

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	\$92,520 *
7090	LCFF Supplemental & Concentration	\$270,824
7091	LCFF for English Learners	\$98,736

TOTAL 2024/25 ON-SITE ALLOCATION

\$462,080

* 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	\$3,084
Remaining Title I funds are at the discretion of the School Site Council	\$89,436
Total Title I Allocation	\$92,520

Gaston Middle 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-79 pts	-99.6 pts	2023-2024	-84.6 pts
SBAC ELA - Average distance from standard (African American)	✓		-134.1 pts	2023-2024	-119 pts
SBAC ELA - Average distance from standard (Asian)	✓		-76 pts	2023-2024	-61 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-127.6 pts	2023-2024	-112.6 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-98.7 pts	2023-2024	-83.7 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-100.3 pts	2023-2024	-85.3 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-166.2 pts	2023-2024	-151.2 pts
SBAC ELA - percentage of students met/exceeded standard	✓	23.3 %	15.5 %	2023-2024	20.5 %
SBAC Math - Average distance from standard	✓	-134 pts	-146.8 pts	2023-2024	-131.8 pts
SBAC Math - Average distance from standard (Asian)	✓		-142 pts	2023-2024	-127 pts
SBAC Math - Average distance from standard (English Learner)	✓		-177.4 pts	2023-2024	-162.4 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-141 pts	2023-2024	-126 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-148.6 pts	2023-2024	-133.6 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-217.7 pts	2023-2024	-202.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	10 %	9.3 %	2023-2024	14.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to

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

students, staff, or families as it relates to this goal and the aligned metrics.

Action 1: ELA-Increase Proficiency

Overall Implementation

- Over the course of the year we implemented the following with fidelity:
 - Provided Clarity Questions for daily lessons
 - During instruction, provided Checking for Understanding opportunities through the use of (questions, thumbs up/down, exit tickets, Microsoft forms).
 - Use of Common Formative Assessments within each PLC to gather evidence on learning.
 - Quarterly use of IABs/FIABs in both ELA and History courses.
 - PLCs met weekly during a common prep period as part of the 5 of 7 schedule model at Gaston to plan instruction that had a literacy focus.

Where we struggled this year with implementation:

- Learning how to read and do goal setting around SBAC scale scores and distance from standards results.
- During the first semester we struggled to provide regular feedback to teachers around literacy (rigor of texts used and opportunities for students to practice their literacy skills in both reading, writing, listening and speaking).
- Even though we still made use of Clarity Questions, we did not systematically monitor to provide teacher feedback.
- There were also missed opportunities to leverage with consistency the 4 grounding PLC questions during PLC meeting times.
- We did not make use of a systematic tool to track the implementation of complex text, complex tasks, and student ownership.

Action 2: Math-Increase Proficiency

Overall Implementation

- Over the course of the year, we implemented the following with fidelity:
 - Made use of math lesson design using Swun Math Curriculum in math 7 and 8 courses.
 - PLCs met weekly during a common prep period as part of the 5 of 7 schedule model at Gaston to plan instruction.
 - Teachers were intentional in using multiple ways to check for understanding (Thumbs up thumbs down, red yellow green, Exit tickets, etc.) Swun math platform.
 - PLCs met monthly for SWUN math PL.
 - PLCs met monthly for Math Lesson Design PL.
 - Discussed the use of IABs and FIABs in years prior.

Where we struggled this year with implementation:

- Newness of math team and lack of a math 7 PLC lead, lead to poor planning of a high quality instruction with a focus on developing literacy skills.
- During the first semester we struggled to provide regular feedback to teachers around math instruction.
- We did not utilize any systemic feedback tool like the IPG to track rigor of instruction.

- Lack of cultural proficiency development as a staff.
- Learning how to read and goal set around SBAC IABs and FIABs given to good for trend data and goal set with students based on progress over the course of the year.
- We did not make use of a systemic tool like the IPG to track the use of complex text, complex tasks, and ownership.
- We did not identify a systemic way to track the implementation of EL and SEL strategies in correlation with the consistent site wide PD provided throughout the year.

- Continuing to learn how to read and goal set around SBAC IABs/FIABs, but did not consistently use data to adjust instruction or plan future lessons.

Action 3: English Language Learners - Increase Re-designation

Over the course of the year we did implement with fidelity:

- EL students received targeted instruction and support in an ELD/ELA class.
- Teachers utilized ELLevation tool to identify EL students language proficiency level and use of EL progress monitoring forms.
- Teachers provided checking for understanding during instruction through the use of following CFU strategies (questions, collaborative structures, thumbs up/down, Nearpod, Microsoft forms and exit tickets).
- Continued use of common formative assessments within each PLC and use of Clarity questions to provide clarity and purpose for lessons.
- Quarterly use of IABs and FIABs in ELA and History courses.
- PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model to plan instruction for ELs.

Where we struggled this year with implementation:

- During planning for instruction, lack of knowledge with the use of ELD standards and connecting to Literacy standards.
- There is a need to continue to deepen understanding of the use of ELPAC tasks types to plan for instruction.
- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity to provide teacher feedback.
- We did not have a systematic tool to track the use of complex text, complex tasks, and student ownership in classrooms.
- PLCs began to look at CFA data but did not strategically look at data by student groups.

Action 4: African American Growth

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity:
 - Targeted student supports from Fresno Street Saints, "I am valuable Mentoring", BSU, and through Tier II intervention specialists to provide academic supports in the form of goal setting and continued follow up.
 - Brought attention to the needs of African American students using data as a school-wide focus for 2023-2024.
 - Continued use of common formative assessments within each PLC.
 - PLCs met weekly during a common prep period as part of the 5 of 7 schedule model at Gaston.

Where we struggled this year with implementation:

- Academic data was not consistently desegregated by ethnicity within PLCs or in ILT to analyze it and make changes to provide interventions and supports.
- Though we funded the (UJIMA) program to support students by providing culturally relevant lessons that built self identity and provided a historical context to students actions, with a

transition in leadership we were not able to start meeting monthly at the beginning of the year and our students missed out on meeting for several months to start the school year.

Action 5: Students with Disabilities - Academic Growth

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity:
 - Students used the IReady platform.
 - Teachers did intentional checking for understanding through CFUs during instruction (Questions posed, thumbs up thumbs down, etc.)
 - Continued use of common formative assessments within each PLC.
 - Continued use of Clarity Questions. Use of IABs and FIABs in Math, History, and ELA courses.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The entire budgeted amount of funds were not spent in the area of focus. For example, we were only able to plan two educational field trips for students to make more of a connection between what they are learning in the classroom and how it can be applied in the real world. These field trips only took a portion of the funds allocated for G2- Expanding student-centered and real-world learning experiences.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Major Changes: PL targeted to support cultural proficiency development, African American students, EL students, and students with special needs. PL on SBAC IABs and FIABs on how to use claims and targets and read framework for instructional planning.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback provided by SSC 4/4/2024

- Need tool to track implementation of complex text and task
- Utilize a feedback tool
- Utilize tutor.com regularly
- Utilizing IPG to track instruction
- Use IAB/FIAB to drive instruction with fidelity
- Needs to have a plan and time to have a PLC to support CO-

2 ELAC:

Feedback provided by ELAC committee on 2/5/24.

- Provide PL opportunities for staff of best practices and EL strategies to best support EL students
- Increase classroom library and texts available in classrooms
- Build parent capacity of how to best support their children at home
- Need for more technology and access to internet at home

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Keep

- Use of different modalities
- Regular formative assessment used to progress monitor at the classroom and PLC level"
- Align all teachers with learning goals/targets

teaching

- Site wide IEP expectations

- Purchase of technology programs or platforms to support with language development
- Extra support (instructional aides) in classrooms to support ELA teachers

- All subject areas containing elements of literacy in daily instruction
- Use of clarifying questions

Stop

- iReady
- IAB/FIAB for compliance
- Common PLCs the same period
- Additional meetings/after school PL

Start

- School wide reading incentive
- School wide goal setting to improve reading levels
- PLC planning days rather than during a common prep
- Allow for more teacher autonomy w/aligned standards
- More options for formative assessments (as long as they align with standards)
- Focus on fundamental skills for ALL students
- Phone lockers
- Prevent distractions and students meeting outside of class

Action 1

Title: Literacy- Increase Proficiency in ELA

Action Details:

Gaston Middle School will ensure that all students have access to grade-level instruction in ELA/Literacy as outlined in the California ELA/ Literacy Standards that matches the rigor and style of SBAC. Teachers will work together with their PLCs weekly to plan high quality instruction, set quarterly and yearly targets for student performance, develop quarterly curriculum calendars, and outline aligned assessments to monitor learning and provide intervention. PLCs will leverage board adopted curriculum to ensure that students use grade-level text and do grade-level tasks. In addition, PLCs will work to develop common learning targets and success criteria. Teachers will engage students in goal setting and self-analysis. Finally, PLC teams will analyze data to audit equitable access to learning across all student groups. Resources and time will be allocated to develop a more cohesive and timely response to Tier 2 and 3 academic supports through grade-level MTSS teams.

All of this is in place so that, Gaston will decrease the average Distance from Standard (DFS) on the ELA SBAC and increase the percentage of Gaston Students that meet proficiency on ELA (Literacy) Standards.

Gaston will implement the following actions toward achieving success with this goal:

- PL on how to best utilize and read / goal set around data from SBAC, IABs and FIABs,
- PL around IPG; focus and goal setting each semester around elements of Tenet 2b and 3.
- PL using D. Fisher's Research on Relationships, Clarity, Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- PL using D. Fisher Research on collaborative tasks and small group targeted instruction to deliver Tier 1 and Tier 2 instruction.
- PL around Co-teaching models
- PL around how to do intentional checking for understanding for all students with feedback to teachers from admin walks.
- PLCs will meet weekly during their common prep to plan instruction using the 4 Grounding Questions as a frame to create instruction that matches the rigor of the standards, style of SBAC, and includes best practices as described in IPG Tenets 2 and 3. Gaston PLCs will calendar their CFAs, analyze data weekly, and memorialize their work using their PLC Agenda and notes to document next steps for when they are answering the Grounding

questions of, "What are we going to do when students didn't learn it?".

- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Grade-level instruction in Literacy, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments.
-

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

PLC Agendas / Minutes /Common Planning Calendars / CFA and SBAC IAB & FIAB Data

Each PLC will provide an outline of each quarter of instruction to their assigned administrator which will include common learning targets, success criteria, and common formative assessment schedule. Agendas and minutes will be collected during PLCs with measures of progress and review of actions taken by PLC. Common Formative Assessment Data will be aggregated and shared every other week at PLC meetings and at once-a-month ILT Meetings. In addition, district quarterly reports- iReady data, student grades, and interim assessments will be analyzed to determine site and PLC next steps.

Owner(s):

Admin Team

Lead Teachers

Timeline:

Every other week and once a month

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

Teacher Feedback Loop Data

Admin walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks and implementation of clarity practices.

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs

Owner(s):

Admin Team

Timeline:

Walk through data will be shared weekly through Gaston Microsoft Data Sway document.

Lead Teachers will share results of equity audits at monthly ILT Meetings.

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

Cycles of Review Protocol

ILT will conduct quarterly cycles of review, examining CFA data and SBAC IAB/FIAB data. The data will be presented and shared staff-wide, shared with School Site Council, and English Learner Advisory Committee.

Owner(s):

Principal Lead Teachers, SSC and ELAC Lead

Timeline:

Quarterly

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

Equity Audit

PLCs to conduct quarterly equity audits of grades and benchmark data. Data will be analyzed by student groups to differentiate based on student need.

Owner(s):

Lead Teachers

Timeline:

Quarterly

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, district assessments and progress monitor. Students will be supported by special

education teacher in Co-Teaching classes in each reading and math class in a variety of group configurations using differentiation. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

- Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
- Provide teachers with additional time for lesson study, planning, and examination of student progress through summer planning hours.
- Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and supports.
- Purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction.
- Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial.
- Educational field trips that support literacy

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 two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional 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 identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed.

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. Increased use of common formative assessments 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 regular instruction and Extended Library Time.

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The **African American** student population is performing at the lowest level in areas of ELA

The **Asian** student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The **English Learner** student population is performing at the lowest level in areas of ELA and math.

The **Hispanic** student population is performing at the lowest level in areas of ELA and math.

The **Socioeconomic Disadvantaged** student population is performing at the lowest level in areas of ELA and math.

The **Students with Disabilities** student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support **African American** students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support **Asian** students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support **English Learner** students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support **Hispanic** students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support **Socioeconomic Disadvantaged** students by providing funds for teachers

do not fund out of the SPSA

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support **Students with Disabilities** by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support **African American** student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for Black Student Union by supporting activities, meetings and field trips
- With 7090 or 7091 funds we plan to support **Asian** student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support of the Hmong Club through activities, meetings, and field trips
- With 7090 or 7091 funds we plan to support our **English Learner** student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our **Hispanic** student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our **Socioeconomic Disadvantaged** student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- With 7090 or 7091 funds we plan to support our **Students with Disabilities** population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software

- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support **African American** students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support
- Providing mentoring through I am Valuable, street saints, and tier 2 specialist.
- African American student leadership champion will work with selected students to provide on-going support through mentoring, monitoring academic progress, parent communication, weekly check-ins, social emotional guidance, and celebrations.
- Continued use of the findings and suggestions from Equity audit done by the National Center of Urban School Transformation (NCUST).

We plan to support **Asian** students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support **English Learner** students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support **Hispanic** students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support **Socioeconomic Disadvantaged** students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support **Students with Disabilities** by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

Action 2

Title: Math - Increase Proficiency

[Action Details:](#)

Gaston Middle School will ensure that all students have access to grade-level instruction in Math as outlined in the Common Core Math Standards that matches the rigor and style of SBAC. Teachers will work together with their PLCs weekly to plan high quality instruction, set quarterly and yearly targets for student performance, develop quarterly curriculum calendars, and outline aligned assessments to monitor learning and provide intervention. PLCs will leverage board adopted curriculum to ensure that students use grade-level text and do grade-level tasks. In addition, PLCs will work to develop common learning targets and success criteria. Teachers will engage students in goal setting and self-analysis. Finally, PLC teams will analyze data to audit equitable access to learning across all student groups. Resources and time will be allocated to develop a more cohesive and timely response to Tier 2 and 3 academic supports through grade-level MTS teams.

All of this is in place so that, Gaston will decrease the average Distance from Standard (DFS) on the Math SBAC and increase the percentage of Gaston Students that meet proficiency on Math Standards.

Gaston will implement the following actions toward achieving success with this goal:

- Continued use of Math Lesson Design and regular PL from Swun Math Team and FUSD Math Team.
- PL on how to best utilize and read / goal set around data from SBAC IABs and FIABs,
- PL using D. Fisher's Research on Relationships, Clarity, Structured Academic Discourse and Complexity to deliver Tier 1 instruction.
- PL using D. Fisher Research on collaborative tasks and small group targeted instruction to deliver Tier 1 and Tier 2 instruction.
- PL around co-teaching models
- PL around how to do intentional checking for understanding for all students with feedback to teachers from admin walks.
- PLCs will meet weekly during their common prep to plan instruction using the 4 Grounding Questions as a frame to create instruction that matches the rigor of the standards, style of SBAC, and includes best practices as described in IPG Tenets 2 and 3. Gaston PLCs will calendar their CFAs, analyze data weekly, and memorialize their work using their PLC Agenda and notes to document next steps for when they are answering the Grounding questions of, "What are we going to do when students didn't learn it?"
- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Grade-level instruction in Math Literacy, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments.

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](#)

PLC Agendas / Minutes / Common Planning Calendars / CFA and SBAC IAB & FIAB Data

Each Math PLC will provide an outline of each quarter of instruction to their assigned administrator which will include common learning targets, success criteria, and common formative assessment schedule. Agendas and minutes will be collected during PLCs with measures of progress and review of actions taken by PLC. Common Formative Assessment Data will be aggregated and shared every other week at PLC meetings and at once-a-month ILT Meetings.

Owner(s):

Admin Team

Lead Teachers

Timeline:

Every other week and once a month

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Teacher Feedback Loop Data

Admin walk through data will be used to monitor the implementation and use of grade-level math problems and tasks and implementation of clarity practices.

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs

Owner(s):

Admin Team

Timeline:

Walk through data will be shared weekly through Gaston Microsoft Data Sway document.

Lead Teachers will share results of equity audits at monthly ILT Meetings.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Cycles of Review Protocol

ILT will conduct quarterly cycles of review, examining CFA data and SBAC IAB/FIAB and district assessment data. The data will be presented and shared staff-wide, shared with School Site Council, and English Learner Advisory Committee

Owner(s):

Admin Team

Lead Teachers

ELAC Lead

Timeline:

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Equity Audit

PLCs to conduct quarterly equity audits of grades and benchmark data. Data will be analyzed by student groups.

Owner(s):

Lead Teachers

Timeline:

Quarterly

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, district assessments and progress monitor. Students will be supported by special education teacher in Co-Teaching classes in each reading and math class in a variety of group configurations using differentiation. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.
 - Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
 - Provide teachers with additional time for lesson study, planning, and examination of student progress through summer planning hours.
 - Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and supports.
 - Purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction.
 - Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial.
 - Educational field trips that support literacy

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 two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional 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 identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed.

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. Increased use of common formative assessments 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 regular instruction and Extended Library Time.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA

The Asian student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The English Learner student population is performing at the lowest level in areas of ELA and math.

The Hispanic student population is performing at the lowest level in areas of ELA and math.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support English Learner students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support African American student population by providing:

- Funds for transportation for field trips
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- Support for Black Student Union by supporting activities, meetings and field trips
- With 7090 or 7091 funds we plan to support Asian student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support of the Hmong Club through activities, meetings, and field trips
- With 7090 or 7091 funds we plan to support our English Learner student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Hispanic student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

We plan to support African American students by:

- Checking for understanding during instruction

- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Asian students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Hispanic students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction

- Individual meetings with academic counselors for support

Action 3

Title: African American Academic Growth

Action Details:

Gaston Middle School will ensure that African American students have equitable access to the content and equitable experiences to increase the number of African American students who score standards met or standard exceeded on both Math and ELA and to decrease their average distance from standard (DFS) on SBAC. To meet this goal:

- Teachers will receive continued PL on Cultural Proficiency and on strategies in working with students of color.
- Daily classroom walks will be conducted with an equity lens with regular feedback provided to teachers.
- Continued use of the findings and suggestions from Equity Audit done by the National Center for Urban School Transformation (NCUST).
- 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.
- Street Saints, "I am Valuable Mentoring", and other support groups will continue working with African American students on: goal setting, grade checks, social emotional check ins, and home visits to build relationships with families.
- African American Student Leadership Champion will work with selected students to provide on-going supports through mentoring, monitoring academic progress, parent communication, weekly check-ins, social emotional guidance and celebrations.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Disproportionality Data (Grades in ATLAS)

Academic Counselors will pull data on African American students by quarter for students with more than one 'D' or 'F'. The focus group will focus on reducing disproportionality. Counselors will report data for the focus group during quarter cycles of review.

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

CFA and SBAC IAB & FIAB Data

PLCs will desegregate CFA and SBAC IAB / FIAB Data by subgroups in order to identify disproportionality and to determine next steps for when it occurs using a CCI process.

Owner(s):

Admin Team

Lead Teachers

Timeline:

Twice a month

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

Teacher Feedback Loop Data

Admin walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks and implementation of clarity practices.

Special attention to be focused on our African American subgroup to ensure progress through equity audit tools for PLCs

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

- Additional classroom resources and materials specifically to support decrease the disproportionality that exists with this sub-group. Additional training/PL for ALL staff on providing culturally relevant curriculum and instructional strategies.
- Incentives for students that reach set academic goals and targets.
- Continued support for Ethnic Studies with curriculum development, field trips, and teacher development to increase literacy development of students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common

Owner(s):

Admin Team

Timeline:

Walk through data will be shared weekly through Gaston Microsoft Data Sway document.

Lead Teachers will share results of equity audits at monthly ILT Meetings.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support African American student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

- Support for Black Student Union by supporting activities, meetings and field trips
- With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support African American students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

Action 4

Title: English Language Learners- Increase Redesignation

Action Details:

Gaston Middle School will ensure that English Language Learners have equitable access to the content and equitable experiences to increase the number of EL 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. To meet this goal:

- Quarterly PL will occur around research based EL practices.
- All Staff at Gaston Middle School will access the ELL Redesignation report to identify EL students in each of their periods by name and level.
- Teacher and students will goal set throughout the year.
- All teachers will provide practice around vocabulary development, reading comprehension and writing.
- Extended Library Tutoring for Language Learners after school through our after school program for continue vocabulary development, reading comprehension and writing in preparation for interim assessments, ELPAC, as well as grades and overall English Language Fluency.
- Home School Liaison will stay in communication with parents quarterly to inform of progress.
- Librarian will assist with software and literature to support fluency.

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](#)

RFEP Monitoring

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

Owner(s):

Admin Team

Timeline:

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monitoring Forms

All core teachers will complete monitoring forms for all ELL and redesignated students twice during the school year. These forms included additional strategies and supports that could be recommended.

Owner(s):

Core Teachers

Timeline:

Twice a year

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

iReady Data / CFA Data

PLCs will create common formative assessments, monitor data and communicate to students and parents. Data will be used to provide interventions and 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.

Owner(s):

Teachers

Timeline:

Weekly

After School Program Coordinator

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

Teacher Feedback Loop Data

Admin walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks and implementation of clarity practices.

Owner(s):

Admin Team

Timeline:

Walk through data will be shared weekly through Gaston Microsoft Data Sway document. Lead Teachers will share results of equity audits at monthly ILT Meetings.

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 to their language acquisition level.

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will use iREADY as the diagnostic exam, district assessments and progress monitor. Students will be supported by special education teacher in Co-Teaching classes in each reading and math class in a variety of group configurations using differentiation. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards. 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 strategies specifically for EL learners. 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 - 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 2 will use the same supports above, however may be in smaller groups.

Tier 3 - All students with disabilities who are two or more grade levels behind will be supported by two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional 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 identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed. 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. All students in ELD program will be provided additional .125 FTE for ELD support in place of one of their elective courses.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Asian student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The English Learner student population is performing at the lowest level in areas of ELA and math.

The Hispanic student population is performing at the lowest level in areas of ELA and math.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

With Title I funds we plan to support English Learner students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support Asian student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support of the Hmong Club through activities, meetings, and field trips
- With 7090 or 7091 funds we plan to support our English Learner student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Hispanic student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software

- Potential release time for staff to travel with students on their enrichment activities for students.
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support Asian students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Hispanic students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments

- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

Action 5

Title: Students with Disabilities Academic Growth

Action Details:

Gaston Middle School will ensure that students with special needs have equitable access to the content and equitable experiences to increase the number of students with special needs who score standards met or standard exceeded on both Math and ELA and to decrease their average distance from standard (DFS) on SBAC. To meet this goal:

- Regular PL to occur around:
 - How to read and IEP
 - How to best implement supports outline in an IEP
 - Strategies to support students with special needs
 - Co-Teaching training
 - How to scaffold instruction without lessening the rigor of the standard
- Special Education Teachers / Case Managers will regularly monitor IEP goals through IEP process with families and teachers.
- Admin team and Academic Counselor will monitor grades and organize After School Tutoring supports.
- After School Program will support students with reviewing data, completing missing assignments and assisting with communication to parents.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

IEP Goals and IEP Status Report

Administrators overseeing Special Education Teachers will work with School Psychologist to review IEP Goals for compliance purposes to ensure that students have appropriate accommodations and goals to ensure academic success.

Principal to regularly monitor IEP Status Report data to send to all Special Education Teachers to ensure IEPs are up to date and within compliance in terms of timeframes.

Owner(s):

Assigned Admin and SPED Lead Teacher

Principal

Timeline:

Monthly

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

PLC Agendas / Minutes / Common Planning Calendars / CFA and SBAC IAB & FIAB Data

Each PLC will provide an outline of each quarter of instruction to their assigned administrator which will include common learning targets, success criteria, and common formative assessment schedule. Agendas and minutes will be collected during PLCs with measures of progress and review of actions taken by PLC. Common Formative Assessment Data will be aggregated and shared every other week at PLC meetings and at once-a-month ILT Meetings. (Planning that occurs will show evidence of planning with scaffolds where/when needed. Data from CFAs will be desegregated to show SPED subgroup).

Owner(s):

Admin Team

Lead Teachers

Timeline:

Every other week and once a month

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

Teacher Feedback Loop Data

Admin walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks and implementation of clarity practices.

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs

Owner(s):

Admin Team

Timeline:

Walk through data will be shared weekly through Gaston Microsoft Data Sway document. Lead Teachers will share results of equity audits at monthly ILT Meetings.

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

Cycles of Review Protocol

SPED Team will conduct quarterly cycles of review, examining CFA data and SBAC IAB/FIAB data. The data will be presented and shared as a PLC, shared with ILT, School Site Council, and English Learner Advisory Committee.

Owner(s):

SPED Lead and Admin Team

Timeline:

Quarterly

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, district assessments and progress monitor. Students will be supported by special education teacher in Co-Teaching classes in each reading and math class in a variety of group configurations using differentiation. 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 two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional 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 identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed.

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. Increased use of common formative assessments 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 regular instruction and Extended Library Time.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

The Asian student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The English Learner student population is performing at the lowest level in areas of ELA and math.

The Hispanic student population is performing at the lowest level in areas of ELA and math.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support English Learner students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support African American student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for Black Student Union by supporting activities, meetings and field trips
- With 7090 or 7091 funds we plan to support Asian student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support of the Hmong Club through activities, meetings, and field trips
- With 7090 or 7091 funds we plan to support our English Learner student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students

- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Hispanic student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

We plan to support African American students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Asian students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments

- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Hispanic students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

2024-2025 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract for teacher to tutor students at lunch and/or after school **No IEPs**	12,260.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Laptops/technology to support instruction	10,815.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Handicapped, Severely	0.1250	FTE is for Felicia Burrell - ALPS class.	13,542.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	11,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to support teacher planning: summer/winter, etc.	12,260.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Lunchtime teacher support for extra tutorial.	7,356.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for tutorial to support students in literacy	17,164.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference	10,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses to support literacy in all subject areas	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction	39,805.00
G1A1	Sup & Conc	Instruction	Travel			Travel for PL Conferences.	5,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	16,982.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction	31,260.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies to support instruction	10,809.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Laptops/technology to support instruction	31,568.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional Development to Support Cultural Proficiency	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Ujima : Ujima: Funds for Ujima to support African American students	10,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	19,616.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Incentives and materials/supplies to support EL Re-designation celebrations, parent meetings	4,827.00

\$286,208.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	77.28 %	69.4 %	2023-2024	80 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

We were able to carry out Action 1 from the 2023 - 2024 SPSA that calls on all students to be engaged in 2 elective courses. These courses provide learned that relate directly to many real world tasks and professions that student could hold after their K-12 experience. All students had access to A-G Spanish Courses (1, 2 and Nativos), Library Studies, Art, Band, Orchestra, Women's and Men's Alliance, Chorus, Music Exploration, Folklorico, Dance, Drama, Art, Ethnic Studies, Hmong Language. All 7th grade students were enrolled in Information Tournament of Tech and Engineering and Design, Arts and Media were available to 8th grade students.

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

The Social/Emotional scars from the isolation of distance learning caused some students to be hesitant to engage in some clubs and activities that were not bound to sports. Another consideration is the reality of loss of connectedness to our site, staff and other students, which would also reflect in the fall survey data questions and responses to the same related to feeling/being connected to our school.

As we continue to work with student affected by the pandemic, we do so with the understanding that school connectedness is closely correlated to discipline, misbehaviors, and grades. In order to increase positive behaviors, impact grades and target inequities we must continue on aligning to the needs of our students and community and adapt choices to match those needs, both academically and social-emotionally, using Power BI data review, (and staff recommendations crafted into actionable steps by the campus culture committee) to inform our plans and strategies to restore a high degree of connectedness.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The main difference for this year was that when events occurred related to this goal and action was that we were able to add both Dance and Drama with support from the district.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

No major changes will be made for the upcoming 2024 - 2025 in hopes that field trips, educational/community partner relationships and involvement, and real-world experiences will increase.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback provided by SSC on 4-4-2024:

- Additional dance classes that focuses on African American Culture
- Incorporate tutor.com with afterschool tutoring
- Recruit teachers for afterschool tutoring
- Provide opportunity for student to student mentoring from Edison High

2 ELAC:

Feedback provided by ELAC committee on 2/5/24.

- Provide PL opportunities for staff of best practices and EL strategies to best support EL students
- Increase classroom library and texts available in classrooms
- Build parent capacity of how to best support their children at home
- Need for more technology and access to internet at home
- Purchase of technology programs or platforms to support with language development
- Extra support (instructional aides) in classrooms to support ELA teachers
- Family Night- once a month
- School Carnivals
- Speakers-motivational speakers
- Marketing/tech club-more clubs
- Parent club
- More CSAs
- More counselors and social worker
- Training for teachers and counselors on ESLs

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Keep

- Art extra buyout
- Helps lower class sizes in core classes
- Gives more students opportunity to do art since there's only one teacher
- Keep it all
- Don't lose any teachers
- Different classes for students to find what they enjoy and what they are excited for
- Two electives
- More fun for students, competitive with Computech
- Ticket to future
- College visits
- See what colleges are like
- ATLAS grade report
- Use of XELLO
- Allows students to explore a variety of careers
- Invitations to guest speakers
- Opportunity to hear from people who are in different career pathways
- Student success conferences with academic counselors
- Gives students a chance to get info from a knowledgeable source

Stop

- Five-star student software
- We don't use it for college/career
- Participation in CTE ticket to the future
- Few to no student participation
- Career advanced lessons
- What are these??
- Super Saturday at CSU
- Low participation

Start

- Field trips (educational)
- Have something to incentivize students
- Home Ec. and Shop class
- Teach students basic life skills to be successful
- IMAGD, FUSD/CTE requirement
- Precisions exams
- Real world industry exams
- Align with Edison
- Add computer science elective
- To align with Edison
- Tutoring for students
- We currently have nothing in place
- Have a meeting regarding ATLAS grade report
- AVID
- Teaches problem-solving, note taking, time management, and it prepares students for college eligibility and success

Action 1

Title: Increase Elective Options / Club & Sport opportunities

[Action Details:](#)

Gaston Middle School will ensure that all students have access to two elective courses to ensure that students have access to A-G course work, STEM, and Visual and Performing arts course so that they have the greatest array of learning opportunities open to them as they prepare to enter high school.

Gaston will implement the following actions toward achieving success with this goal:

- Offering a daily schedule with 7 periods in which students get 5 core classes and 2 electives.
- Elective offerings will include but not limited to: Spanish 1, 2, and Nativos, Hmong, Art, Music, Choir, Women's / Men's Alliance, Ethnic Studies, Drama, Dance, Information Technology, Engineering and Design, BioMed, and Arts and Media.
- Elective course will be provided with needed materials and supplies to support instruction.
- Educational Field Trips will be provided.

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

Master Schedule Data

Academic Counseling Team and Admin Team will analyze master schedule to ensure that students are equitably placed in elective offerings, looking at subgroups like EL, African American, SPED, and even gender. Using a CCI process the team will problem solve and make changes to master schedule as needed to work to ensure equity.

Owner(s):

Academic Counselors
Admin Team

Timeline:

July 2023 and January 2024

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

ATLAS Grade Reports

Academic Counseling Team will provide a report to ILT showing metrics around grade (academic outcomes) for students by subgroups (AA, SPED, and EL) for elective offerings to identify any disproportionate outcomes. ILT will use this data using a CCI process to work with two Elective Lead Teachers to identify action steps to ensure equitable outcomes.

Owner(s):

Academic Counselors
ILT
Electives A and Electives B Lead Teachers
Admin Team

Timeline:

Bimonthly

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

Teacher Feedback Loop Data

Admin walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks and implementation of clarity practices.

Owner(s):

Admin Team

Timeline:

Walk through data will be shared weekly through Gaston Microsoft Data Sway document.

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

PLC Agendas / Minutes / Common Planning Calendars / CFA Data

Each Elective PLC will provide an outline of each quarter of instruction to their assigned administrator which will include common learning targets, success criteria, and common formative assessment schedule. Agendas and minutes will be collected during PLCs with measures of progress and review of actions taken by PLC. Common Formative Assessment Data will be aggregated and shared every other week at PLC meetings and at once-a-month ILT Meetings.

Owner(s):

Admin Team
Lead Teachers

Timeline:

Every other week and once a month

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

ATLAS Student Engagements Data

Data will be analyzed by Campus Culture Director, Athletic Director, and assigned admin to identify who is participating in sports, clubs, and other activities by gender, grade level, and by subgroups. Group will use a CCI process to identify who to ensure that all subgroups are involved in equitably.

Owner(s):

Campus Culture Director
Athletic Director
Campus Culture Teacher of Special Assignment
Admin Team

Timeline:

Quarterly

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

- Parents and students participating in culminating projects with clubs and events are connected with electives (i.e. BSU / celebrating Black History Month, Latinos for Excellence, Latino Studies, folklorico and Hmong dances. Dia de los Muertos celebration, Tournament of Technology; and other school events connected to Goal 2.
- Substitute teachers may be needed for classroom coverage for teachers/club advisors and transportation for students to travel to compete in school events/activities.
- Technology software for electives, activities, clubs
- Additional funding to support student competitions (food, attire, entry fees, travel).
- Music equipment and instruments

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support English Language Learners

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language through out all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan on completing the following actions:

- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

There are no student groups currently in red for Campus Culture on the California Dashboard. However we recognize the struggles of the following groups:

The African American student population is performing at the lowest level in areas of ELA

The Asian student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The English Learner student population is performing at the lowest level in areas of ELA and math.

The Hispanic student population is performing at the lowest level in areas of ELA and math.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support English Learner students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- With 7090 or 7091 funds we plan to support African American student population by providing:
 - Funds for transportation for field trips

- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- Support for Black Student Union by supporting activities, meetings and field trips
- With 7090 or 7091 funds we plan to support Asian student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support of the Hmong Club through activities, meetings, and field trips
- With 7090 or 7091 funds we plan to support our English Learner student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Hispanic student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Students will be provided additional .125 FTE prep buyout to support and allow for more students to be involved in CTE (Career & Technical Ed) and other elective courses that provide students with exposure to college and career experiences.
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Students will be provided additional .125 FTE prep buyout to support and allow for more students to be involved in CTE (Career & Technical Ed) and other elective courses that provide students with exposure to college and career experiences.
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do

not fund out of the SPSA

We plan to support African American students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Asian students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
-

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and support
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities

- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Hispanic students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.

- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

Action 2

Title: Expose students to college and career experiences

Action Details:

Gaston Middle School will ensure that all students have access to college and career experiences to better prepare them to enter high school with a mindset set of college and career.

Gaston will implement the following actions toward achieving success with this goal:

- Use of XELLO(a Career Exploration Application)
- Participation in presentations by high schools regarding pathway and elective choices.
- Visit to Colleges and Universities both local and outside of immediate Fresno area
- Invitations to guest/community speakers
- Career Advanced Lessons
- Student Success Conferences with Academic Counselors
- Students will participate in Super Saturday at CSU, Fresno

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](#)

College and Career Trip Data

% of students engaged in college and career visits and activities. Academic Counselors will track this student involvement data using ATLAS Engagements / Five Star Student Software to ensure that ALL students get an opportunity to participate.

Owner(s):

Academic Counselors

Timeline:

Monitored monthly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

A-G Data using ATLAS Gradebook Reports

% of students of students that are on track with A-G courses (Algebra 1 and Spanish). Academic Counseling team will provide data to ALL staff weekly on % of D's and F's. They will also provide monthly data to ILT team, CCI process will be used to identify subgroups that may be struggling to problem solve and create action plans as needed to improve outcomes.

Owner(s):

Academic Counselors

Timeline:

Weekly to all staff members through % of D's and F's reporting.

Monthly through ILT meeting.

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

The following will be needed to support this action:

- Funds for transportation
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

[Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.](#)

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, Math and English Learner Progress.

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (English Language Learners by providing trips to visit colleges both in town and around the state.

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language through out all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. As a site: What are planned actions to support this student group?

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and support
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support

[Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.](#)

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

There are no student groups currently listed in red on the California Dashboard for Climate and Culture. However, we recognize the struggles of the following groups:

The African American student population is performing at the lowest level in areas of ELA

The Asian student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The English Learner student population is performing at the lowest level in areas of ELA and math.

The Hispanic student population is performing at the lowest level in areas of ELA and math.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support English Learner students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

With 7090 or 7091 funds we plan to support our African American, Asian, English Learner, Hispanic, Socioeconomic disadvantaged, and Students with Disabilities student groups by providing: With 7090 or 7091 funds we plan to support African American student population by providing

- Funds for transportation for field trips
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- Support for Black Student Union by supporting activities, meetings and field trips

With 7090 or 7091 funds we plan to support Asian student population by providing:

- Funds for transportation for field trip
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- Support of the Hmong Club through activities, meetings, and field trips

With 7090 or 7091 funds we plan to support our English Learner student population by providing:

- Funds for transportation for field trips
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- Support for the Latinos for Excellence club by supporting activities and field trips

With 7090 or 7091 funds we plan to support our Hispanic student population by providing:

- Funds for transportation for field trips
- Support for Latinos for Excellence trips and activities
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- Support for the Latinos for Excellence club by supporting activities and field trips

With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by providing:

- Funds for transportation for field trips
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:

- Funds for transportation for field trips
- PL for teachers in special education
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students
- Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support African American students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Asian students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and support
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Hispanic students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

2024-2025 SPSA Budget Goal Subtotal

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

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation - Field Trips	10,452.00

\$10,452.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		31.9 %	2023-2024	26.3 %
Chronic Absenteeism - Semester 1 (Asian)	✓		17.1 %	2023-2024	12.5 %
Chronic Absenteeism - Semester 1 (Students w/ Disabilities)	✓		45 %	2023-2024	42.5 %
Suspension Rate - Semester 1	✓	9.12 %	13.2 %	2023-2024	12.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action1 -
Tier 1 Bengal Climate and Culture Team Overall Implementation:

- All positions on BCC team were filled and team was able to meet at least 1x per month BCC identified a goal to address during the school year
- To reduce misbehaviors schoolwide by 10% and increase positive recognition.
- To reduce the amount of tardy students by adjusting our tardy policy.
- TSA and CCS worked closely with BCC Admin to pre-plan agendas, analyze data, and develop action steps to address goal.
- Quarterly updates to staff of site data to inform of site progress towards BCC goal. Implementation of schoolwide positive recognition and incentives to increase positive behavior.
- Weekly Advisory lessons focused on SEL using Second Step Curriculum, implemented class circle structures for community building, and provided Gaston Tech Tips lessons to support student success in classrooms.
- All staff developed a classroom management plan to support student learning.

Where we struggled with implementation:

- Large numbers of new teachers learning classroom management for the first time.
- Inconsistency with implementing schoolwide expectations, routines and procedures.
- Inconsistency with following individual classroom management plan to set up Classroom Conditions for Learning.
- Inconsistency with supporting individual teachers to address classroom misbehaviors.

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

Where we struggled with implementation:

- Lack of confidential meeting space with 3 staff members having to share the Student Supports Office and other support staff members meeting in closets and hallways or the foyer.
- Lack of a specific support group for African American males who experience disproportionality according to the data.

- Responding to levels of misbehaviors (classroom disruption and defiance).
- Target to reduce schoolwide misbehaviors by 10% was not met.

Action 2 -

MTSS/Tier 2/3 Structures Overall Implementation:

- TST meetings occurred with fidelity weekly, led by assigned admin and Tier II Intervention Specialist. Data was regularly reviewed using a CCI process.
- Tier II Intervention Specialist had an identified caseload that he met with for skill-building and SEL supports.
- Additional supports consistently provided to students based on need from Fresno Street Saints, I Am Valuable Mentor, Project Access, All 4 Youth Counseling, and School Psychologist.
- Worked to consistently track students sent to the office on an Office Referral using an electronic tracking log in Excel.

Where we struggled with implementation:

- Lack of confidential meeting space with 3 staff members having to share the Student Supports Office and other support staff members meeting in closets and hallways or the foyer.
- Lack of a specific support group for African American males who experience disproportionality according to the data.
- Did not consistently utilize Second-Step curriculum to create advisory lessons (Teacher Actions)
- Did not teach advisory lesson with fidelity

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Intended and Actual Planning: For Tier 1 - District funded TSA assigned to site to support with implementation of schoolwide Tier 1 Structures and Expectations. There is a need to increase funding for schoolwide incentives to increase school attendance and motivate positive behavior. In addition, Restorative Practices Counselor, PL and strategies are needed to support and strengthen a positive school climate/culture amongst all staff and students along with increase of SEL skills and integration into classrooms.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Major changes for Tier 1: Restorative Practices Counselor and PL targeted to support all students; (SWD), African American students, Hispanic, EL students, and students with special needs. Schoolwide PL on how to incorporate SEL skills into daily lessons, increase positive ratios of interactions and how to respond to levels of misbehaviors to support Classroom Conditions for Learning.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Feed back from SSC on 4-4-2024

- Use the supplemental program that created Second Steps called ie. Ripple Effects

Feedback provided by ELAC committee on 2/5/24.

- Provide PL opportunities for staff of best practices and EL strategies to best support EL students
- Increase classroom library and texts available in classrooms
- Build parent capacity of how to best support their children at home
- Need for more technology and access to internet at home
- Purchase of technology programs or platforms to support with language development
- Extra support (instructional aides) in classrooms to support ELA teachers
- Family Night- Once a month
- Carnivals
- Motivational Speakers
- Marketing/Tech club-more clubs for students
- Parent club
- More CSAs
- More Counselors
- More social Workers
- Training for teachers and counselors on ESLs

Keep

- Team provides updates to staff regularly on goals for student behavior
- Full-time RPSC
- It has led to reduction in suspension and fidelity
- Social worker
- To continue consistency of support for students

Stop

- BCC
- No noticeable change in climate/culture at school

Start

- Let BCC members have action instead of just admin
- More staff/teacher voice
- More accountability
- Action plans after every meeting
- More direct help to new teachers
- Community education components
- 8th grade parent meetings
- 7th grade parent meetings
- A staff to help with record keeping to create more opportunities to meet student need
- Create access to more confidential spaces for support staff

Action 1

Title: Tier 1- Schoolwide/Bengal Climate and Culture (BCC)

Action Details:

Gaston Middle School will ensure that all students have access to Tier 1 Schoolwide structures and expectations to foster a safe and nurturing environment that is conducive to learning for all staff and students and support students' academic and social emotional needs. The goal is to increase student engagement in school through; daily attendance, offer 2 elective courses, participate in campus clubs; athletic/sports, school events and activities to develop both social and SEL skills necessary for students to have a sense of belonging, build positive relationships with all stakeholders and be successful in school.

All of this is in place so that, Gaston will increase in positive recognition and engagement, and decrease misbehaviors by 10% as compared to Qtr.1 misbehavior data to support a positive learning environment and school climate/culture. Gaston will implement the following actions toward achieving success with this goal:

- Review of Fall/Spring Climate and Culture Survey Data
- Review monthly/quarterly - misbehavior/suspension/attendance data
- Consistently implement school wide expectations and structures to support a positive climate/culture
- PL to increase positive ratios of interactions and build positive relationships with all staff and students
- Increase sense of belonging for students through school activities and school connectedness, increase staff morale
- PL to apply effective strategies to respond to levels of misbehaviors and increase interventions
- Advisory lessons that embed SEL skills and community building Class Circles

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

Climate and Culture Survey Data

- Climate/Culture TSA to plan BCC agendas for data review
- BCC Team to review Fall/Spring Climate/Culture Survey Data
- BCC Team to determine site goal and action plan based on data results
- BCC monthly meetings to progress monitor action plan, utilize Climate/Culture Implementation Rubric indicators to calibrate and determine next steps
- BCC Team, Climate/Culture TSA, CCS and BCC Admin to utilize CCI process to improve CC survey data results
- Utilize the Climate/Culture Implementation rubric to monitor effectiveness of Tier 1 structures, communicate and celebrate progress with staff, students and stakeholders; monthly, quarterly, and semester.

Owner(s):

Climate/Culture TSA, Climate/Culture Specialist

BCC Team and Admin

Timeline:

Fall/Spring

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

Misbehavior/Suspension Data

- Climate/Culture TSA to plan BCC agendas for data review
- BCC Team to review misbehavior/suspension data using Power BI
- BCC Team to determine site goal and action plan based on data results to reduce misbehaviors
- Data review with Climate/Culture TSA, BCC Admin, Re-Engagement Teacher to determine site trends and needs.
- BCC Team to share quarterly site data trends at staff meetings
- Advisory lessons focused on SEL skills/competencies utilizing district adopted curriculum "Second Step" to support student success
- BCC Team, Climate/Culture TSA, and Climate/Culture Specialist (CCS) to plan and provide PL to respond to levels of misbehaviors and increase positive recognition
- Increase schoolwide recognition and incentives to support positive behaviors
- Utilize CCS as a resource to support teachers with Tier 1 structures and classroom management strategies.

Owner(s):

Climate/Culture TSA, Re-Engagement Teacher

BCC Team and Admin

Climate/Culture Specialist

Timeline:

Quarterly/Semester

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

Attendance/Grades/Misbehavior Data

- Quarterly "Rock n Roar" activity - Campus Culture Director, Climate/Culture TSA, and BCC Team to communicate Criteria for Success required for student participation in quarterly "Block Party" activities.
- Team review of quarterly attendance, grades, misbehavior/suspension data to determine participation in quarterly "Block Party" activities.
- Increase positive recognition and schoolwide incentives to promote positive behavior and quarterly "Block Party" activities.

Owner(s):

Campus Culture Director, Climate/Culture TSA
BCC Team, Academic Counselors

Timeline:

Quarterly

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

Tier 1 - All students will continue to learn to build positive relationships with staff and students to increase a sense of belonging utilizing district adopted curriculum "Second Step". The structure of class meetings will be incorporated in advisory classes and applied in core/content classrooms to build a sense of community. Supplemental resources such as Character Counts to also support student directed and created class meetings during advisory lessons and in content classrooms. The goal to increase student engagement, student voice and positive recognition will be supported by all staff by intentionally setting up Conditions for Learning to support a safe and positive school environment through effective SEL, community building and class meetings. The school will also continue to partner with community partnerships to seek opportunities to engage with all stakeholders to increase community involvement/partnerships with school/families and support schoolwide events such as; Elective class performances, Donuts with Distinguished Adults, Muffins with Mentors, West Fresno CAN projects, and Community Fairs/Activities. Materials and supplies for events upon request as funds available.

Tier 2 includes our Shadows, Fresno Street Saints, CWAS, Re-Engagement Teacher, Mentoring, Restorative Practice Counselor, the Counseling Team 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 daytrips, 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. Additional funding for full time Restorative Counselor.

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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Asian student population is performing at the lowest level in areas of absenteeism.

The Students with Disabilities student population is performing at the lowest level in areas of absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to build relationships with staff on campus and improve attendance.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to build relationships with staff on campus and improve attendance.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support Asian student population by providing:
 - Funds for transportation for field trips
 - Funds for career software

intervals of the school year. Access to equipment and software. All students will have access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

- Potential release time for staff to travel with students on their enrichment activities for students.
- Support of the Hmong Club through activities, meetings, and field trips
- Funds for student and parent incentives to support families and improve attendance.
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Funds for student and parent incentives to support families and improve attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support Asian students by:

- Discussing and finding individualized support for students considered chronically absent through weekly TST meetings.
- IS will identify and support students who are chronically absent.
- Individual meetings with academic counselors for support

We plan to support Students with Disabilities by:

- Discussing and finding individualized support for students considered chronically absent through weekly TST meetings.
- IS will identify and support students who are chronically absent.
- Individual meetings with academic counselors for support
- Case managers will hold IEP meetings based on student attendance to determine best level of support.

Action 2

Title: Tier 2/3- MTSS/TST Cycles

Action Details:

Gaston Middle School will ensure that all students have access to a Master Schedule and Program that 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

Suspension and Misbehavior Data/TST Referrals/Restorative and Tier 2 Data

TST, Administrators and Support Personnel will review data from suspensions, misbehaviors, restorative meetings/requests, Tier 2 Specialist outcomes and TST referrals to determine needed supports. All data will be processed weekly through the TST group and next steps will be determined for individual students and/or for the campus as needed by appropriate personnel. Professional development to support student behaviors and increase interventions will be ongoing through Buy Back Days, staff meetings, and optional teacher support meetings.

Owner(s):

Administrators

TST Members

Timeline:

Weekly.

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

Tier 1 - All students will continue to learn to build positive relationships with staff and students to increase a sense of belonging utilizing district adopted curriculum "Second Step". The structure of class meetings will be incorporated in advisory classes and applied in core/content classrooms to build a sense of community. Supplemental resources such as Character Counts to also support student directed and created class meetings during advisory lessons and in content classrooms. The goal to increase student engagement, student voice and positive recognition will be supported by all staff by intentionally setting up Conditions for Learning to support a safe and positive school environment through effective SEL, community building and class meetings. The school will also continue to partner with community partnerships to seek opportunities to engage with all stakeholders to increase community involvement/partnerships with school/families and support schoolwide events such as; Elective class performances, Donuts with Distinguished Adults, Muffins with Mentors, West Fresno CAN projects, and Community Fairs/Activities. Materials and supplies for events upon request as funds available.

Tier 2 includes our Shadows, Fresno Street Saints, CWAS, Re-Engagement Teacher, Mentoring, Restorative Practice Counselor, the Counseling Team 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. Additional funding for full time Restorative Counselor.

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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

Students will be intervened with the use of Fresno Street Saints and Gaston Shadows, TST, Intervention Specialist, Psych and Social Worker then regrouped on a quarterly bases. A support counselor from A4 and another from I Am Valuable will also support a specific group of students 5 hours per day. TST will ensure that students identified as EL homeless, EL foster, EL SPED and EL have services and teachers have background knowledge to assist teachers 'knowing' all their students and levels to support language acquisition.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

There are no student groups currently in red for on the California Dashboard. However, we recognize the struggles of the following groups:

The African American, Hispanic, and students with disabilities student populations are our three groups with the highest rates of suspension.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds we plan to support our African American student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

With Title I funds we plan to support our Hispanic student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

With Title I funds we plan to support our students with disabilities student population by providing

lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- With 7090 or 7091 funds we plan to support African American student population by providing:
 - Potential release time for staff to travel with students on their enrichment activities for students.
 - Support for Black Student Union by supporting activities, meetings and field trips to increase cultural connectedness and develop pride for their campus.
 - Fund a full-time restorative practice counselor to improve relationships and identify SEL needs.
- With 7090 or 7091 funds we plan to support our Hispanic student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities.
 - Potential release time for staff to travel with students on their enrichment activities for students.
 - Support for the Latinos for Excellence club by supporting activities and field trips to increase cultural connectedness and develop pride for their campus.
 - Fund a full-time restorative practice counselor to improve relationships and identify SEL needs.
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Potential release time for staff to travel with students on their enrichment activities for students.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support African American students by:

- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in a way that is culturally relevant to AA students.
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.

We plan to support Hispanic students by:

- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language.
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.

We plan to support Students with Disabilities by:

- Supporting clubs and extracurricular activities (Special Olympics)
- Regular meetings with case managers to provide support.
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.

2024-2025 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Bengal Block Parties, Academic Awards, and to build climate and culture	34,112.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G3A2	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Counselor, School	0.3000	0.5 FTE from 7090 , 0.5 FTE from 3010 (FTE Item 7616) to 4129 Stronger Connections 0.2 FTE, Site 0.3 FTE, 0.5 FTE DPI - OP	52,207.00

\$88,819.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	89.48 %	81.3 %	2023-2024	82.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- With all teaching positions filled at the start of the year, the focus was on keeping all current staff.

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

- Teacher connectedness through staff appreciation and acknowledgment

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No major difference.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

More funds will be allocated for teachers to attend PL conferences to support their instructional growth and cultural proficiency.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

2 ELAC:

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Feedback provided by SSC 4-4-2024

- Same Co-teacher

Feedback provided by ELAC committee on 2/5/24.

- Provide PL opportunities for staff of best practices and EL strategies to best support EL students
- Increase classroom library and texts available in classrooms
- Build parent capacity of how to best support their children at home
- Need for more technology and access to internet at home
- Purchase of technology programs or platforms to support with language development
- Extra support (instructional aides) in classrooms to support ELA teachers
- Family night- once a month
- School carnivals
- Speakers-motivational speakers so they motivate students
- Marketing/tech club-more clubs for students
- Parent club
- More CSAs
- More counselors and social workers
- Training for teachers and counselors on ELSs

- PL targeted support
- Training in practical and effective EL strategies
- Designate ELA class with extra support for ELs – one bilingual teacher w/ all ELs
- Additional paras for support
- Co-teachers
- Training for co-teachers

Action 1

Title: Recruit and Retain Staff Representative of the Community

Action Details:

Gaston Middle School will ensure that our site has a diverse staff that is representative of the community that we serve. Diversity in staff includes teaching staff, Classified staff, Counselors, Administrative staff, and other support staff. Diversity will be represented in a variety of ethnic backgrounds, sexual orientations, gender identities, languages, and other factors so that our culture is rich. Gaston will work to ensure that all staff members feel welcomed and supported regardless of their background.

Gaston will implement the following actions toward achieving success with this goal:

- During hiring processes we will continue to select a diverse hiring panel so that we have representation from various backgrounds during the hiring process.
- We will continue to make a concerted effort to encourage staff from within to step up into leadership roles. (i.e. Paraprofessionals to Teacher role, i.e Teachers into ILT roles and Admin roles, etc.) with a specific focus on ensuring that we are having staff of all backgrounds in leadership.
- Continue the work with the Culture and Climate Team in creating community.
 - Partnering up new teachers with a teacher "buddy".
 - Weekly Staff get-togethers (i.e. Friday Coffee time in the foyer)
 - Reviewing of survey data to see that all subgroups are feeling connecting and if not, examining why not and determining next steps through a Continuous Cycle of Improvement.
- Continued use of Cultural Proficiency Professional Learning to allow staff to grow in gaining a deeper understanding of others.
- Continued Professional Learning around SEL (Social Emotional Learning) as it relates to adults.
- Continued Professional Learning around Self-Care for staff.

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

Internal Data on Staff Diversity

Principal and Co-Admin Team will look at student demographic data yearly to work to ensure that staff hired is, first highly qualified and secondly closely matches the diversity of the community served. Data will be kept internally and can be pulled from CDE site on diversity of staff in terms of gender and ethnicities.

Owner(s):

Admin Team

Timeline:

Monthly

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

Professional Learning Feedback from Staff

Conferences and onsite PL in diversity and equity for staff will occur regularly throughout the year. Feedback will be gathered after professional learning opportunities to gather staff feedback on learning provided.

Owner(s):

Admin team and ILT

Timeline:

Quarterly

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

Quarterly Staff Survey

Quarterly Surveys to get feedback from staff on feelings of connectedness to peers and gathering information about needs to improve the culture and climate.

Owner(s):

Admin Team and BCC (Bengal Culture and Climate Team)

Timeline:

Quarterly

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

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts
- Time built into the day to engage in meaningful team / relationship building as a staff
- Release time for teachers to learn from peers on and off site to grow their skillsets
- Resources to support the running of staff and PLC meetings
- Recruitment of community members for open classified positions through Gaston Facebook and Instagram pages. HSL will support community members in completing the application for FUSD.
- Events to recognize staff for work done and to make them feel recognized as a part of the Gaston family

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of ELA

The Asian student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The English Learner student population is performing at the lowest level in areas of ELA and math.

The Hispanic student population is performing at the lowest level in areas of ELA and math.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

Teachers will do intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Nearpod, Microsoft Teams, and exit tickets. Continued use of common formative assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). 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 and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support English Learner students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

- With 7090 or 7091 funds we plan to support African American student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Support for Black Student Union by supporting activities, meetings and field trips
- With 7090 or 7091 funds we plan to support Asian student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Support of the Hmong Club through activities, meetings, and field trips
- With 7090 or 7091 funds we plan to support our English Learner student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Hispanic student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by

providing:

- Funds for transportation for field trips
- Funds for career software
- Potential release time for staff to travel with students on their enrichment activities for students.
-
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support African American students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Asian students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Hispanic students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction

- Individual meetings with academic counselors for support

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support

2024-2025 SPSA Budget Goal Subtotal

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

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Food Service Catering to support teacher retention	5,000.00

\$5,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	85.66 %	89.1 %	2023-2024	90.2 %
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	85.66 %	89.1 %	2023-2024	90.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Action 1: Increase Parent/Family Engagement

Overall Implementation:

- Over the course of the year, we did the following with fidelity.
 - Daily Home visits from two HSLs
 - Consistent use of communication tools like Parent Square, School Remind App, byoffice and HSL team.
 - Back to School Night/Open House
 - New process for a week of parent conferences during Quarter 2 and Quarter 3 (Fall and Spring). Regular use of Social Media platforms to reach out to families (Instagram and Facebook)
 - Gaston website, updated weekly by Academic Counselor and Principal.
 - Began process of getting student voice in front of teachers with first ever, parent panel in front of staff at Spring Buyback.

Where we struggle this year with implementation:

- Still struggled to get all parent subgroups to participate equitably based on the percentage of their population represented on campus.
- Still working toward getting greater parent involvement from African American parents and Hmong parents. Still working to get better and giving our families opportunities to share their voice in how school runs

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

Main factors that contributed to disproportionality:

- Not all families comfortable with coming to campus for meetings.
- Not all families have transportation to come to school campus

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were no actual major differences in the budget expenditures, funds were spent on HSL as planned along with mileage for travel of HSL to homes and **Street Saints**. Funds were spent at parent meetings as well as for parent incentives (i.e. Gaston Coffee cups, Sweatshirts, etc.).

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The major change for the 2025-2024 SPSA when compared to the 2023-2024 SPSA, is that there will be a continued deep focus on regular two way communication with parents through Parent Square. Funds will also be spent of more targeted parental courses in which parents can learn how to navigate platforms like Microsoft Teams, ATLAS, Parent Square, etc. Also parent sessions to increase community engagement and involvement in the school. More funds to be spent on parent incentives/food to bring families to the site to get their regular input.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

Feedback from SSC meeting 4-4-2024:

- Monthly parent forums/Community meeting with food

2 ELAC:

Parent input and suggestions for next year SPSA from most recent ELAC meeting held on 2/5/24:

- Provide PL opportunities for staff of best practices and EL strategies to best support EL students
- Increase classroom library and texts available in classrooms
- Build parent capacity of how to best support their children at home
- Need for more technology and access to internet at home
- Purchase of technology programs or platforms to support with language development
- Extra support (instructional aides) in classrooms to support ELA teachers

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

From staff meetings, ILT, BCC, and PLCs during the year:

- Continue to fund HSL through SPSA for parent contacts/visits
- Bring in community role models (**monthly**)
- Parent focus group (Specific to parents)
- Community engagement

Action 1

Title: Increase Parent/Family Engagement

[Action Details:](#)

Gaston Middle School will work to ensure that all Gaston families will feel valued and that they have a voice in the education of their children at Gaston. This will be done by ensuring regular two-way communication spearheaded by the

use of two Home School Liaisons, one of which will be sit funded.

Gaston will implement the following actions toward achieving success with this goal:

- Parent Portal
- Edutext
- Parent University
- Communication with parents - using various communication platforms; school messenger, site website, social media
- Home School Liaison to communicate in both languages (English/Spanish) to support and connect with families - Home Visits, TST, IEPs, 504s, parent conferences, re-entry meetings, etc.
- Coordinate communication between teachers and non-English speaking parents to increase communication between staff and families.
- Increasing parental involvement SSC, ELAC, DLAC, DAC, LCAP, Title 1 meetings, and Parent Coffee Hour
- Title I Funds attached to Parent Involvement
- Parent/Community Meetings

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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](#)

Climat & Culture Family Survey Data

Owner(s):

HSL Team and Assigned Admin

Timeline:

At least once each Semester

HSL Team to review this data each semester using a CCI process to improve communication methods and to plan opportunities to gather family voice and to parent learning opportunities.

- Attendance
- Misbehaviors/Suspensions
- Grades
- Parent Attendance at site events/meetings

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Parent Attendance Data at site events / meetings

Owner(s):

Office / Admin / HSL team

Timeline:

Monthly

Office / Admin / HSL team to collect sign in logs from school events to track ongoing trends for parent participation at events like Open House, Back to School Night, Parent Conferences, Coffee Hours, and other school events.

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

NEW Customer Service Feedback Survey

Owner(s):

Office Manager and Principal

Timeline:

Monthly

Parents will be able to provide anonymous feedback using Let's Talk on their customer service experience while on campus. Survey will be posted in the office and on Gaston website. This data will be regularly reviewed by Office Manager and Principal to work with office team to improve customer service experiences for all families.

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

- **Student Academics:**
 - Parent meetings to review content and ELD strategies

- ELAC, SSC, Parent Coffee Hour (not limited to materials and supplies)
- **Student Centered and Real-World Learning:**
 - Open house, Back to School night, community events.
 - Black History Month Performance
- **Student Engagement:**
 - Parent meetings to increase community engagement
 - Sports, performances, community events (County Guidelines permitting).
 - Black History Month Performance
- **Student Attendance**
 - Monthly parent attendance meetings
 - HSL work with families of students that are chronically absent.
 - SART meetings held with families to determine appropriate supports for students not regularly attending.
- The Home School Liaison (HSL) will provide the following to families:
 - Home visits to:
 - build relationships and determine family needs (items delivered i.e. laptops. etc.)
 - find students / families that teachers have not been able to reach
 - support teachers who are trying to reach families
 - Facilitate parent meetings and training
 - Strengthening connections that parents feel with school to foster regular two-way communication
 - Provide training on specific topics based on parent requests and need parent engagement meeting (Vaping)
 - Will work with families directly on site by fielding and making calls
- HSL will need access to materials to support parent meets (i.e. food, books, copies of materials, parent t-shirts, etc.)
- HSL will support families and community members in applying for open positions at the school in order to increase community ownership and representation to fill open positions at the school.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

English Learner student population is performing at the lowest level in areas of English Language Arts, and Math.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

With Title I funds we plan to support English Learners by providing integrated and designated ELD instruction through ELA and ELD courses and intervention/instruction in English Language throughout all courses. We will also offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction.

3. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goals 1-3, that apply, that the student group is identified in red according to the metrics in the CA Dashboard).

The African American student population is performing at the lowest level in areas of ELA

The Asian student population is performing at the lowest level in areas of ELA, math, and absenteeism.

The English Learner student population is performing at the lowest level in areas of ELA and math.

The Hispanic student population is performing at the lowest level in areas of ELA and math.

The Socioeconomic Disadvantaged student population is performing at the lowest level in areas of ELA and math.

The Students with Disabilities student population is performing at the lowest level in areas of ELA, math, and absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.
- MTSS/TST will ensure that students identified as ELL homeless, ELL foster and low ELL SES as well as ELL SPED have services and teachers have background to assist teachers 'knowing' their students and families,
- All communication home will be sent in students' primary language where and when possible.

With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support English Learner students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, and provide designated and integrated ELD instruction.

With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Socioeconomic Disadvantaged students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction.

With Title I funds we plan to support Students with Disabilities by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction, PL specifically for teachers regarding supports for students with disabilities.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- With 7090 or 7091 funds we plan to support African American student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for Black Student Union by supporting activities, meetings and field trips
- With 7090 or 7091 funds we plan to support Asian student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support of the Hmong Club through activities, meetings, and field trips
- With 7090 or 7091 funds we plan to support our English Learner student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips
- With 7090 or 7091 funds we plan to support our Hispanic student population by providing:
 - Funds for transportation for field trips
 - Support for Latinos for Excellence trips and activities
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
 - Support for the Latinos for Excellence club by supporting activities and field trips

- With 7090 or 7091 funds we plan to support our Socioeconomic Disadvantaged student population by providing:
 - Funds for transportation for field trips
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)
- With 7090 or 7091 funds we plan to support our Students with Disabilities population by providing:
 - Funds for transportation for field trips
 - PL for teachers in special education
 - Funds for career software
 - Potential release time for staff to travel with students on their enrichment activities for students
 - Additional teaching and Tier 1 supports with additional FTE (0.7 FTE, 0.3 FTE)

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

We plan to support African American students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

We plan to support Asian students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal

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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and support
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

We plan to support Hispanic students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.

- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

We plan to support Socioeconomic Disadvantaged students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support
- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

We plan to support Students with Disabilities by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 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.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.

- Heterogeneous grouping for student support
- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.

2024-2025 SPSA Budget Goal Subtotal

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

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL - Site Funded, Home visits, parent meetings, parent communication. Cannot be used for translation for mandatory item (i.e., ELAC & IEP)	64,622.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra time to support parent meetings and involvement outside of the school day	4,823.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Mileage for HSL and 6th grade counselor	1,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation services	656.00

\$71,601.00

2024-2025 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 Contract for teacher to tutor students at lunch and/or after school **No IEPs**	12,260.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Laptops/technology to support instruction	10,815.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Handicapped, Severely	0.1250	FTE is for Felicia Burrell - ALPS class.	13,542.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	11,944.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts to support teacher planning: summer/winter, etc.	12,260.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Lunchtime teacher support for extra tutorial.	7,356.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for tutorial to support students in literacy	17,164.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and Reference	10,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses to support literacy in all subject areas	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support instruction	39,805.00
G1A1	Sup & Conc	Instruction	Travel			Travel for PL Conferences.	5,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance	16,982.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction	31,260.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and Supplies to support instruction	10,809.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			Laptops/technology to support instruction	31,568.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional Development to Support Cultural Proficiency	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Ujima : Ujima: Funds for Ujima to support African American students	10,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	19,616.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			: Incentives and materials/supplies to support EL Re-designation celebrations, parent meetings	4,827.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation - Field Trips	10,452.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Bengal Block Parties, Academic Awards, and to build climate and culture	34,112.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G3A2	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Counselor, School	0.3000	0.5 FTE from 7090 , 0.5 FTE from 3010 (FTE Item 7616) to 4129 Stronger Connections 0.2 FTE, Site 0.3 FTE, 0.5 FTE DPI - OP	52,207.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food Service Catering to support teacher retention	5,000.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL - Site Funded, Home visits, parent meetings, parent communication. Cannot be used for translation for mandatory item (i.e., ELAC & IEP)	64,622.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Ext			HSL Extra time to support parent meetings and	4,823.00

G5A1		Attendance & Social Work Services	Cls Sup-Ext	involvement outside of the school day	4,873.00
G5A1	Sup & Conc	Attendance & Social Work Services	Local Mileage	: Mileage for HSL and 6th grade counselor	1,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Translation services	656.00
					\$462,080.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$92,520.00
Sup & Conc	7090	\$270,824.00
LCFF: EL	7091	\$98,736.00
Grand Total		\$462,080.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$286,208.00
G2 - Expand student-centered and real-world learning experiences	\$10,452.00
G3 - Increase student engagement in their school and community	\$88,819.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$5,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$71,601.00
Grand Total	\$462,080.00