

Gaston Sr. Middle

10621660129338

Principal's Name: Courtney Curtis

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

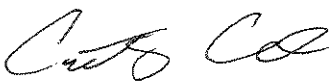
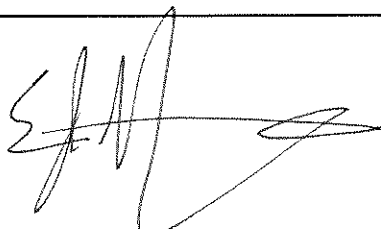
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Mr. Courtney Curtis	X				
2. Chairperson - Mr. Edward Hinojosa		X			
3. Vice Chairperson - Mr. Michael Young			X		
4. Secretary - Ms. Felicia Burrell		X			
5. DAC Representative - Ms. Edith Rosemond				X	
6. Mr. Robert Peele		X			
7. Ms. Veronica Williams		X			
8. Ms. Irma Chaires				X	
9. Ms. Ariana Aleman				X	
10. Mr. Austin Payan Soto					X
11. Mr. Junior-Ray C. Saephanh-Burrell					X
12. Ms. Kaylee Lopez					X
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Courtney Curtis		3-30-23
SSC Chairperson	Edward Hinojosa		3-30-23

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
 - Utilization of CSI Best Practices (Fundamentals).
- ❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
 - School site/team works to complete a root cause analysis and determine areas of focus.
 - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
 - CSI Designee(s) assigned to school site to support CCI data monitoring.
 - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review/support team (Principal/Site Leadership/Site Staff)
- ❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book(s)
 - i-Ready Teacher Toolbox (supporting differentiate instruction)
 - Restorative Practices New/Refresher Course(s)

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

FY 2023/24

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	\$96,240 *
7090	LCFF Supplemental & Concentration	\$280,596
7091	LCFF for English Learners	\$105,264
3182	Comprehensive Support and Improvement	\$101,854
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$19,296</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$603,250

* 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	\$3,208
Remaining Title I funds are at the discretion of the School Site Council	<u>\$93,032</u>
Total Title I Allocation	\$96,240

Gaston Middle 2023-2024 - 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
ELPAC - percentage of students who scored 4		10.64 %	6.97 %	2021-2022	11.07 %
SBAC ELA - Average distance from standard	✓		-89 pts	2021-2022	-79 pts
SBAC ELA - percentage of students met/exceeded standard	✓		19.3 %	2021-2022	23.3 %
SBAC Math - Average distance from standard	✓		-144 pts	2021-2022	-134 pts
SBAC Math - percentage of students met/exceeded standard	✓		7.15 %	2021-2022	10 %

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: ELA - Increase Proficiency

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity:
 - Teachers did 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 both ELA and History courses.
 - PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston to plan instruction that had a literacy focus.
 - All subject areas contained elements of literacy in daily instruction.

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

- Lack of a uniform tool to track all SBAC IABs and FIABs given to look for trend data and goal set with students based on progress over the course of the year.
- Learning how to read and goal set around SBAC IABs / FIABs scale scores and distance from standards results.
- During the first semester we struggled to provide regular feedback to teachers around literacy (rigor of texts / math instruction used and opportunities for students to practice their literacy skills in both writing and in speech).
- Even though we still made use of Clarity Questions, we did not systematically check to see where they were being used with fidelity for feedback purposes.
- We did not make use of a systematic tool like the IPG to track the use of complex text, complex tasks, and ownership.
- Still struggled with staffing shortages with teachers out due to illness or other reasons and struggled to get substitutes to fill in when absences occurred which had a negative impact on instruction.

Where we struggled this year with implementation:

- Learning how to read and goal set around SBAC IABs / FIABs 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 writing and in speech).
- Even though we still made use of Clarity Questions, we did not systematically check to see where they were being used with fidelity for feedback purposes.
- We did not make use of a systematic tool like the IPG to track the use of complex text, complex tasks, and ownership.
- Still struggled with staffing shortages with teachers out due to illness or other reasons and struggled to get substitutes to fill in when absences occurred which had a negative impact on instruction.

Action 2: Math - Increase Proficiency

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity.
 - Teachers did intentional checking for understanding through CFUs during instruction (questions posed, thumbs up thumbs down, white boards, etc.), Swun Math platform, and exit tickets.
 - Made use of Math Lesson Design and Swun Math curriculum in Math 7 and Math 8 courses.
 - Began using IABs and FIABs more consistently in Math when compared to past years.
 - PLCs met weekly during a common prep period as a 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:

- Newness of the math team and lack of two PLC leads slowed the work in planning high quality instruction.
- Learning how to read and goal set around SBAC IABs / FIABs scale scores and distance from standards results.
- During the first semester we struggled to provide regular feedback to teachers around math instruction.
- Even though we still made use of Clarity Questions, we did not systematically check to see where they were being used with fidelity for feedback purposes.
- We did not make use of a systematic tool like the IPG to track rigor of instruction.
- Still struggled with staffing shortages with teachers out due to illness or other reasons and struggled to get substitutes to fill in when absences occurred which had a negative impact on instruction.

Action 3: English Language Learners- Increase Redesignation

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity.
 - Students received targeted supports in an ELD class.
 - Students used iReady platform.
 - Teachers did 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.

Where we struggled this year with implementation of actions:

- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity for feedback purposes.
- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership.
- PLCs began to look at CFA data but did not strategically look at data as needed by subgroups.

Action 4: African American - Academic Growth

Overall Implementation:

- Over the course of the year, we did implement the following with fidelity.
 - Consistently, brought attention to the needs of African American students using data as a school-wide focus for 2022 - 2023.
 - Targeted student supports from Fresno Street Saints, "I Am Valuable Mentoring", BSU, and through Tier II Intervention Specialist to provide academic supports in the form of goal setting and continued follow up.
 - Teachers did 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.

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.

Action 5: Students with Disabilities - Academic Growth

Overall Implementation:

- Over the course of the year, we did the implement the following with fidelity.
 - Students used iReady platform.
 - Teachers did 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.
- Regular use of IABs and FIABs in Math, History and ELA courses.
- Co-Teaching with students receiving targeted supports in a general education classroom.
- Paraprofessionals received training from the school psychologist regarding supporting students academically.
- Students identified as needing more supports were discussed at TST and additional supports were implemented if needed.

Where we struggled this year with implementation:

- Newness of Co-Teacher teams, which led to not all teacher teams functioning at high levels to provide just in time supports.
- Lack of staffing in paraprofessional roles.
- Even though we still made use of Clarity questions, we did not systematically check where they were being used with fidelity for feedback purposes.
- We did not have a systematic tool like the IPG that we made use of to track the use of complex text, complex tasks, and ownership.
- PLCs began to look at CFA data but did not strategically look at data as needed by subgroups.

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).

Far more funds were needed than planned to support having substitutes in classrooms that were short staffed; for example, in ALPS classroom where there were limited paraprofessionals and in general education classrooms which we had to keep an Extra Support substitute on site to support teacher absences.

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 2023/24 SPSA.

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

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
Recommendations from SSC for ways to support Goal #1 from	Parent Input/Suggestions from ELAC meetings on 1/24/23 and	Stocked classroom libraries with a broad range of books for

January 12, 2023:

- More devices (student laptops for classrooms) and accessories for computers (chargers, etc.)
- Increased access to on grade level and supporting texts to improve literacy
- Teaching Fellows / Assistants in classrooms
- An additional copy machine
- Monthly Parent Forums
- More tutorial time for remediation
- Support Subs
- More supplies to support instruction / literacy
- A theater / drama program to support literacy
- Field trips that support literacy

3/8/23:

- Increase positive relationships with students and adults, to feel welcomed and want to do well in school.
- Train staff on how to build positive relationships to increase positive behavior on campus.
- Focus on how to teach EL strategies and know your students in classrooms.
- Provide more opportunities for parents to speak and meet with teachers at parent conferences and increase translators for parents – consider using transmitters at meetings if necessary.
- Provide more opportunities for students to read in classrooms, after school, and at home to promote reading for ELs.
- Increase communication with parents/teachers to share progress of English Language development and how to best support their student.
- Provide better meals for students during breakfast and lunch.
- Promote good health and eating habits to increase wellness in students.
- Allow students (newcomers) to use a translator tool in class. Parents believe that this will help their students to improve grades and to have a better understanding of what the teacher is asking them to do.
- English Learners students to get support in after school (after school program, tutoring).
- Parents requesting a program (Success Together) that offers parental classes exp. Social Emotional/Positive Discipline Techniques, Self-Care for Parents, Healthy Boundaries for Families
- Opportunities for EL support during Saturday Academy

students. Graphic novels, authors of color, female authors, stories on the immigrant experience, etc.

Tutors for EL learners and nonreaders. Or a supplemental class they can take for basic comprehension.

In class translators.

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 MTS 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 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 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 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 ELAC Lead

Timeline:
Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Equity Audit	Lead Teachers	Quarterly

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

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

- Consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
- Provide funding for teachers to attend literacy training with Corwin or Unbound Ed.
- Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
- Provide funding to establish teacher steering committees to review progress in ELA/Literacy and ELD.
- 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.
- Hire Teaching Fellows to provide in-class support to students as determined by assessment data.
- Educational field trips that support literacy.

Specify enhanced services for EL students:

Specific attention to our identified sub groups-EL Males, EL foster youth, low SES EL through the following: - Flexible grouping as needed to deepen and extend learning (RTI driven by AC) -Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year -Access to equipment and software -All students will have access 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:

Specific attention to our identified subgroups: AA/Students with Special Needs Males, AA/Students with Special Needs foster youth, AA SPED, AA/Students with Special Needs Males (low SES) through the following: Flexible grouping as needed to deepen and extend learning (RTI driven by PLC) -Small targeted group instruction through Extending Library Tutoring (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software (iReady). AA/Students with Special Needs students will have access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages,

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 around IPG; focus and goal setting each semester around elements of Tenet 2 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 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

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

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 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

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

- Consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.

- MonthlyMath Lesson Design coaching sessions.
- Provide funding for teachers to attend training to support math instruction 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. Hire Teaching Fellows to provide in-class support to students as determined by assessment data.
- Educational field trips that support math literacy.

Specify enhanced services for EL students:

Specific attention to our identified sub groups-EL Males, EL foster youth, low SES EL through the following: - Flexible grouping as needed to deepen and extend learning (RTI driven by AC) -Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year -Access to equipment and software -All students will have access 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:

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

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:



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

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	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): 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: N/A	Specify enhanced services for low-performing student groups: Street Saints and other mentoring services (I Am Valuable Mentor, etc.) will continue to support students by doing the following with African American students: goal setting, grade checks, social emotional check ins, and home visits to build relationships with families. Targeted lunch and after school supports for African American students using a CCI process led by ILT and Academic Counseling team.	

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
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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

After School Program Coordinator

Timeline:

Weekly

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.

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 will use the same supports above, however may be in smaller groups.

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

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

Academic counselors will meet with each ELL student to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. 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. All communication home will be sent in students' primary language where and when possible.

Specify enhanced services for low-performing student groups:

i-Ready Diagnostic for reading will pinpoint ELL student needs down to the sub-skill level. The growth monitoring option shows whether ELL students are on track to achieve end of the year targets. Because the assessments are computer-based and delivered on internet connected computers, results are immediately available to schools and teachers for targeting instruction. Teachers will use results to group students for differentiated instruction and intervention. i-Ready will be available for use during the school day, in the After School program, in the Extended Library Tutoring and at home. Tutor.com is available to all students during all non-school hours and, in some cases, can be conducted in the student's native language.

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: ☒ 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 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 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 <u>create</u> 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:

Extra support for Special Education Paraprofessionals. Academic counselors will meet with each ELL student to ensure each child knows their ELPAC score and receive assistance to be able to speak to their goal. MTSS/TS
Twill ensure that students identified as ELL homeless, ELL foster and low ELL SESas well as ELL SPED have services and/teachers have background to assist teachers 'knowing' their students.

Specify enhanced services for low-performing student groups:

- Professional learning
- Acommitment to use a Goal Setting Tool for both Students and Staff for SEL and Academic goals will be completed and reviewed based on the calendar.
- Blended Learning Models
- After School Tutorial and Saturday Academy with SPED teacher and paraprofessionals

2023-2024 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 Contracts for teachers to tutor students after school (Literacy / Math). **NO IEPs**	12,320.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech equipment	17,276.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts to support teacher planning: summer / winter. etc. **No IEPs**	12,320.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Resources to support literacy in classrooms	2,807.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Classroom computers for student use to support literacy in core classes (ELA and Math)	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	12,004.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses to support Literacy in all subject areas	10,000.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences - CADA - CAHPERDS, etc.	8,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Extra Ricoh Copy Machine to support printing of instructional materials and extra smaller Ricoh to support SPED Dept	16,982.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Ujima : Funds for Ujima Pilot to support African American students with academics and SEL	10,000.00
G1A3	One-time School	Instruction	Cons Svc/Oth			TBD : Professional Development to support Cultural Proficiency / Ethnic Studies	10,000.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250		11,369.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,253.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Tutorial time after school to support EL Re-designation.	12,320.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL Instruction	25,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Incentives and materials / supplies to support EL Re-designation celebrations.	6,260.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			: Laptops / Technology to support instruction	40,000.00
G1A4	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation Services / Babysitting for EL Parent Meetings	2,622.00
G1A5	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250		11,369.00

\$253,902.00

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	✓	81.12 %	76.18 %	2022-2023	77.28 %

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 2022 - 2023 SPSA that calls on all students to be engaged in 2 elective courses. These courses provide learning that relate directly to many real world tasks and professions that students 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, Art, Ethnic Studies, Hmong Language. All 7th grade students were enrolled in Information Tournament of Teah 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 exit 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, they moved from the virtual back to the in-person format without major shifting of unused funds for budgeted items like transportation being moved to support costs associated with re-imagining and activity for on site execution with strictly mandated health protocols as considerations.

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 2023/24 SPSA.

No major changes will be made for the upcoming 2023 - 2024 in hopes that field trips, educational/community partner relationships and involvement, and real-world experiences will increase as we experience the second year of students' return to the in-person learning environment.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Recommendations from SSC for ways to support Goal #1 from January 12, 2023: • Marching Band • More supplies for elective teachers • Speech and Debate class • A theater / drama program • New PE equipment • Updated / new instruments for music (i.e. keyboards) • Field Trips for educational exploration	2 ELAC: Parent Input/Suggestions from ELAC meetings on 1/24/23 and 3/8/23: • Increase positive relationships with students and adults, to feel welcomed and want to do well in school. • Train staff on how to build positive relationships to increase positive behavior on campus. • Focus on how to teach EL strategies and know your students in classrooms. • Provide more opportunities for parents to speak and meet with teachers at parent conferences and increase translators for parents – consider using transmitters at meetings if necessary. • Provide more opportunities for students to read in classrooms, after school, and at home to promote reading for ELs. • Increase communication with parents/teachers to share progress of English Language development and how to best support their student. • Provide better meals for students during breakfast and lunch. • Promote good health and eating habits to increase wellness in students. • Allow students (newcomers) to use a translator tool in class. Parents believe that this will help their students to improve grades and to have a better understanding of what the teacher is asking them to do. • English Learners students to get support in after school (after school program, tutoring). • Parents requesting a program (Success Together) that offers parental classes exp. Social Emotional/Positive Discipline Techniques, Self-Care for Parents, Healthy Boundaries for Families • Opportunities for EL support during Saturday Academy	3 Staff: Monthly ILT meetings where data was reviewed.
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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, Band, Orchestra, Music, Choir, Women's / Men's Alliance, Ethnic Studies, Drama, Information Technology, Engineering and Design, 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.		
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, Campus Culture TSA, 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.		
Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):		
- When parents and students participate 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:		Specify enhanced services for low-performing student groups:
- All recruitment for activities will be provided in students primary language - School Messenger and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities. - Heterogeneous grouping for student support - TST will ensure that EL students identified as homeless and foster have services and teachers/staff are informed on how to best support the needs of identified students. 100% of Gaston students are classified as low socioeconomic.		- 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.

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 the CTE Ticket to the Future event - 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
- 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)

Specify enhanced services for EL students:

Specific targeting of students within sub-groups that have historically been underrepresented to be involved in career and college exploration.

Specify enhanced services for low-performing student groups:

Specific targeting of students within sub-groups that have historically been underrepresented to be involved in career and college exploration.

2023-2024 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
G2A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout to offer CTE Information Technology to ALL 7th graders to support Literacy	11,369.00
G2A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout to support additional section of an Elective to support Literacy.	11,369.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation	8,000.00

\$30,738.00

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	✓	15 %	37.94 %	2022-2023	37.34 %
Suspension Rate - Semester 1	✓	11.91 %	9.45 %	2022-2023	9.12 %

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

2

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

- Lack of implementing schoolwide expectations that varied from classroom to classroom, student to student.
- Identifying and implementing appropriate strategies to respond to levels of misbehaviors.
- Missed opportunities to increase positive ratios of interactions with staff and students to build positive relationships,
- Need to increase interventions for identified students with increased behaviors.
- Increase and implementation of positive recognition and schoolwide incentives to motivate positive behavior.

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:

- Only had an RP Counselor part time, shared with another site which negatively impacted Tier 2/3 supports when conflicts arose.
- Gaston did not have a consistent School Social Worker at the start of the school year which led to a lack in needed services to students.
- 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.

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 2023/24 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 data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Recommendations from SSC for ways to support Goal #3 from January 12, 2023:

- Teaching Fellows / Assistants in classrooms
- Support Subs
- A theater / drama program to support literacy
- Field trips that support campus culture
- Awnings in the quad to build culture / spaces at lunch time
- Weekly Safety Meetings
- Equipment for activities at lunch to build culture
- Golf carts for safety
- Full Student Store
- Blinds for safety in the office

Parent Input/Suggestions from ELAC meetings on 1/24/23 and 3/8/23:

- Increase positive relationships with students and adults, to feel welcomed and want to do well in school.
- Train staff on how to build positive relationships to increase positive behavior on campus.
- Focus on how to teach EL strategies and know your students in classrooms.
- Provide more opportunities for parents to speak and meet with teachers at parent conferences and increase translators for parents – consider using transmitters at meetings if necessary.
- Provide more opportunities for students to read in classrooms, after school, and at home to promote reading for ELs.
- Increase communication with parents/teachers to share progress of English Language development and how to best support their student.
- Provide better meals for students during breakfast and lunch.
- Promote good health and eating habits to increase wellness in students.
- Allow students (newcomers) to use a translator tool in class. Parents believe that this will help their students to improve grades and to have a better understanding of what the teacher is asking them to do.
- English Learners students to get support in after school (after school program, tutoring).
- Parents requesting a program (Success Together) that offers parental classes exp. Social Emotional/Positive Discipline Techniques, Self-Care for Parents, Healthy Boundaries for Families
- Opportunities for EL support during Saturday Academy

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

- Lunch and after school detention
- Incentives for increased attendance
- Funds for classrooms incentives
- Continue to fund HSL through SPSA for parent contacts / visits

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.

Specify enhanced services for EL students:

Gaston/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. 100% of Gaston students are classified as low socioeconomic.

Specify enhanced services for low-performing student groups:

100% of Gaston students are classified as low socioeconomic. Tier 1 will be supported by the Bengal Climate/Culture Team (BCC). BCC will review site data and use the CCI process to determine site goal, action steps, and refinement of schoolwide expectations and structures to support a positive school climate and culture.

Equity Audit:

BCC to utilize schoolwide data from Climate/Culture student and staff survey to inform next steps, receive site support and input from staff, Climate/Culture Specialist, TST and Admin team to refine school wide structures/practices. BCC to progress monitor site data at monthly and quarterly meetings to review and analyze site surveys, behavior/attendance data using Power BI, and review of schoolwide expectations/procedures of

common areas using the CCI process to identify and implement effective schoolwide strategies and practices to support a positive school environment.

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 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 not 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:

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. 100% of Gaston students are classified as low socioeconomic.

Specify enhanced services for low-performing student groups:

Interventions for subgroups for Tier 2 and Tier 3

A4/Students with Special Needs specifically however all students who have a need at this tier will be intervened with the use of Fresno Street Saints and Gaston Shadows, TST, CWAS, Psych and Social Worker then regrouped on a quarterly basis. A support counselor from A4 will also support a specific group of students 5 hours per day.

Equity Audit:

Each quarter a small group will conduct an Equity Audit to analyze any disproportionality data by student group.

2023-2024 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	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for coverage for teachers to attend Restorative Practices Training for it to become a school-wide practice to decrease suspensions. **No IEPs**	18,007.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction: i.e. paper, school supplies, student incentives, Bengal Block Parties, etc.	77,273.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for campus beautification to build Tier I culture and climate	15,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials and supplies to build school culture and climate **No food or incentives**	9,296.00
G3A2	ESSA-CSI	Attendance & Social Work Services	Local Mileage			Mileage for HSL Team and 6th Grade Counselor	3,000.00
G3A2	ESSA-CSI	Other Pupil Services	Oth Cls-Supp			Classified Supplemental contracts (Student Shadow Support) for Tier II behavioral supports	5,244.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Lunch Detention Contracts / Lunch time teacher support for extra tutorial	12,320.00
G3A2	Sup & Conc	Guidance & Counseling Services	Crt Pupl-Reg	Counselor, School	0.5000	RP Counselor to support Tier 2 and Tier 3 Position to be split-funded with DPI - 0.50 FTE each	91,017.00

\$236,157.00

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	✓	90 %	88.38 %	2022-2023	89.48 %

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.

In hiring this year in ALL roles hiring staff that reflected the diversity of the community was at the forefront when looking for high quality candidates.

2

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

Continued to struggle in finding staff that reflects our Hmong subgroup of students.

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 differences.

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 2023/24 SPSA.

More funds will be dedicated toward retention and recognition of staff. Supports will be provided for staff to participate in affinity groups as needed to support them as educators.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1

SSC:

2

ELAC:

3

Staff:

Recommendations from SSC for ways to support Goal #1 from January 12, 2023:

- Materials and supplies for new teachers to ensure that they can be successful at start of year.

Parent Input/Suggestions from ELAC meetings on 1/24/23 and 3/8/23:

- Increase positive relationships with students and adults, to feel welcomed and want to do well in school.
- Train staff on how to build positive relationships to increase positive behavior on campus.
- Focus on how to teach EL strategies and know your students in classrooms.
- Provide more opportunities for parents to speak and meet with teachers at parent conferences and increase translators for parents – consider using transmitters at meetings if necessary.
- Provide more opportunities for students to read in classrooms, after school, and at home to promote reading for ELs.
- Increase communication with parents/teachers to share progress of English Language development and how to best support their student.
- Provide better meals for students during breakfast and lunch.
- Promote good health and eating habits to increase wellness in students.
- Allow students (newcomers) to use a translator tool in class. Parents believe that this will help their students to improve grades and to have a better understanding of what the teacher is asking them to do.
- English Learners students to get support in after school (after school program, tutoring).
- Parents requesting a program (Success Together) that offers parental classes exp. Social Emotional/Positive Discipline Techniques, Self-Care for Parents, Healthy Boundaries for Families
- Opportunities for EL support during Saturday Academy

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

- Regular staff appreciation
- Regular opportunities for staff to interact with one another, especially those outside of their department to ensure that relationships are built

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 Services to Staff in support of 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 Staff in support of EL students:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts on PLCs (supports creating high quality instruction as a team)

Specify enhanced services for Staff to support low-performing student groups:

- Professional Learning from both within and from outside vendors around Cultural Proficiency
- Professional Learning texts on PLCs (supports creating high quality instruction as a team)

2023-2024 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	✓	90.58 %	84.56 %	2022-2023	85.66 %
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90.58 %	84.56 %	2022-2023	85.66 %

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 ParentSquare, School Remind App, Gaston Hotline etc. by office and HSL team.

Back to School Night

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 budget expenditures, funds were spent on HSL as planned along with mileage for travel of HSL and NTAs to homes. 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 2023/24 SPSA.

The major change for the 2023 - 2024 SPSA when compared to the 2022- 2023 SPSA is that there will be a continued deep focus on regular two way communication with parents. Funds will also be spent on more targeted parent courses in which parents can learn how to navigate platforms like Microsoft Teams, ATLAS, 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. Will begin quarterly parent panels in which staff can learn from families.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Recommendations from SSC for ways to support Goal #5 from January 12, 2023:

- Monthly parent forums with food by grade level

2 ELAC:

- Increase positive relationships with students and adults, to feel welcomed and want to do well in school.
- Train staff on how to build positive relationships to increase positive behavior on campus.
- Focus on how to teach EL strategies and know your students in classrooms.
- Provide more opportunities for parents to speak and meet with teachers at parent conferences and increase translators for parents – consider using transmitters at meetings if necessary.
- Provide more opportunities for students to read in classrooms, after school, and at home to promote reading for ELs.
- Increase communication with parents/teachers to share progress of English Language development and how to best support their student.
- Provide better meals for students during breakfast and lunch.
- Promote good health and eating habits to increase wellness

3 Staff:

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

- Continue to fund HSL through SPSA for parent contacts / visits

- in students.
- Allow students (newcomers) to use a translator tool in class. Parents believe that this will help their students to improve grades and to have a better understanding of what the teacher is asking them to do.
 - English Learners students to get support in after school (after school program, tutoring).
 - Parents requesting a program (Success Together) that offers parental classes exp. Social Emotional/Positive Discipline Techniques, Self-Care for Parents, Healthy Boundaries for Families
 - Opportunities for EL support during Saturday Academy

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, DAC, LCAP meetings, and Parent Coffee Hour
- Title I Funds attached to Parent Involvement
- Quarterly Parent Panels in which staff gets to learn directly from families

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 & Culture Family Survey Data 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	Owner(s): HSL Team and Assigned Admin	Timeline: At least once each Semester
Details: Explain the data which will specifically monitor progress toward each indicator target Parent Attendance Data at site events / meetings 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.	Owner(s): Office / Admin / HSL team	Timeline: Monthly
Details: Explain the data which will specifically monitor progress toward each indicator target NEW Customer Service Feedback Survey Parents will be able to provide anonymous feedback using a QR code 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.	Owner(s): Office Manager and Principal	Timeline: Monthly
Describe Direct Services to Families in support of 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
 - 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 Families of EL students:

- ELPAC
- English Learner plan
- Designated and Integrated ELD
- California ELD Standards

Specify enhanced services for Families of low-performing student groups:

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.

2023-2024 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 work: Home visits, coffee hours, parent communication, **cannot use for translation of mandatory items (i.e. ELAC & IEP)**	61,793.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time to support parent meetings & involvement	4,851.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent meetings / involvement	10,809.00

\$77,453.00

2023-2024 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contracts for teachers to tutor students after school (Literacy / Math). **NO IEPs**	12,320.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology and tech equipment	17,276.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts to support teacher planning: summer / winter. etc. **No IEPs**	12,320.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Resources to support literacy in classrooms	2,807.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Classroom computers for student use to support literacy in core classes (ELA and Math)	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	12,004.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Site Licenses to support Literacy in all subject areas	10,000.00
G1A1	Sup & Conc	Instruction	Travel			PL Conferences - CADA - CAHPERDS, etc.	8,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Extra Ricoh Copy Machine to support printing of instructional materials and extra smaller Ricoh to support SPED Dept	16,982.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General & Tech Maintenance	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			Ujima : Funds for Ujima Pilot to support African American students with academics and SEL	10,000.00
G1A3	One-time School	Instruction	Cons Svc/Oth			TBD : Professional Development to support Cultural Proficiency / Ethnic Studies	10,000.00
G1A4	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250		11,369.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	8,253.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Tutorial time after school to support EL Re-designation.	12,320.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL Instruction	25,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			: Incentives and materials / supplies to support EL Re-designation celebrations.	6,260.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			: Laptops / Technology to support instruction	40,000.00
G1A4	LCFF: EL	Parent Participation	Oth Cls-Supp			Translation Services / Babysitting for EL Parent Meetings	2,622.00
G1A5	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250		11,369.00
G2A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout to offer CTE Information Technology to ALL 7th graders to support Literacy	11,369.00
G2A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyout to support additional section of an Elective to support Literacy.	11,369.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation	8,000.00
G3A1	ESSA-CSI	Instruction	Teacher-Subs			Substitutes for coverage for teachers to attend Restorative Practices Training for it to become a school-wide practice to decrease suspensions. **No IEPs**	18,007.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies to support instruction: i.e. paper, school supplies, student incentives, Bengal Block	77,273.00

G3A1		Instruction	Mat & Supp			Parties, etc.	77 773 nn
G3A1	Sup & Conc	Instruction	Mat & Supp			: Funds for campus beautification to build Tier I culture and climate	15,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials and supplies to build school culture and climate **No food or incentives**	9,296.00
G3A2	ESSA-CSI	Attendance & Social Work Service	Local Mileage			Mileage for HSL Team and 6th Grade Counselor	3,000.00
G3A2	ESSA-CSI	Other Pupil Services	Oth Cls-Supp			Classified Supplemental contracts (Student Shadow Support) for Tier II behavioral supports	5,244.00
G3A2	Sup & Conc	Instruction	Teacher-Supp			Lunch Detention Contracts / Lunch time teacher support for extra tutorial	12,320.00
G3A2	Sup & Conc	Guidance & Counseling Services	Crt Pupl-Reg	Counselor, School	0.5000	RP Counselor to support Tier 2 and Tier 3 Position to be split-funded with DPI - 0.50 FTE each	91,017.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food Service Catering to support teacher retention	5,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	HSL work: Home visits, coffee hours, parent communication, **cannot use for translation of mandatory items (i.e. ELAC & IEP)**	61,793.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time to support parent meetings & involvement	4,851.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies to support parent meetings / involvement	10,809.00
							\$603,250.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$96,240.00
ESSA-CSI	3182	\$101,854.00
Sup & Conc	7090	\$280,596.00
LCFF: EL	7091	\$105,264.00
One-time School	7099	\$19,296.00
Grand Total		\$603,250.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$253,902.00
G2 - Expand student-centered and real-world learning experiences	\$30,738.00
G3 - Increase student engagement in their school and community	\$236,157.00
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	\$77,453.00
Grand Total	\$603,250.00