support from Personalized Learning Initiative
- Use of Hot Chili Peppers from HMH to allow independent struggle
- Explicit Instructions on Clear Steps to attack Directions and Unpack the problem/question or prompt Identified essential standards and learning targets
- Planned and created assessment calendar for CFA's including the use of IAB/FIABS
- Planned lessons for Push In Supports (MTSS - reteaching and acceleration)

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The Actions for 2018-2019 and the 2019-2020, are the same, increase proficiency in both ELA and Math for all subgroups and increase redesignation for language learners. The intended implementation was to increase effective Tier 1 Core instruction, to create and use instructional/Assessment Calendars and create/complete full CFA cycles. Actual implementation has shown slow improvement due to a lack of goal setting and keeping the cycle visible and in more frequent discussions within the teaming structures on campus. There was no significant difference in budget expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Using I-Ready as a diagnostic and intervention tool, we need to decide on a protocol to calendar the phases of the cycle of continuous improvement. For Goal #1, the changes will be found in Actions 1-5 in the two areas titled 'Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction) and Professional Learning.

Step 4: Stakeholder Involvement. 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: | **2** ELAC: | **3** Staff: |

January 29, 2020, SSC reviewed Student Achievement data as it relates to SPSA and offered suggestions as documented in meting notes. It was suggested that there needs to be a way to look for growth instead of simply proficiency in iReady data for all students, specifically SPED.

December 4, 2019 SSC reviewed Student Achievement data as it relates to SPSA and offered suggestions as documented in meeting notes. Suggestions were to continue to provide students with more incentives; continue with tutoring programs; monitoring student grades; and for academic counselors to meet with individual students. Continue with iReady during class times. Have students work more in groups and have less teacher talk.

March 11, 2020, ELAC offered the following suggestions:

- Tablets/computers in each classrooms
- More support for level 1 and 2 English Learners
- More intervention in smaller groups
- More communication/conferences with teachers
- Bilingual Assistants
- More support for SPED students
- More qualified SPED teachers
- Motivational conferences for students
- Specific focus on math to identify the need

February 20, 2020, ELAC offered the following suggestions:

- Continue to support those students below grade level
- Provide opportunities for tutoring, intervention, and support of EL learners at beginning levels, especially in language arts.
- Parents would like more communication with teachers such as conferences.
- Question posed about supporting our EL learners with BIAs (Bilingual Instructional Aides) can we provide some in the middle school since there is a need? Teacher made comment about online translation tools as well. Is it possible to have grade level content in primary language for EL Learners?

March 2, 2020 Buyback Meeting:

- Use differentiated instruction for students that are performing below grade level.
- Utilize Co-Teach days more effectively.
- Implement small-group instruction using iReady lessons to bridge the gaps for students scoring below-level. Each math teacher would have four to five students working on specific lessons.
- Add: Once a quarter students will complete an IAB as a CFA for Math.
- Math-7 has calendared and administered IABs and CFUs. This allows Math-7 to analyze and reteach concepts tested. Students are also exposed to SBAC type questions through content and format.

- Discussed potentially instead of utilizing agendas, students should be doing Goal setting through iReady and potentially keeping track of a goal through the iReady interface.
- Students used iReady data to set their personal "stretch" and "typical-growth " goals.
- We are not using illuminate any more needs to be removed.
- Take out interim and the Santa Clara Quick, replace with iReady and IAB's
- Strategic training/accountability for General education teachers giving IEP feedback and attending IEP meetings.
- Additional Training for teachers and parents for utilizing available tools to assist increasing communication and strengthen partnerships with teachers and site to increase and support academic achievement
- More training/PL devoted to working with students of color.

End of Semester 1 Staff Survey Feedback:

- A positive reward for students who improved on overall iReady scores.

Action 1

Title: ELA- Increase Proficiency

Action Details:

English Language Arts:

Action details to increase proficiency in English Language Arts will include:
- PD around IPG; focus and goal setting each semester around elements of Tenet 2b and 3.
- PD using D. Fisher's Research on Relationships, Clarity, Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- Intentional Checking for Understanding for all students

- Use of Technology for fluidity and differentiation to support testing environment with support from Personalized Learning Initiative
- Explicit Instructions on Clear Steps to attack directions and Unpack the problem/question or prompt
- Planned and created assessment calendar for CFA's including the use of IAB/FIABS
- Planned lessons for Push In Supports (reteaching and acceleration) meeting 3 criteria: identified skill; identified students; data used to identify skill and students
- 40 minutes weekly per student on iReady Online Instruction

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 create CFAs cycles incorporating the use of IAB/FIABs. This will be driven by PLC planning of instruction, calendared common formative assessments and weekly data collection and analysis through the regular use of the PLC Agenda, Data Analysis documentation and weekly updates around evidence of student learning in Teams and Atlas. This focus will be around sharing instructional strategies that produced the highest results. Weekly, push in (MTSS) Teachers will support. PLI leads will continue learning on how to incorporate technology to differentiate and create a blended instructional approach using criteria for blended models to strengthen effectiveness. ELA and History will assign 20 minutes in each subject once a week for iReady Online Instruction in reading.

Summer- review assessment data, analyze for trends **Quarter 1** – Students will update agendas to establish mastery goals for the year and for the quarter. **MidQuarter 1**- Students Failing the Formative Common Assessment on the unit standards will receive reteach support on the Push In (MTSS) days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Push In (MTSS) support will use data from the i-Ready diagnostic baseline data to ensure the groups are differentiated prior to the first CFA. Students will update agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – Collect Student Work to take through CFA cycle, Weekly collect, analyze and document Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use the PLC Regional Rubric at the beginning of the year, end of semester 1 and end of semester 2, 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, 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. By the end of March, staff will administer the last i-Ready Diagnostic test 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 will create common assessments, monitor data and communicate to their Push In (MTSS) departments, students and parents. Push In (MTSS) 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.

Supervising Admin will send weekly email with iReady Online Instruction usage.

Timeline:

Summer- August 12-14 to review data

*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

*October- Students will set Goals for iReady winter diagnostic. Staff will set growth goals for winter iReady Diagnostic.

*January- Students review results from iReady winter diagnostic and set goals for iReady Spring Diagnostic, and quarter 3. Staff will set growth goals for spring iReady Diagnostic

March - Students review results from iReady winter diagnostic and set goals for spring iReady, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid 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 learning targets. All students will use iREADY as the diagnostic exam and progress monitor. Students will be supported once a week by a Push In (MTSS) teacher once a week in each content class during a Blended Learning Lesson.   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.

Tier 3 - All general education students who are two or more grade levels behind will be supported by Push In (MTSS) teachers using technology resources, tutoring, student study team focusing on foundational/literacy skills including enrollment in the After School Program, and the Extended Library Tutoring Program.

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using IABs, FIABs/illuminate/white board/software/Near Pod) to increase better use of essential 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 and 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 MTSS/PLI Days and Extended Library Time.

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 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.

Specify enhanced services for low-performing student groups:

Specific attention to our identified sub groups: AA/Students with Special Needs Males, AA/Students with Special Needs foster youth, AA SPED, AA/Students with Special Needs Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small targeted 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 (iReady). AA/Students with Special Needs 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):

All parent meetings (including ELAC and SSC) will include a ATSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from iReady Diagnostics will be regularly communicated to the SSC/ELAC. Regular communication to parents about our Push In (MTSS) 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:

Professional Learning will be delivered using the 36 hours led by administrative team, PLi leaders, Bengal Culture and Climate Team, and district support. Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom, Culturally Proficient Instruction and Engagement by Design to support improving iPG results.   Allow release time for teachers to observe best practices of other teachers.

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 and CFA results for evidence of student learning to each other.

Action 2

Title: Math- Increase Proficiency

Action Details:

Math-Gaston will increase percentage of all Gaston Students that meet proficiency on Math Standards using a school wide focus on quarterly student goal setting by tracking results of common formative assessments, IABS, FIABS, iReady Diagnostics, ipg trends and SBAC data.

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 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 and analysis through the regular use of the PLC Agenda, Data Analysis Tool documentation and weekly updates of evidence of student learning in Teams and Atlas. This focus will be around sharing instructional strategies that produced the highest results. Weekly Push In (MTSS) teachers will support. PLi leads will continue learning on how to incorporate technology to differentiate and create a blended instructional approach using criteria for blended models to strengthen effectiveness. Science and Math will establish a routine of students to complete a total of 40 minutes of iReady Online Instruction with a goal of completing and passing two lessons per week.

Summer- review assessment data, analyze for trends **Quarter 1** – Students will update agendas to establish mastery goals for the year and for the quarter. **MidQuarter 1-** Students Failing the Formative Common Assessment on the unit standards will receive reteach support on the Push In (MTSS) days. (RTI Tier 1 & 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Push In (MTSS) support will use data from the i-Ready diagnostic baseline data to ensure the groups are differentiated prior to the first CFA. Students will update agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success – Collect Student Work/Assessment Data to take through CFA cycle, weekly collect, analyze and document Evidence of Student Learning for agreed upon CFUs. Supervising administrator will collect evidence of AC work, use the PLC Regional Rubric at the beginning of the year, end of semester 1 and end of semester 2, 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, 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. By the end of March, staff will administer the last i-Ready Diagnostic test 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. Push In 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.

Supervising Admin will send weekly email with iReady Online Instruction usage and iPG summary of Tenets 1, 2a, 2b and 3.

Timeline:

Summer- August 12-14 to review data

*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

*October- Students will set Goals for iReady winter diagnostic. Staff will set growth goals for winter iReady Diagnostic.

*January- Students review results from iReady winter diagnostic and set goals for iReady Spring Diagnostic, and quarter 3. Staff will set growth goals for spring iReady Diagnostic

March - Students review results from iReady winter diagnostic and set goals for spring iReady, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid 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 learning targets. All students will use iREADY as the diagnostic exam and progress monitor. Students will be supported once a week by a Push In (MTSS) teacher once a week in each content class during a Blended Learning Lesson. 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 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 Push In (MTSS) 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 <u>agendas</u>. Common Formative assessments will be created (using IABs, FIABs, illuminate/white board/<u>software/Near Pod</u>) 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. <u>Materials and Supplies</u> 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):

All parent meetings (including ELAC and SSC) will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

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.

Specify enhanced services for low-performing student groups:

Specific attention to our identified sub groups: AA/Students with Special Needs Males, AA/Students with Special Needs foster youth, AA SPED, AA/Students with Special Needs 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 (iReady). AA/Students with Special Needs students will have the opportunity to review ATLAS and receive training on how to email teachers and properly request support, assignments, etc.

Describe Professional Learning related to this action:

Professional Learning will be delivered using the 36 hours led by administrative team, Education Elements, Information from the Kinesthetic Classroom, Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, Culturally Proficient Instruction, CHAMPS to support structures in the classroom and Engagement by Design to support improving iPG results.   Allow release time for teachers to visit peers to observe best practices.

August - teaching and learning on IPG tenets. 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- Increase Redesignation

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 MTSS 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 2020-2021 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. 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. 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, MTSS/COST/TST, 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 Push In (MTSS) departments, students and parents. Push In (MTSS) departments will follow the CFA cycle for reteach/acceleration. After School Program will support students with reviewing data, completing missing assignments, assisting with communication to parents and providing students opportunities with i-Ready individualized learning.

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 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 12-14 to review data

*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments. IABs/FIABs will be employed throughout the year during instruction to provide students with experience with the rigor and style of SBAC.

*October- Students will set Goals for iReady winter diagnostic. Staff will set growth goals for winter iReady Diagnostic.

*January- Students review results from iReady winter diagnostic and set goals for iReady Spring Diagnostic, and quarter 3. Staff will set growth goals for spring iReady Diagnostic. Academic Counselors will meet individually with each EL student to review prior ELPAC score and set goal for coming assessment

March - Students review results from iReady winter diagnostic and set goals for spring iReady, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid June, celebrate. Celebrate students who are redesignated at award ceremonies.

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 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 Push In (MTSS) 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.

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

All EL students who have been flat with scores will connect with an academic counselor on campus and bi-annually for: Communication on ELPAC expectations for the new year, learn about the postcards of encouragement, receive weekly opportunities to practice English Skills within iReady in the classroom and in the after-school program. Materials and Supplies -Transportation to home from Extended Library Tutoring - ELPAC Assessment from Assessors.

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

Specify enhanced services for low-performing student groups:

i-Ready Diagnostic for reading will pinpoint ELL student needs down to the sub-skill level. The growth monitoring

assistance to be able to speak to their goal. MTSS/COST/TST 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.

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 the Parent University ELPAC Module as well as all communication of events (tutoring support). 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

All parent meetings (including ELAC and SSC) will include a <mark>TSI Agenda</mark> item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from iReady will be regularly communicated to the SSC/ELAC. Regular communication to parents about our Push In (MTSS) 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.

option shows whether ELL students are on tract to achieve end of the year targets. Because the assessments are computer-based and delivered on internet connected computers, results are immediately available to schools and teachers for targeting instruction. Teachers will use results to group students for differentiated instruction and intervention. i-Ready will be available for use during the school day, in the After School program, in the Extended Library Tutoring and at home.

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 36 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. Workshops to integrate 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: 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 Documentation and weekly updates around evidence of student learning in Teams. This focus will be around sharing instructional strategies that produced the highest results. PLi leads wlll receive training through PLi Leaders on how to incorporate technology to create a blended instructional approach using criteria for blended models to strengthen effectiveness and differentiate instruction.

Summer- review assessment data, analyze for trends **Quarter 1** – Students will update agendas to establish mastery goals for the year and for the quarter. **MidQuarter 1**- Students Failing the Formative Common Assessment on the unit standards will receive reteach support on the Push In (MTSS) days. (RTI Tier 2) PLCs will create and select two follow up CFUs to analyze student understanding following the reteach lessons. As well, Push In (MTSS) support will use data from the i-Ready diagnostic baseline data to ensure the groups are differentiated prior to the first CFA Students will update agendas to establish goals for the year and for the middle and end of each quarter.

Do/Implement/Collect Evidence

PLCs will Plan/Teach lessons with criteria for success –collect Student Work/Data weekly to take through CFA cycle, and 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/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. In March, staff will work together to complete administer the 3rd iReady Diagnostic 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. PLCTeams teams will create common assessments, monitor data and communicate to their co teach departments, students and parents. Push In 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 12-14 to review data

*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

*October- Students will set Goals for iReady winter diagnostic. Staff will set growth goals for winter iReady Diagnostic.

*January- Students review results from iReady winter diagnostic and set goals for iReady Spring Diagnostic, and quarter 3. Staff will set growth goals for spring iReady Diagnostic

March - Students review results from iReady winter diagnostic and set goals for spring iReady, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid June, celebrate.

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 the iReady Diagnostic three times during the year to identify a baseline reading and math levels and track growth. Students will be supported once a week by a Push In (MTSS) teacher in each of the four content classes during a Blended Learning Lesson.   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.

Tier 3 - All general education students who are two or more grade levels behind will be supported one on one by Push In (MTSS) teacher using technology resources, tutoring and student study team focusing on foundational math and reading/literacy skills including enrollment in the After School Program and the Extended Library Tutoring Program.

Students will be taught to explain their goals for each quarter using a script from their <u>agendas</u>. Common Formative assessments will be created (using IABs/FIABs/ illuminate/white board/<u>software/Near Pod,</u> PLi tablets) to measure the effectiveness of instructional practices and increase knowledge of 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. <u>Materials and Supplies</u> for a strong first teach and evidence to support the direction for a reteach during Co Teaching Days, Extended Library Time.

Specify enhanced services for EL students:

N/A

Specify enhanced services for low-performing student groups:

i-Ready licences and professional learning

All Teaming Structures will use the Site Plan as Resource and the SPSA will have a permanent place on all Agendas

A committment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.

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

All parent meetings (including ELAC and SSC) will include a ATSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

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 Push In (MTSS) 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:

Professional Learning will be delivered using the 36 hours led by administrative team, PLi Leaders, Bengal Culture and Climate Team, CHAMPS to support structures in the classroom, Culturally Proficient Instruction, 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 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.

Action 5

Title: Students with Disabilities Academic Growth

Action Details:

Increase the number of students with disabilities to show growth towards standards nearly met and met on both ELA and Math.

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

Data that will monitor progress:

-IEP Goals   -CFA   -Participation in Goal 2

-Interim Results   -GRADES

-SBAC Results   -Attendance

-iREADY Diagnostic Pre/Mid/Post

Progress Monitoring within the Cycle of Continuous Improvement:

Plan/Problem of Practice The students that have academic challenges fall into Tier 2 and Tier 3 and will have academic support throughout the day based on their IEP and or results from a potential Student Study Team Meeting, potential 504 meeting. . Students with Disabilities come with IEPs and upon entry the IEP at a Glance will be given to all staff. If the child is out of district, an IEP will be held to determine proper placement, accommodations and supports. 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- Academic supports will be in place for students. Supports may consist of SDC teacher, RSP teacher, Push In (MTSS) teacher, Paraprofessional Support, Assigned Shadows to identified students and in such cases Appropriate Learning Placement Services. All programs are supported by Psychologist and Social Worker, Case Managers and Academic Counselors.

Owner(s):

All Teachers (PLCs, ILT, BCC, Administration)

Academic Counselors and Academic Counselor Interns will support students as they counsel by ensuring the agendas are up do date.

Push In (MTSS) Teachers will set goals for their students using the Nearly Met Standards Lists from the POWER BI reports, CFA results and iReady reports to create their groups.

After School Program will support students by reviewing grades and supporting with missing assignments.

Timeline:

Summer- August 12-14 to review data

*Start of School Opening activities including each student tested with the iReady Diagnostic. Certificated Staff will use baseline data and create dates for common formative assessments. IABs/FIABs will be employed throughout the year as part of warm up and assessments aligned to Spring Board instruction to provide students with experience with the rigor and style of SBAC.

*October- Students will set Goals for iReady winter diagnostic. Staff will set growth goals for winter iReady Diagnostic.

*January- Students review results from iReady winter diagnostic and set goals for iReady Spring Diagnostic, and quarter 3. Staff will set growth goals for spring iReady Diagnostic

March - Students review results from iReady winter diagnostic and set goals for spring iReady, ELPAC, and SBAC.

Quarter 4 - April Assess SBAC and mid 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 use iREADY as the diagnostic exam and progress monitor. Students will be supported once a week by a Push In (MTSS) teacher once a week in Co-Teaching classes in each content class during a Blended Learning Lesson.   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.

Tier 3 - All students with disabilities who are two or more grade levels behind will be supported by Push In (MTSS) teachers in co-teaching classes using technology resources, tutoring, student study team focusing on foundational/literacy skills including enrollment in the After School Program, and the Extended Library Tutoring Program. All students with disabilities who are two or more grade levels behind will be supported by a para professional along with their SPED teacher in SDC classes and through the use of technology resources, tutoring, student study team focusing on foundational/literacy skills including the After School Program and Extended Library Tutoring Program. All students in the ALPS program will be provided additional .125 FTE for functional skill support (ALPS).

Students will be taught to explain their goals for each quarter using a script from their agendas. Common Formative assessments will be created (using IABs/FIABs, illuminate/white board/software/Near Pod) to increase better use of essential 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 Push In (MTSS/PLI) days and Extended Library Time.

Specify enhanced services for EL students:

Identified students will have a one to one peer mentor from Edison High School as part of the peer mentoring program.   Academic counselors will meet with each EL student to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. MTSS/COST/TST 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.

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

Parents will receive the IEP Goals annually, receive notification of assessment and be able to communicate academic concerns and social emotional learning to support establishing a strong relationship with peers and in classes.

All parent meetings (including ELAC and SSC) will include a ATSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4.

Student report cards will be sent home to parents immediately after each quarter is completed. School-wide and grade level results from iiReady Diagnostics will be regularly communicated to the SSC/ELAC. Regular communication to parents about our Push In (MTSS) 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.

Specify enhanced services for low-performing student groups:

i-Ready licences and professional learning

All Teaming Structures will use the Site Plan as Resource and the SPSA will have a permanent place on all Agendas

A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.

Blended Learning Models

Describe Professional Learning related to this action:

Professional Learning will be delivered using the 36 hours led by administrative team, Education Elements, Bengal Culture and Climate Team, and district support. Professional Development will include continuing reading Learning by Doing to support PLCs for teachers, CHAMPS to support structures in the classroom, Culturally Proficient Instruction, 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 and CFA results for evidence of student learning to each other.

2020-2021 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	Teacher-Supp			Supplemental Contracts for teachers to tutor students - Extended Library Tutoring	9,149.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology and Tech Equipment - Computers, HDMI cables, Projector bulbs, Etc.	10,269.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Copier Maintenance	9,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements: PLI Initiative	14,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Copier Lease	6,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher release time to observe best practices, receive training, and plan.	5,944.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Laptops / Technology to support instruction	21,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL will be first support of parent contact: coffee hour and parent participation. All actions in Goal 1 and Goal 4. **HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP**	51,896.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time to support parent meetings/involvement	4,826.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food Service Catering	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout got ELD (Navarrete)	12,112.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies to support EL Learners	4,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies to support parent mtg./involvement	5,174.00
G1A3	LCFF: EL	Other Pupil Services	Oth Cls-Supp			ELL Classified Support Supplemental Contract	7,583.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			: Professional Learning to Support Cultural Proficiency	3,000.00
G1A5	Sup & Conc	Separate Classes: Special Education	Teacher-Regu	Teacher, Middle School	0.1250	Functional Skills Prep Buyout (Felicia Burrell)	12,112.00

$190,065.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	68.137 %	92.649 %	2018-2019	99.649 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Electives Plus Goal 2 Participation Rate:

- Student participation in activities, arts, athletics, clubs and co-curricular activities
- Elective classes provide opportunities to align to a club and/or activity/event on campus
- Club Rush Week (offered 2x's per year - beginning of Fall and Spring Semester)
- There is a need to collaborate and communicate between all entities; staff, Activities Director, Athletic Director, Administration, club advisers and students to promote and increase Goal 2 participation.
- Student clubs to offer study trips to colleges/universities, student leadership conferences, and extra curricular activities aligned to club interests/focus.
- Elective courses to support with career fairs, PBL projects, and guest speakers connected to club to inspire and motivate student interest.
- Transportation provided for students who participate in after school clubs and athletics.
- CSUF Pipeline Program to provide Post-Secondary Education - exposure/awareness
- There is a need to increase student recognition and incentives or students participating in Goal 2 activities, arts and clubs. Currently, there is Quarterly Award recognition for students participating in athletics.

Overall effectiveness of actual implementation:

- 69% of students enrolled in Goal 2 participation
- 100% of students enrolled in 2 elective courses
- 92% of students answered "Yes" to the question on the Elective Student Survey - Do you like your elective courses?

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

- Gaston currently offers 16 clubs offered to all students/subgroups; African-American, Hispanic, English Learners, Student with disabilities and Asian.
- There is a need to increase number of club advisers to support all student groups throughout the school year.
- Lack of district vendors to support clubs, arts and activities in order to have access to materials and resources to support and increase student participation???
- Lack of time especially during the lunch period to participate in clubs. Activities are planned during the lunch periods by student leadership to promote a positive school culture and climate.
- There is a need to promote Goal 2 participation regularly to all students/subgroups to increase student participation in Goal 2 via communication venues; student voice, flyers, school messenger, activities director, athletic director, site staff and administration.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Goal 2 - Action 1, there was not a significant difference between the intended and actual implementation of Action 1

- Goal 2 - Action 1, there was not a significant difference between the intended and actual implementation of Action 1.
- There is a need to align all entities; activities director, athletic director and administration to support Goal 2 actions and budget needs.
- Funding for uniforms currently on 3 year rotation to support athletic team/sports.
- Additional funding provided to support study trips and incentives for participation in clubs and activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Promote Goal 2 participation throughout the school year to motivate and increase student participation in Goal 2 - Arts, Activities and Athletics
- Provide different incentives for each club to promote and recognize student participation in Goal 2 - Arts, Activities and Athletics
- Provide additional opportunities to increase student participation to attend study trips, student/leadership conferences, motivational speaker sessions, career fairs and activities connected to clubs and/or student interest.
- CSUF Pipeline Program is offered to all students and promotes post-education education
- Provide and increase quarterly recognition and awards of student participation in Goal 2 - Arts, Activities and Athletics

Step 4: Stakeholder Involvement. 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:	**2** ELAC:	**3** Staff:

December 4, 2019 SSC reviewed Student Achievement data as it relates to SPSA and offered suggestions as documented in meeting notes. Suggestions are to continue encouraging students to get involved; survey 8th grade students to evaluate their interests and build staff relationships with 8th grade students.	March 11, 2020, ELAC offered the following suggestions:
	
	• Recognize student participation
	• After school clubs/classes for both students and parents. Ex cycling class, drama/theater class, different dance classes, writing/reading and poetry classes.
	
	February 20, 2020, ELAC offered the following suggestions:
	
	• Parents asked about exercise equipment in gym, can students use the equipment, so students can get credit in participation for PE?
		March 2, 2020 Buyback Meeting:
		
		• Awards assemblies based on progress monitoring of participation in Goal 2 activities
		  ◦ work closer with all clubs/groups/ counseling staff to ensure representation and recognition of students participating all clubs.
		• Club rush(es)
		  ◦ According to SPSA we will have Club Rush 3 times per year. (fall, winter, and spring). Needs to happen with fidelity.

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, Goal 2 activities and sports. Elective classes will be offered Monday- Friday and include: A-G Spanish Courses (1, 2 and Nativos), LibraryStudies, Art, Band,Orchestra, Women's and Men's Alliance, Chorus/Choir, Folklorico, Art, African American Studies, Latino Studies,Hmong, Speech and Debate, 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

All students will have two elective courses and an opportunity for 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 course/content in some manner to support and increase student engagement. By increasing student participation in Goal 2 activities, IPG scores will also be impacted in Tenet 1 for all Elective classrooms. Quarterly progress monitoring of Goal 2 activities/athletics and participation rate, collecting and analyzing IPG trend data in Elective courses to determine correlation of Goal 2 and IPG Tenet 1/Culture of Learning.

Study/Reflect

All stakeholders; Administration, Activities Director, Athletic Director, Electives A and B PLC teams, COST/TST, and instructional leadership team will review which students are participating in Goal 2 activities and are succeeding in the classrooms in order to be recognized during quarterly awards assemblies. Administration, Activities Director, Athletic Director, COST/TST, club advisors, academic counselors will also reach out to students not participating in Goal 2 activities in order to recruit and increase student participation. CCI process to include all stakeholders to support and increase Goal 2.

Act/What to do Next

Celebrate success with students, staff and parents when we meet our target and move closer to 100% participation rate. Recognize students and their parents/families during school events/performances to show our appreciation. Character Awards/Sportsmanship Award and Bengal Award are presented after each quarterly sports season. End of year club recognition by club advisers to recognize all students participating in Goal 2.

Owner(s):

- Administration, Activities Director, Athletic Director, Electives A and B to review Goal 2 data and SPSA goal quarterly to inform and determine next steps.
- The After School Program Staff will support students participating in Goal 2 with reviewing homework, completing missing assignments and assisting with communicating with adults/teachers in order to keep students eligible for participation.
- Activities director, Athletic director, Administration, club advisers, academic counselors will stay in communication with parents quarterly to inform of student progress, participation and eligibility.
- Transition Teacher will use Atlas to support students when processing students in to Transition.
- Activities Director and Athletic Director to plan, organize and implement school activities, events, and athletics.

Timeline:

- Quarterly review of Goal 2 participation rate.
- Activities Director, Athletic Director and Academic Counselors to support with data entry of student participation for all Goal 2 activities and athletics.

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

- Parents and students will receive a Block 'G' and join the Block 'G' Club for participation in Goal 2 activities and athletics.
- When parents and students participate in culminating projects with clubs and the events are combined with electives (African-American Studies, BSU and Choir- celebrating Black History Month, Latinos for Excellence, Latino Studies, folklorico and Hmong dances. Dia de los Muertos event and Tournament of Technology; parents and students can earn emblems to add to their Block 'G' to demonstrate their participation in Goal 2.
- Substitute teachers are needed for coverage for teachers/club advisers and transportation for students to travel to compete in school events/activities.
- Technology software for electives, activities, clubs
- Additional .125 FTE prep buyout for AD to support with Goal 2 activities and sports
- Additional funding to support student competitions (food, attire, entry fees, travel)

Specify enhanced services for EL students:

- All recruitment for activities will be provided in students primary language
- School Messenger and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.

Specify enhanced services for low-performing student groups:

- i-Ready results will be analyzed and subgroups will be strategically studied to ensure that students that have the most needs will be connected to an elective they can excel in.
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal

- Heterogeneous grouping for student support
- COST/TST will ensure that EL students identified as homeless, foster have services and teachers and staff have back ground knowledge to assist teachers/staff to understand identified student background. 100% of Gaston students are classified as low socioeconomic.

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

- All parent meetings (including SSC and ELAC) will include an Agenda item that keeps them informed of the progress towards meeting SPSA targets and actions within Goals 1-4.
- School Messenger will be used to inform parents of upcoming opportunities for students to get involved in Goal 2.
- The site will utilize Home School Liaison and a primary contact to inform and connect parents with site activities and events.
- Increased parent communication and connection with the school as indicated in the Climate and Culture Survey.

2.
- All Teaming Structures will use the SPSA as a resource to support site goals, the SPSA will be an agenda item for site meetings and parent committees; SSC and ELAC.
- Goal Setting Tool to support students with SEL and academic goals will be completed and reviewed based on the school calendar.

Describe Professional Learning related to this action:

- Quarterly all day planning for Elective A and B teachers will be allocated to collaborate, plan and implement activities and events to increase student participation.
- Goal 2 administrator and select staff will attend annual CADA Conference for professional development on best practices.
- Athletic Director Prep Buy-Out to support Goal 2 participation rate??
- PL to support teachers with embedding SEL into classroom lessons.

2020-2021 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	Athletic Director Prep Buyout (Keith Travis)	12,112.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Certifciated Substitutes to support Teacher planning, conferences, etc.	7,130.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences - CADA, CAHPERDS, Etc.	5,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	6,000.00

$30,242.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	90.295 %	0 %	2018-2019	7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 8th Grade

Gaston has implemented and will continue to offer the following opportunities for their students:

- Use of XELLO(a Career Exploration Application)
- Participation in the CTE Ticket to the Future event
- Visit to local Colleges and Universities
- Invitations to guest/community speakers
- 3 College/University out of town trip
- Career Advanced Lessons (Monthly and ever yweek in April)
- Student Success Conferences with Academic Counselors (Twice a Year)
- Project Based Learning event started school wide at the end of quarter 3
- Students visited the Education Fair
- Students participated in Super Saturday at CSU, Fresno

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 8th Grade

Although the school has created a school wide project to expose students to careers in both 7th and 8th grade, a tool was not created to pre assess whether or not the enrolled middle school students recognize the importance.Students will complete a self-reflection of their project.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Differences are a subtraction of one event and an addition of two opportunities that will impact the budget expenditures. Gaston did not host Career Celebrations with speakers at lunch and students attended the Education Fair and Super Saturday at CSU, Fresno.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

An effort will be made to ensure that every student will complete at least one CTE (Information Technology) course during their enrollment at at Gaston Middle School, for the 2019-2020 school year 92.4% of 8th graders had taken

one or more courses, we will attempt to improve this number.

Step 4: Stakeholder Involvement. 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:

December 4, 2019 SSC offered the following suggestions:

- Continue to fun college trips for student learning.
- Ensure that students have access to community members, business leaders, professionals at school who can speak to them about a variety of careers.

2 ELAC:

March 11, 2020, ELAC offered the following suggestions

- Fieldtrips to Universities/Colleges for students and parents
- Professional speakers different backgrounds and careers
- Offer more CTE classes
- University mentors for students
- Training in Character traits
- Have curriculum on different careers/jobs

February 20, 2020, ELAC offered the following suggestions:

- Provide trips to universities and speakers.
- Will examine PBL do we have an event once a year or integrate throughout the year. Feels like compliance driven. The ideas were to have students learn through projects. Students will present projects classes have been working on.

3 Staff:

On Buyback Day, March 3, 2020, the following feedback and suggestions were received:

-Consider integrating the Project Based Learning throughout the year vs. 1 quarter

-more in-depth data analysis as a grade level and PLC and to use the data with MTSS partners

-refine a system where students can set goals in order to produce student accountability and ownership in their learning

-continue extended library tutoring

-more parental and community support

-continued focus on socio-emotional awareness and academic outcomes

-Consider less emphasis on pacing and more emphasis on moving upon mastery

-Continue Saturday Academy -Professional Learning for SEL for teachers

Action 1

Title: Project Based Learning- STEAM

Action Details:

To support demonstrating character and competencies for workplace success, the entire school will participate and contribute to a Year-long project based STEAM culminating 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) and the Personalized Learning Initiative.

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 2020-2021 PBL foundational components. ILT and PLC Teams will create quality tasks to assess, 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:

Late Start Fridays, BuyBack and Institute Days-Over view of PBL Monthly check ins with ILT and PLCs on Progress as well as school displays of progress-

Quarter 1- Intro to Careers Research after the Academic Counselors to their Student Success Conferences.

Quarter 2- All departments will start planning projects for PBL and collaborate with other departments during ILT meetings to ensure that projects are unique.

Quarter 3- All teachers will monitor projects to ensure completion.

Quarter 4- Projects will be presented to the community and parents at the Open House March 31. Students will complete a self-reflection.

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:

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.

Specify enhanced services for low-performing student groups:

Researchers have found that well-planned, well executed PBL can increase student motivation and engagement in learning;improve students' retention of knowledge across time; be especially effective with low- performing student groups; and improve results on state standardized tests. Many opportunities for student choice within the project are designed to engage students.

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

Parent Attendance at PBL Showcase/Open House.

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.

Time for planning and observation around the Gaston innovative professional learning schedule that allows the MTSS/PLI blended learning plan and strategies to support career exposure.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	16.172 %	18.097 %	2018-2019	16.097 %
Suspensions Per 100	32.027 %	24.747 %	2018-2019	23.747 %
Chronic Absenteeism (Students with Disabilities)	22.4 %	30.6 %	2018-2019	28.6 %
Suspension Rate (Students w/Disabilities)	20.1 %	23.8 %	2018-2019	20.8 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

- 17.1% chronic absenteeism rate
- There was a structured policy and response to tardies during 19 - 20
- Home School Liaison to support with attendance and communication
- Social Worker to support with attendance, SE needs and communication
- COST/TST Team
- Tier II Intervention Specialist will continue case management and provide direct supports/services to students with social emotional, behavioral and attendance needs (skill building, check in/check out, mentoring, Meaningful Work). An active member of the Tier II Targeted Support Team.
- Child Welfare and Attendance Specialist to continue monthly attendance counseling through collaboration with attendance clerk
- Saturday Academy System

Chronic Absenteeism (Students with Disabilities)

- 25.0% chronic absenteeism rate
- A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic based on the calendar. Planned Discussion caseload for each administrator with students with high suspension rates. Heterogeneous grouping for student support COST/TST will ensure that Students with disabilities identified as homeless, foster have services and/teachers have back ground to assist teachers 'knowing' their students. Attendance will be a topic of discussion at all IEPs, 7 Grade Orientation, Back to School Night, required parent meetings for sports participation and as part of the sports awards banquets

Suspension Rate (Students w/Disabilities)

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

Chronic Absenteeism (Students with Disabilities)

- 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

Suspension Rate (Students w/Disabilities)

- 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
- Tier 2 Intervention Specialist
- clarity for discipline matrix for level 3 behaviors

Suspensions Per 100

- 53.17% suspensions per 100 for students with disabilities, much more work needed in this area with SEL skillbuilding taught within daily instruction due to an increase in suspension rate due to increase conflict with this group.
- A commitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic based on the calendar. Planned Discussion Caseload for each administrator with students with high suspension rates. Heterogeneous grouping for student support COST/TST will ensure that African American students identified as homeless, foster have services and/teachers have back ground to assist teachers 'knowing' their students. Behavior/Suspension will be a topic of discussion at all IEPs, 7 Grade Orientation, Back to School Night, required parent meetings for sports participation and as part of the sports awards banquets.

Suspensions Per 100

- 21.41% suspension rate per 100 (decrease from last year 24.75% and year before 33.03%)
- Tier II Intervention Specialist will continue case management and provide direct supports/services to students with social emotional, behavioral and attendance needs (skill building, check in/check out, mentoring, Meaningful Work). An active member of the Tier II Targeted Support Team.
- COST/TST Team

- 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

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no significant difference in actual implementation and budget expenditures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

See Action 1 and 2 within Goal 4. main changes are around the use of Cultural Proficiency Training and more PL around SEL Learning for all students with an increased focus on students with disabilities.

Step 4: Stakeholder Involvement. 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:

February

January 29, 2020, SSC reviewed Student Achievement data as it relates to SPSA and offered suggestions as documented in meting notes. It was suggested that there needs to be a way to measure how Tier 3 students are being supported, and see if, they are the same students who have been assigned adults as "shadows". In

2 ELAC:

March 11, 2020, ELAC offered the following suggestions

- Recognitions for students and parents. Ex: certificate ceremony, t-shirts, food, coupons/gifts cards for restaurants/places.
- More academic and emotional/social counselors
- Health support for families

3 Staff:

March 2, 2020 Buyback Meeting:

- More training/PL devoted to working with students of color.
- Successes of African American subgroups was generally not covered in every class, but was discussed in daily announcements.

order to encourage appropriate behavior, Saturday academy will be raffling items to students.

December 4, 2019 SSC reviewed Student Achievement data as it relates to SPSA and offered suggestions as documented in meeting notes. Suggestions were to:

- Attendance: provide tokens for students to get to and from school. Also, provide more engaging activities, involve more staff in getting students to school, provide information to students during advisory about Saturday school.
- Suspensions: offer peer mentoring for African American students, foster youth, and SPED targeted students. Have a staff development meeting to learn how to continue to build relationships with targeted student population and to provide cultural awareness lessons during advisory

- Involved more parents

February 20, 2020, ELAC offered the following suggestions:

- Include more incentives like perfect attendance, pizza coupons, recognition of students who are doing well.
- Recognize parents involved in getting their children to school and for participation in school activities.

End of Semester 1 Staff Survey Feedback

- More accommodations for tier 3 student to curb negative behavior.
- Lunch detention process of some sort.
- Clarification on how we are supporting tier 2 and tier 3 students.
- Student center practices, get community involvement, improve communication among staff.
- Some line of communications or perhaps 10-minute weekly meeting during PLC time to update how we are handling tier 2 and tier 3 students to become more consistent and clarify structures that are currently in place for our tier 2 and tier 3 students.
- Need clear communication from COST Team on how they are supporting Tier 2 students.

End of Quarter 1 Staff Survey Feedback:

- Continues use of Activity Zones for students at Lunch to keep them engaged in positive ways.
- More training and practice needed in handling Level 3 Behaviors.
- Continued use of updated Tardy Policy with consequences and incentives.
- Continued use of updated Referral Process.
- More support needed for new teachers in dealing with misbehaviors
- Meetings earlier in the year with the parents of students that are showing signs that they are struggling.

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 and specifically Physical Education 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/Character Strong lesson 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. Use of "Data Wall" in the office along with Gaston Data "Onepager" that is updated weekly and sent to stakeholders.

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.

August- Buyback and Institute Days for Initial STOIC and Guidelines for Success Training for all staff

BCC and MTSS/COST to Progress Monitor Monthly.

BCC to set-up Lunch Zones to engage students in positive ways throughout the year, with a focus on October and March months.

Student Body, Teachers per class, and Admin will Goal Set for SEL, Academics, and Attendance.

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

Tier 1 -

All students will build relationships using -Class Meetings that Matter curriculum delivered in advisory and content rooms -Second Step lessons - Character Strong Curriculum- PE Department to match the number of Content Teachers for balanced numbers- Olweus Lessons -the Black Minds Matter project will continue to support student directed and created class meetings to support advisory lessons and in content classrooms. With student voice, the adults can strategically support a safe and positive school environment for learning through the class meeting time period. School will partner with community partnerships to provide mentor opportunities from community partnerships and support events such Donuts with Dads and Muffins with Moms.-Materials and Supplies -Referrals from Graphics. Additional 1.0 FTE VocEd teacher to increase opportunities for students and provide CTE curriculum.

Specify enhanced services for EL students:

COST/TST 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.

Specify enhanced services for low-performing student groups:

100% of Gaston students are classified as low socioeconomic. Therefore, Tier 1 will be supported by the Climate and Culture Team. The Strategies will be to review data and use the cycle of continuous improvement to determine what needs to be STOIC'd over and/or goals reset.

Another Strategy for Tier 1 will be the use of information collected from the MTSS/COST TST Team. When multiple infractions happen in common areas, multiple tardy/negative impact on attendance show a trend, the information will be given to the admin and BCC for a new strategy or school wide reward.

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

Describe Professional Learning related to this action:

All site teaming structures will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4. 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.

- Whole staff will be provided PL through 36 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 studies on a variety of topics related to SEL.
- 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. When needed for Climate and Culture the Cross-functional Pivot Team will be called in for support.
- Cultural Proficiency Training.
- Training for SPED Teachers in how to teach SEL Skills to students around managing conflict and other subjects based on PowerBI Data outlining causes of misbehaviors.
- Allow for teacher release time to observe best practices.

Action 2

Title: Tier 2/3- Bengal Culture and Climate/COST/TST

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

<mark>Plan/Problem of Practice</mark> 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.

<mark>Do/Implement/Collect Evidence</mark> -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.

<mark>Study/Reflect</mark> 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).

<mark>Act/What to do Next</mark>? 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):

Tier 2 includes our Shadows, Fresno Street Saints, Transition, Mentoring, Counseling and TST. Instruction may include information from Guest Speakers for Professional Learning, Workshops on Kinesthetic Classroom, Extrinsic Rewards and Food Treats, Field Trips and Materials and Supplies to support day trips, communication with parents (including but no limited to graphics, visuals in the building, flags/banners in the gym). Additional 0.25 FTE for Mens/Womens Alliance to support students with SEL and study skills.

Tier 3 Personnel uses all school supplies and materials from the student body. The School will support as well with incentives for individual and specialized behaviors contracts.

Specify enhanced services for EL students:

COST/TST 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.

Specify enhanced services for low-performing student groups:

Interventions for subgroups for Tier 2 and Tier 3

AA/Students with Special Needs specifically however all students who have a need at this tier will be intervened with the use of Fresno Street Saints and Gaston Shadows, TST, Psych and Social Worker then regrouped on a quarterly bases.

Students who are in need of more intensive intervention will continue however strategies are on an as needed bases.

Pivot team resources will be called upon for Tier 2 and Tier 3 attendance, SE and behavior.

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

All teaming structures will include a TSI Agenda item that keeps them informed of the growth towards targets of SPSA Actions within Goals 1-4. 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.

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

Coffee Hour at Feeder Schools.

Describe Professional Learning related to this action:

- Whole staff will be provided PL through 36 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 studies on a variety of topics.
- 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. When support is needed the Crossfunctional Pivot Team will be called upon for support.

2020-2021 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	Teacher-Regu	Teacher, Vocational Education	0.7000	Additonal FTE to Certificated Staffing to Support Tier 1	66,905.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies to support instructions, paper student incentives, Rockin' Roar Events	12,208.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	7,000.00
G4A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Vocational Education	0.3000	Additonal FTE to Certificated Staffing to Support Tier 1	28,674.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout for Women's Alliance (Mandee Sanchez)	12,112.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Pre Buyout Men's Alliance (Kevin Williams)	12,112.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Contracts (Shadows)	10,122.00

$150,133.00

2020-2021 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	Teacher-Supp			Supplemental Contracts for teachers to tutor students - Extended Library Tutoring	9,149.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology and Tech Equipment - Computers, HDMI cables, Projector bulbs, Etc.	10,269.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Copier Maintenance	9,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements: PLI Initiative	14,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Copier Lease	6,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher release time to observe best practices, receive training, and plan.	5,944.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Laptops / Technology to support instruction	21,000.00
G1A2	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL will be first support of parent contact: coffee hour and parent participation. All actions in Goal 1 and Goal 4. **HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP**	51,896.00
G1A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time to support parent meetings/involvement	4,826.00
G1A3	Sup & Conc	Instruction	Direct-Food			Food Service Catering	2,000.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout got ELD (Navarrete)	12,112.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies to support EL Learners	4,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			Materials/Supplies to support parent mtg./involvement	5,174.00
G1A3	LCFF: EL	Other Pupil Services	Oth Cls-Supp			ELL Classified Support Supplemental Contract	7,583.00
G1A4	Sup & Conc	Instruction	Cons Svc/Oth			: Professional Learning to Support Cultural Proficiency	3,000.00
G1A5	Sup & Conc	Separate Classes: Special Educati	Teacher-Regu	Teacher, Middle School	0.1250	Functional Skills Prep Buyout (Felicia Burrell)	12,112.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Athletic Director Prep Buyout (Keith Travis)	12,112.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Certfciated Substitutes to support Teacher planning, conferences, etc.	7,130.00
G2A1	Sup & Conc	Instruction	Travel			PD Conferences - CADA, CAHPERDS, Etc.	5,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation	6,000.00
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Vocational Education	0.7000	Additonal FTE to Certificated Staffing to Support Tier 1	66,905.00
G4A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies to support instructions, paper student incentives, Rockin' Roar Events	12,208.00
G4A1	Sup & Conc	Instruction	Direct-Graph			Graphics	7,000.00
G4A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Vocational Education	0.3000	Additonal FTE to Certificated Staffing to Support Tier 1	28,674.00
G4A2		Instruction	Teacher-Regu		0.1250		12,112.00

G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout for Women's Alliance (Mandee Sanchez)	12,112.00
G4A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Pre Buyout Men's Alliance (Kevin Williams)	12,112.00
G4A2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	1,000.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			Classified Supplemental Contracts (Shadows)	10,122.00
							$370,440.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$76,140.00
Sup & Conc	7090	$207,813.00
LCFF: EL	7091	$86,487.00
Grand Total		**$370,440.00**

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	$190,065.00
G2 - All students will engage in arts, activities, and athletics	$30,242.00
G4 - All students will stay in school on target to graduate	$150,133.00
Grand Total	**$370,440.00**

05/13/2020