

Fresno Unified School District - School Plan for Student Achievement (SPSA) 2025-2026

Gaston Sr. Middle

10621660129338

Principal's Name: Thomas Williams Principal's

Signature:

A handwritten signature in black ink, appearing to read 'Thomas Williams', with a stylized, flowing script.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 rewritten 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 - Thomas Williams	X				
2. Chairperson - Robert Greenburg		X			
3. Vice-Chairperson- David Paredes		X			
4. Secretary- Felicia Burrell		X			
5. Chad Harshaw		X			
6. Sandra Gutierrez			X		
7. Ben Britton				X	
8. Debra Jones				X	
9. Kevin Maddox					X
10. Serenity Torres					X
11. Emily Santiago Ramos					X
12.					
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: Gaston Sr. Middle			
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	Thomas Williams		4/28/25
SSC Chairperson	Robert Greenburg		4-28-25

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

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

FY 2025/26

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	\$95,694 *
7090	LCFF Supplemental & Concentration	\$278,244
7091	LCFF for English Learners	\$110,814

TOTAL 2025/26 ON-SITE ALLOCATION	\$484,752
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* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
Parent Involvement Budget - Minimum		\$3,112
Program Budget		\$92,582
Total Title I Allocation		\$95,694

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Gaston Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-84.6 pts	-106.4 pts	2023-2024	-91.4 pts
SBAC ELA - Average distance from standard (Asian)	✓	-61 pts	-82.1 pts	2023-2024	-67.1 pts
SBAC ELA - Average distance from standard (English Learner)	✓	-112.6 pts	-139.6 pts	2023-2024	-124.6 pts
SBAC ELA - Average distance from standard (Hispanic)	✓	-83.7 pts	-104.6 pts	2023-2024	-89.6 pts
SBAC ELA - Average distance from standard (Long-Term English Learner)	✓		-145.2 pts	2023-2024	-130.2 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓	-85.3 pts	-106.2 pts	2023-2024	-91.2 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓	-151.2 pts	-171.7 pts	2023-2024	-156.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	20.5 %	15.4 %	2023-2024	20.4 %
SBAC Math - Average distance from standard	✓	-131.8 pts	-150.4 pts	2023-2024	-135.4 pts
SBAC Math - Average distance from standard (Hispanic)	✓	-126 pts	-146.8 pts	2023-2024	-131.8 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓	-133.6 pts	-150.3 pts	2023-2024	-135.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	14.3 %	6.8 %	2023-2024	11.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, students are not reading on grade level as identified by SBAC, -106.4pts average distance from standard. SWD, AA, Hispanic, ELs, and SED are specific student groups performing below grade level in ELA

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 3 causes of students not reading on grade level:
- 1. students not mastering foundational skills in the primary grades leading to increase of students not proficient in literacy/ELA
 - 2. students not provided reading intervention to meet student needs.
 - 3. the need for developing foundational skill building and literacy strategies for staff.
 - 4. Low rigor of instruction and not teaching to grade level standards.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Parent engagement; opportunities to give access to resources (books) and reading strategies to support families.
- 2. Tutoring/intervention for students not on grade level.
- 3. Professional learning opportunities for staff.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Literacy - Increase Proficiency in ELA

Partially Implemented

Overall the actions were partially implemented due to a change in designated All staff PL hours, an identified need for additional PL on teacher clarity, and a reduction in our budget.

- PL on how to best utilize and read/goal set around data from SBAC.
 - The action was fully implemented but not to the degree that we feel was impactful to our student outcomes.
- PL around IPG; Focus and goal setting each semester around elements of tenet 2b and 3.
 - The action was not implemented as we identified that our teachers needed more support in the area of analyzing standards to plan grade level lessons while increasing teacher clarity. This focus required us to utilize more PL hours than anticipated.
- PL using D. Fishers Research on relationships, clarity, structured academic discourse and complexity to deliver tier 1 instruction.
 - The action was fully implemented utilizing D. Fishers PLC+ and PLC+ playbook, D. Fishers Teacher clarity playbook, and D. Fishers PLC+ Activators guide. This focus will improve in supporting our students to achieve desirable outcomes.

- PL using D. Fishers research on collaborative tasks and small group targeted instruction to deliver tier 1 and tier 2 instruction.
 - The action was not implemented due to the limited amount of PL hours and the decision to focus on understanding how to analyze standards, create learning intentions, and develop success criteria in order to backwards map and ensure teacher clarity.
- PL around Co-teaching models.
 - The action was fully implemented by providing our co-teachers the opportunity to attend Co-teach trainings provided by our school district. With half of our co-teachers choosing to attend, we did not achieve the desired student outcomes.
- PL around how to do intentional checking for understanding for all students with feedback to teacher from admin walks.
 - The action was partially implemented as we did not designate an entire PL around checking for understanding, but did connect our work around teacher clarity to checking for understanding. The partial implementation of this action did not achieve the desired student outcomes.
- 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?"
 - The action was not implemented as we shifted our focus to teacher clarity using district supported PLC+ resources. We dedicated a large portion of our PL hours and admin support to ensuring that all teachers understood how to analyze standards, develop learning intentions, create success criteria, and use summative assessments to backwards map. Our efforts allowed us to start the 3rd quarter off with all teachers creating a month long outline that includes CFAs and instruction aligned to the rigor of the SBAC. While we are moving in the right direction we did not achieve desirable student outcomes.
- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of grade level instruction in literacy, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments.
 - The action has been partially implemented as we have not had the monetary resources to provide all teachers with additional materials and supplies. This action did not achieve the desirable student outcomes.

Action 2: Math - Increase Proficiency

Partially Implemented

Overall the actions were partially implemented due the large number of teachers in their first 2-3 years of teaching that required additional support in the area of teacher clarity. Specifically in the areas of analyzing standards, developing learning intentions, creating success criteria, and using summative assessments like IABs/FIABs to backwards map unit plans. Also due to the reduction in our budget that prevented the purchase of additional resources.

- Continued use of math lesson design and regular PL from swun math team and fUSD math team.
 - The action was fully implemented with designated days dedicated to receiving coaching from SWUM math coaches.
- PL on how to best utilize and read /goal set around data from SBAC IABs and FIABs.
 - The action was fully implemented during SWJUN math PL and designated math pullout days with district math coaches support.
- PL using D. Fishers' research on relationships, clarity, structured academic discourse and complexity to deliver tier 1 instruction.
 - The action was fully implemented utilizing D. Fishers PLC+ and PLC+ playbook, D. Fishers Teacher clarity playbook, and D. Fishers PLC+ Activators guide. This focus will improve in supporting our students to achieve desirable outcomes.
- PL using D. Fishers' research on collaborative tasks and small group targeted instruction to deliver tier 1 and tier 2 instruction.
 - The action was partially implemented as we did not designate an entire PL around checking for understanding, but did connect our work around teacher clarity to checking for understanding. The partial implementation of this action did not achieve the desired student outcomes.
- PL around co-teaching models.
 - The action was fully implemented by providing our co-teachers the opportunity to attend Co-teach trainings provided by our school district. With half of our co-teachers choosing to attend, we did not achieve the desired student outcomes.
- 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?"
 - The action was not implemented as we shifted our focus to teacher clarity using district supported PLC+ resources. We dedicated a large portion of our PL hours and admin support to ensuring that all teachers understood how to analyze standards, develop learning intentions, create success criteria, and use summative assessments to backwards map. Our efforts allowed us to start the 3rd quarter off with all teachers creating a month long outline that includes CFAs and instruction aligned to the rigor of the SBAC. While we are moving in the right direction we did not achieve desirable student outcomes.
- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of grade level instruction in literacy, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments.

- The action has been partially implemented as we have not had the monetary resources to provide all teachers with additional materials and supplies. This action did not achieve the desirable student outcomes.

Action 3: African American Academic Growth

Partially Implemented

Overall the actions were partially implemented due to the change in designated All staff PL hours and inconsistent classroom walks with feedback from admin.

- Teachers will receive continued PL on cultural proficiency and on strategies in working with students of color.
 - The action was partially implemented as teachers received a PL on cultural proficiency at the beginning of the year but have not been provided with any additional PLs.
- Daily classroom walks will be conducted with an equity lens with regular feedback provided to teachers.
 - The action was not implemented as classroom walks from admin has been inconsistent and teachers have not been provided with regular feedback.
- Continued use of the findings and suggestions from equity audit done by the national center for urban school transformation (NCUST).
 - The action was not implemented.
- 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.
 - The action has been fully implemented. Our parents have been provided with various workshops as well as opportunities to further understand and utilize available communication tools.
- Street saints, "I am valuable mentoring", and other support groups will continue working with African American students on goal setting, grade checks, social emotional checks, and home visits to build relationships with families.
 - The action has been fully implemented and our mentors consistently provide us with student progress on the students that they support.
- 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.
 - The action has been fully implemented and our student champion consistently provides us with student progress on the students that he supports.

Action 4: English Language Learners- Increase Redesignation

Partially Implemented

Overall the actions were partially implemented due to the change in designated all staff PL hours and the implementation of more designated vs. integrated support.

- Quarterly PL will occur around research based EL practices.
 - The action was not implemented.
- 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.
 - The action was not implemented.
- Teachers and students will goal set throughout the year.
 - The action was partially implemented.
- All teachers will provide practice around vocabulary development, reading comprehension and writing.
 - The action was partially implemented.
- Extended Library tutoring for Language Learners after school through our after school program for continuing vocabulary development, reading comprehension and writing preparation for interim assessments, ELPAC, as well as grades and overall English Language Fluency.
 - The action was fully implemented.
- Home School Liason will stay in communication with parents quarterly to inform progress.
 - The action was fully implemented.
- Librarian will assist with software and literature to support fluency.
 - The action was fully implemented.

Action 5: Students with Disabilities Academic Growth

Partially Implemented

Overall this action was partially implemented.

- Regular PL to occur around
 - How to read an IEP
 - How to Best implement supports online 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 the IEP process with families and teachers.
 - Fully implemented.
- Admin team and academic counselors will monitor grades and organize after school tutoring supports.
 - This action was partially implemented.
- After school program will support students with reviewing data, completing missing assignments and assisting with communication with parents.
 - This action was fully implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Literacy - Increase Proficiency in ELA

Partially Effective

Overall this action was partially effective. While students did not meet target goals due to the inconsistency in implementing actions with fidelity, we have equipped our teachers with the necessary skills that we believe will yield effective results for our student outcomes in the 25-26 school year. Such as analyzing standards ensure we are teaching grade level content, developing learning intentions based on the standards, creating success criteria based on the learning intentions, backwards mapping using IABs/FABs, and creating unit plans to better support our students.

- PL on how to best utilize and read/goal set around data from SBAC.
 - This action was partially effective as it prepared our teachers to utilize SBAC data but not to the degree that it improved our student outcomes.
- PL around IPG; Focus and goal setting each semester around elements of tenet 2b and 3.
 - This action was not effective as we identified that our teachers needed more support in the area of analyzing standards to plan grade level lessons while increasing teacher clarity. This insight required us to utilize more PL hours on improving teacher clarity than anticipated.
- PL using D. Fishers Research on relationships, clarity, structured academic discourse and complexity to deliver tier 1 instruction.
 - This action was effective and has led to roughly 90% of our teachers being aligned in providing standards aligned instruction and improved teacher clarity.
- PL using D. Fishers research on collaborative tasks and small group targeted instruction to deliver tier 1 and tier 2 instruction.
 - This action was not effective due to the limited amount of PL hours and the decision to focus on understanding how to analyze standards, create learning intentions, and develop success criteria in order to backwards map and ensure teacher clarity.
- PL around Co-teaching models.
 - This action was partially effective as only half of our co-teachers chose to attend the co-teaching trainings.
- PL around how to do intentional checking for understanding for all students with feedback to teacher from admin walks.
 - This action was partially implemented as we did not designate an entire PL around checking for understanding, but did connect our work around teacher clarity to checking for understanding. The partial implementation of this action did not achieve the desired student outcomes.
- 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?"
 - This action was not implemented as we shifted our focus to teacher clarity using district supported PLC+ resources. We dedicated a large portion of our PL hours and admin support to ensuring that all teachers understood how to analyze standards, develop learning intentions, create success criteria, and use summative assessments to backwards map. Our efforts allowed us to start the 3rd quarter off with all teachers creating a month long outline that includes CFAs and instruction aligned to the rigor of the SBAC. While we are moving in the right direction we did not achieve desirable student outcomes.

- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of grade level instruction in literacy, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments.
 - This action has been partially implemented as we have not had the monetary resources to provide all teachers with additional materials and supplies. This action did not achieve the desirable student outcomes.

Action 2: Math - Increase Proficiency

Partially Effective

Overall this action was partially effective. While students did not meet target goals due to the inconsistency in implementing actions with fidelity, we have equipped our teachers with the necessary skills that we believe will yield effective results for our student outcomes in the 25-26 school year. Such as analyzing standards ensure we are teaching grade level content, developing learning intentions based on the standards, creating success criteria based on the learning intentions, backwards mapping using IABs/FIABs, and creating unit plans to better support our students.

- Continued use of math lesson design and regular PL from swun math team and fUSD math team.
 - This action was partially effective as it allowed our new staff team to provide aligned instruction in math, but did not positively impact our student outcomes.
- PL on how to best utilize and read /goal set around data from SBAC IABs and FIABs.
 - This action was partially effective as it allowed our teachers to develop in their understanding and using the SBAC IABs and FIABs. However, it also did not directly improve our student outcomes.
- PL using D. Fishers' research on relationships, clarity, structured academic discourse and complexity to deliver tier 1 instruction.
 - This action was effective as it is currently allowing our students to better engage in the learning.
- PL using D. Fishers' research on collaborative tasks and small group targeted instruction to deliver tier 1 and tier 2 instruction.
- PL around co-teaching models.
- PLCs will meet weekly during their common prep to plan instruction using the 4 grounding questions as a frame to create instruction that matches the rigor of the standards, style of SBAC, and includes best practices as described in IPG tenets 2 and 3. Gaston PLCs will calendar their CFAs, analyze data weekly, and memorialize their work using their PLC agenda and notes to document next steps for when they are answering the grounding questions of, "what are we going to do when students didn't learn it?"
- Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of grade level instruction in literacy, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments.

Action 3: African American Academic Growth

Partially Effective

Overall this action was partially effective. While teachers did receive one PL on cultural proficiency, we were not able to find additional PL opportunities to provide continued PLs. Also, due to the inconsistency of admin walking classes and providing regular feedback to teachers. However, our actions on parent workshops and student mentorship were beneficial and effective for our African American students.

- Teachers will receive continued PL on cultural proficiency and on strategies in working with students of color.
 - The action was ineffective.
- Daily classroom walks will be conducted with an equity lens with regular feedback provided to teachers.
 - The action was ineffective.
- Continued use of the findings and suggestions from equity audit done by the national center for urban school transformation (NCUST).
 - The action was ineffective.
- 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.
 - The action was effective.
- Street saints, "I am valuable mentoring", and other support groups will continue working with African American students on goal setting, grade checks, social emotional checks, and home visits to build relationships with families.
 - The action was effective.
- 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.
 - The action was effective.

Action 4: English Language Learners- Increase Redesignation

Partially Effective

- Quarterly PL will occur around research based EL practices.
 - Ineffective
- 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.
 - Ineffective
- Teachers and students will goal set throughout the year.
 - Effective
- All teachers will provide practice around vocabulary development, reading comprehension and writing.
 - Partially effective
- Extended Library tutoring for Language Learners after school through our after school program for continuing vocabulary development, reading comprehension and writing preparation for interim assessments, ELPAC, as well as grades and overall English Language Fluency.
 - Ineffective
- Home School Liason will stay in communication with parents quarterly to inform progress.
 - Effective
- Librarian will assist with software and literature to support fluency.
 - Effective

Action 5: Students with Disabilities Academic Growth

Partially Effective

- Regular PL to occur around
 - How to read an IEP
 - How to Best implement supports online 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 the IEP process with families and teachers.
 - Effective
- Admin team and academic counselors will monitor grades and organize after school tutoring supports.
 - Partially effective
- After school program will support students with reviewing data, completing missing assignments and assisting with communication with parents.
 - Partially effective

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Based on the analysis from sections A and B of our current SPSA actions and budgets, next year we will make the following changes:

- For all goals we will stick to a maximum of 3 actions to ensure that we can implement all with fidelity.
- For all goals we will outline all of the PL hours for the 25-26 school year to identify and specifically call out PL opportunities that we know we will be able to provide, then calendar them out for the school year.
- For all goals we will ensure that our budget supports any action that we plan to take.

- For all goals teachers with a common prep will utilize it to meet as a PLC daily.
- Action 1: We will implement and utilize at least one SBAC IAB/FIAB per quarter to backwards map unit plans that align to standards and reflect the rigor of the SBAC.
- Action 2: We will implement and utilize at least one SBAC IAB/FIAB per quarter to backwards map unit plans that align to standards and reflect the rigor of the SBAC.
- Action 3: We will increase classroom walks with feedback from admin and commit to walking at least 5 classes per week.
- Action 4: We will create an ELD bootcamp to provide additional support to our EL students.
- Action 5: Our sped team will identify at least one problem of practice and complete at least one cycle of improvement per quarter.

Section D: 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.

SSC:

- SSC would like to keep:
- Afterschool tutorial sessions
 - Study skills course
- SSC would like to start:
- Requiring a parent permission slip to ensure student involvement in tutorial.
 - Increasing student engagement in classroom. activities and parent involvement on a weekly basis.
 - Increase cross curricular collaboration.
 - 1x1 tutoring for EL students.
 - Small group tutoring for students with Ds and Fs.
 - Identifying students that need mandatory tutoring for extra help.

ELAC:

- ELAC Parents would like to keep:
- After school tutorial to support with language development and ELPAC test.
 - Extra support such as classroom aides to support in English learning classes.
 - Training for teachers on English learner strategies.
- ELAC parents would like more:
- Technology/Class set of computers for ELD classes.
 - Classroom library and leveled books for English learners.
 - Training for staff to continue to build positive relationships with staff and students to create a positive school climate.
- ELAC parents would like to start:
- Providing additional support/intervention for English learners in English and Math
 - Providing language learning applications for parents to support at home (Ex duolingo)
 - Study trips to provide English learners a variety of learning experiences.
 - Summer School ELD Camp for English Learners
 - Mentor program for English learners
 - Presentations/Speakers/Topics for English learners.

Staff:

- Staff would like to keep:
- funding for summer planning hours
 - tech class for 7th graders,
 - common PLC prep periods.
- Staff would like more:
- PLC planning time/days,
 - reading intervention,
 - professional learning around ELD supports, analyzing data and using IABs/FIABs in instruction,
 - tech classes for 8th grade,
 - field trips for students,
 - graphic novels available in the library,
 - purchase more laptops
 - increased non-academic electives.
- Staff would like to start:
- 1-1 tutoring during the school day in ELA and math
 - Program to promote reading
 - Use of phone lockers
 - Reading intervention in ELA classes
 - Create a space for students in SPED to test in small groups
 - Mariachi class
 - Align electives with Edison

Action 1 :

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 intentions and success criteria that align to state standards. Finally, PLC teams will analyze IAB/FIAB data to audit equitable access to learning across all student groups. Resources and time will be allocated to develop a more cohesive and timely response to Tier 2 and 3 academic supports through grade-level MTSS teams.

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

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

- PL on PLC+ understanding and implementation to improve tier 1 instruction.
- PL around how to incorporate intentional checks for understanding utilizing success criteria for all students with feedback to teachers from admin walks.
- PLCs with a common prep will meet regularly to plan grade level instruction, or adjust instruction using the 5 guiding questions from PLC+ as an outline to create instruction that matches the rigor of the standards, style of SBAC, and includes evidence based teaching practices. 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 Guiding question number 5, "Who benefited and who did not?".

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1 - All students will receive quality first instruction that is developed using the GVC and analyzed state standards. All students will complete the Ready diagnostic exam, district developed interim assessments, SBAC IABs/FIABs, and teacher developed CFAs to complete a full assessment cycle. Students will be supported by a special education teacher in Co-Teaching classes for reading and math class in a variety of group configurations using differentiation. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards.

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

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

Tier 3 - All students with disabilities who are two or more grade levels behind will be supported by two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional along with their SPED teacher in SDC classes and through the use of technology resources, tutoring, student study team focusing on foundational/literacy skills including the After School Program and Extended Library Tutoring Program. All students in the ALPS program will be provided additional .125 FTE for functional skill support (ALPS). Students identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed.

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and funding an additional HSL to support our students.

Socio-economically Disadvantaged (SED): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

Long Term English Learner (LTEL): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

Hispanic (HI): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

English Learner (EL): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

Asian (AS): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

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

Students with Disabilities (SWD): With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, funding transportation for educational field trips, and providing additional ALPS support in the form of purchasing an additional .125 FTE.

Socio-economically Disadvantaged (SED): With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.

Long Term English Learner (LTEL): With 7090/7091 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.

Hispanic (HI): With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.

English Learner (EL): With 7090/7091 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.

Asian (AS): With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.

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

Asian (AS): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

English Learner (EL): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

Hispanic (HI): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

Long Term English Learner (LTEL): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

Socio-economically Disadvantaged (SED): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

Students with Disabilities (SWD): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers posting content standards, learning intentions, and success criteria for every lesson. 100% of classrooms observations will show implementation of teacher clarity actions. - Admin completing classroom walk throughs utilizing the content standards, pacing guide, and GVC to provide teacher feedback at minimum 3 days a week. - Outcomes monitored by Principal, admin, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - District benchmark, SBAC interim assessments. - Outcomes measured by growth from assessment to assessment. % of students meeting standards will increase by 20% compared to last years assessment schools. - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC results decrease the distance from meeting standards in ELA from -106.4 to -90. - Outcomes measured by growth from distance from standard. - Outcomes monitored by principal, admin, and teachers.

Action 2 :

Math - Increase Proficiency

Action Details:

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

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

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

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

Tier 3 - All students with disabilities who are two or more grade levels behind will be supported by two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional along with their SPED teacher in SDC classes and through the use of technology resources, tutoring, student study team focusing on foundational/literacy skills including the After School Program and Extended Library Tutoring Program. All students in the ALPS program will be provided additional .125 FTE for functional skill support (ALPS). Students identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed.

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

Specific attention to our identified sub groups-EL Males, EL foster youth, low SES EL through the following:

- Flexible grouping as needed to deepen and extend learning (RTI driven by AC)
- Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year
- Access to equipment and software
- All students will have access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

Student Groups

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

Socio-economically Disadvantaged (SED): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

Hispanic (HI): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

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

- **Socio-economically Disadvantaged (SED):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.
- Hispanic (HI):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.

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

Hispanic (HI): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

Socio-economically Disadvantaged (SED): As a site we will ensure all teachers are providing quality grade level instruction with an emphasis on teacher clarity. We will ensure that our lead teachers are well equipped to guide their PLCs in backwards mapping unit plans using SBAC IABs/FIABs as summative assessments to prepare our students for the rigor of SBAC.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers posting content standards, learning intentions, and success criteria for every lesson. 100% of classrooms observations will show implementation of teacher clarity actions. - Admin completing classroom walk throughs utilizing the content standards, pacing guide, and GVC to provide teacher feedback 5 times a week. - Outcomes monitored by Principal, admin, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - District benchmark, SBAC interim assessments. - Outcomes measured by growth from assessment to assessment. % of students meeting standards will increase by 20% compared to last years assessment schools. - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC results decrease the distance from meeting standards in math from -150 to -130. - Outcomes measured by growth from distance from standard. - Outcomes monitored by principal, admin, and teachers.

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

Student Groups

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

African American (AA): We plan to support our AA student group by using title 1 funds to site fund an HSL that will provide parent workshops and utilize available tools to assist in increasing communication and strengthen partnerships with teachers as well as site to support academic achievement.

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

African American (AA): We plan to support our AA student group by using 7090 funds to provide culturally proficient mentoring through the "Street Saints" program.

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

African American (AA): As a site we plan to support our AA student group by providing our teachers with feedback to supports growth in instruction and cultural proficiency to guide their instruction. We will also utilize the

district mentorship services of the African American student leadership champion provided by the African American Academic Acceleration department.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☐ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers posting content standards, learning intentions, and success criteria for every lesson. 100% of classrooms observations will show implementation of teacher clarity actions. - Admin completing classroom walk throughs utilizing the content standards, pacing guide, GVC, and cultural proficiency resources to provide teacher feedback 5 times a week. - Tier 1 specialist will monitor student behavior data. - Outcomes monitored by Principal, admin, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - District benchmark, SBAC interim assessments. - Outcomes measured by growth from assessment to assessment. % of students meeting standards will increase by 20% compared to last years assessment schools. - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC results decrease the distance from meeting standards in ELA from -128 to -99. - SBAC results decrease the distance from meeting standards in math from -188 to -168. - Suspension percentage equal to that of comparable student groups. - Outcomes measured by growth from distance from standard. - Outcomes monitored by principal, admin, and teachers.

Action 4 :

English Language Learners- Increase Redesignation

Action Details:

Gaston Middle School will ensure that English Language Learners have equitable access to the content and equitable experiences to increase the number of EL students who are redesignated as well as developing their second language (English) by implementation of Effective Tier 1 Core Instruction using SDAIE strategies and integrating ELD standards for all content areas. Gaston's designated English language development will be supported using the adopted text. To meet this goal:

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

- Librarian will assist with software and literature to support fluency.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

Tier 1 - All students will receive instruction using the GVC and identified essential standards. All students will use iREADY as the diagnostic exam, district assessments and progress monitor. Students will be supported by special education teacher in Co-Teaching classes in each reading and math class in a variety of group configurations using differentiation. PLCs will create a CFA and proceed through the CFA cycle quarterly to monitor mastery of essential standards. Direct Instructional services for language learners in content classes will be aligned to the **integrated supports** as identified by FUSD. Along with being assessed in ELPAC, Teachers teaching language learners will prepare their classrooms and have environments that #1- support cultural and linguistic diversity. Tier 1 (the first teach) will include strategies specifically for EL learners. Using the IPG for support, #2- Provide direct and explicit comprehension strategy instruction #3- Provide explicit vocabulary instruction #4- Provide opportunities for extended discussion of text meaning and interpretation #5- Increase motivation and engagement in literacy learning.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities followed by two CFUs to measure evidence of learning. Tier 2 will use the same supports above, however may be in smaller groups.

Tier 3 - All students with disabilities who are two or more grade levels behind will be supported by two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a paraprofessional along with their SPED teacher in SDC classes and through the use of technology resources, tutoring, student study team focusing on foundational/literacy skills including the After School Program and Extended Library Tutoring Program. All students in the ALPS program will be provided additional .125 FTE for functional skill support (ALPS). Students identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed. Long Term EL Students will be considered Tier 3 ELs and have **access** to English Lessons with ELPAC frontloading support. All EL students who have been flat with scores will connect with an academic counselor on campus and bi-annually for: Communication on ELPAC expectations for the new year, learn about the postcards of encouragement, receive weekly opportunities to practice English Skills within iReady in the classroom and in the after-school program. Materials and Supplies -Transportation to home from Extended Library Tutoring - ELPAC **Assessment** from Assessors. All students in ELD program will be provided additional .125 FTE for ELD support in place of one of their elective courses.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

assessments within each PLC. Continued use of Clarity questions. Regular use of IABs and FIABs in Math, History and ELA courses. PLCs met weekly during a common prep period as a part of the 5 of 7 schedule model at Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software. All students will have access and training provided during weekly advisory to check ATLAS, receive training on howto email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

Student Groups

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

Long Term English Learner (LTEL): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

English Learner (EL): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

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

•

Long Term English Learner (LTEL): With 7090/7091 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. Also, purchasing materials for and supplies to support EL instruction, funding ELPAC assessors, purchasing incentives for EL re-designation celebrations and parent meetings, as well purchasing translation services.

English Learner (EL): With 7090/7091 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. Also, purchasing materials for and supplies to support EL instruction, funding ELPAC assessors, purchasing incentives for EL re-designation celebrations and parent meetings, as well purchasing translation services.

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

English Learner (EL): As site we plan to support our EL students by providing designated and integrated ELD support as a second year pilot program. We will also be providing additional opportunities for our EL students to receive support through tutoring afterschool, enrichment over the weekend, and summer academy opportunities.

Long Term English Learner (LTEL): As site we plan to support our EL students by providing designated and integrated ELD support as a second year pilot program. We will also be providing additional opportunities for our EL students to receive support through tutoring afterschool, enrichment over the weekend, and summer academy opportunities.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers will utilize learning intentions and success criteria using the content standards and ELD standards for clarity. 100% of classrooms observations will show implementation of teacher clarity actions. - Admin completing classroom walk throughs utilizing the content standards, pacing guide, GVC, and cultural proficiency resources to provide teacher feedback 5 times a week. - Outcomes monitored by Principal, admin, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - District benchmark, SBAC interim assessments. - Outcomes measured by growth from assessment to assessment. % of students meeting standards will increase by 20% compared to last years assessment schools. - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC results decrease the distance from meeting standards in ELA from -139.6 to -120. - SBAC results decrease the distance from meeting standards in math from -170 to -150. - EL-Redesignation increase from 17.5% to 30%. - Outcomes measured by growth from distance from standard. - Outcomes monitored by principal, admin, and teachers.

Action 5 :

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:

- PL and staff clarity on the mandatory involvement of GE teachers in special education.
- Regular PL to occur around:
 - How to read an 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

Tier 3 - All students with disabilities who are two or more grade levels behind will be supported by two teachers in co-teaching classes. All students with disabilities who are two or more grade levels behind will be supported by a

paraprofessional along with their SPED teacher in SDC classes and through the use of technology resources, tutoring, student study team focusing on foundational/literacy skills including the After School Program and Extended Library Tutoring Program. All students in the ALPS program will be provided additional .125 FTE for functional skill support (ALPS). Students identified as needing additional supports will be discussed at TST and proper supports will be implemented as needed.

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

Student Groups

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

Students with Disabilities (SWD): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and site funding an additional HSL to support our students.

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

- **Students with Disabilities (SWD):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips.

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

Students with Disabilities (SWD): As a site we plan to support our students with disabilities by our special education teachers/case manager regularly monitoring IEP goals through the IEP process with families and teachers. As well as the admin team and academic counselors monitoring grades and organizing after school tutoring supports.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Teachers will utilize learning intentions and success criteria using the content standards for clarity.
- 100% of classrooms observations will show implementation of teacher clarity actions.
- Admin completing classroom walk throughs utilizing the content standards, pacing guide, GVC, and cultural proficiency resources to provide teacher feedback.
- Outcomes monitored by Principal, admin, and teachers.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- District benchmark, SBAC interim assessments.
- Outcomes measured by growth from assessment to assessment. % of students meeting standards will increase by 20% compared to last years assessment schools.
- Outcomes monitored by teachers, grade level PLCs, and admin.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- SBAC results decrease the distance from meeting standards in ELA from -171. to -151.
- SBAC results decrease the distance from meeting standards in math from -204 to -184.
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by principal, admin, and teachers.

2025-2026 SPSA Budget Goal Subtotal

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

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract for teacher to tutor students at lunch and/or after school ***No IEPs***	12,260.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and References/Site licenses to support literacy in all subject areas.	13,099.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	.125 FTE ALPS (Burell)	13,957.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	11,927.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for tutorial support (Literacy, math, etc.)	12,260.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and References/Site licenses to support literacy in all subject areas.	6,901.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Laptops/Technology to support instruction	13,099.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance. Also applies to all goals.	16,982.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional development to support cultural proficiency.	10,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	19,616.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental for EL Literacy Tutorial	12,079.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction (Journals, headphones, etc.)	31,260.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Laptops/Technology/Furniture to support instruction.	31,568.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Incentives and materials/supplies to support EL Re-designation celebrations, parent meetings. Also to support Goal 5 action 1.	15,636.00

\$230,644.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80 %	76.4 %	2024-2025	77.5 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Students and parents are unaware of the options for engagement at school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Clubs are not advertised to parents and are only advertised to students once a year.
- 2. Club meeting days and times are not published.
- 3. Communications around sports teams needs to be clarified and increased so parents and students know when a sport is offered, when try-outs are, and how to join.
- 4. Communications around non-athletic teams (e-sports, ToT, academic pentathlon) needs to be clarified and increased so parents and students know what is offered and how to join.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. Communication to parents and students needs to be through parent-square and on paper quarterly if not more often regarding clubs.
- 2. Club meeting days and times needs to be added to the advisory lessons, posted around campus on the bulleting boards, and communicated to parents.
- 3. A flyer with all sports, seasons, try-outs needs to be created and sent out to families. Copies should be kept in the office to give to incoming families. Posters should be up around campus.
- 4. A flyer with all non-athletic teams needs to be created and sent out to families. Copies should be kept in the office to give to incoming students. Posters should be up around campus.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Elective Options / Club & Sport opportunities

Fully Implemented

Students at Gaston Middle School have access to two electives courses, ensuring that they have access to A-G course work, STEM and Visual and Performing Arts courses.

Action 2: Expose students to college and career experiences

Fully Implemented

Students at Gaston Middle School have had access to college and career experiences.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Elective Options / Club & Sport opportunities

Effective

Panorama data increased 7 points from last year. There is a 7-period day, educational field trips were offered to students, elective courses include: Spanish 1, 2, and Nativos, Hmong, Art, Orchestra, Band, Choir, Men's/Women's Alliance, Dance, Arts and Media

Action 2: Expose students to college and career experiences

Ineffective

Panorama data increased 7 points from last year. High Schools have presented on elective and pathway choices, field trips to colleges and universities were offered to students, Student Success Conferences were held with academic counselors, student participated in Super Saturday and CSU Fresno.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. Communication to parents and students will be through parent-square and on paper quarterly if not more often regarding clubs.
2. Club meeting days and times will be added to the advisory lessons, posted around campus on the bulleting boards, and communicated to parents.
3. A flyer with all sports, seasons, try-outs will be created and sent out to families. Copies will be kept in the office to give to incoming families. Posters will be up around campus.
4. A flyer with all non-athletic teams will be created and sent out to families. Copies will be kept in the office to give to incoming students. Posters will be up around campus.

Section D: 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.

SSC: SSC would like to start: • Funding additional clubs to provide more real-world experiences. • Create a clear protocol on how to request subject matter field trips. • Job readiness classes and clubs for different career opportunities. • Career fair opportunities on campus for college and technical careers. • Providing workshops on writing resumes/job applications and other career skills. SSC would like to keep: • Field trips for students.	ELAC: LAC Parents would like to keep: • After school tutorial to support with language development and ELPAC test. • Extra support such as classroom aides to support in English learning classes. • Training for teachers on English learner strategies. ELAC parents would like more: • Technology/Class set of computers for ELD classes. • Classroom library and leveled books for English learners. • Training for staff to continue to build positive relationships with staff and students to create a positive school climate. ELAC parents would like to start: • Providing additional support/intervention for English learners in English and Math • Providing language learning applications for parents to support at home (Ex duolingo) • Study trips to provide English learners a variety of learning experiences. • Summer School ELD Camp for English Learners • Mentor program for English learners • Presentations/Speakers/Topics for English learners.	Staff: Staff would like to keep: • funding for summer planning hours • tech class for 7th graders, • common PLC prep periods. Staff would like more: • PLC planning time/days, • reading intervention, • professional learning around ELD supports, analyzing data and using IABs/FIABs in instruction, • tech classes for 8th grade, • field trips for students, • graphic novels available in the library, • purchase more laptops • increased non-academic electives. Staff would like to start: • 1-1 tutoring during the school day in ELA and math • Program to promote reading • Use of phone lockers • Reading intervention in ELA classes • Create a space for students in SPED to test in small groups • Mariachi class • Align electives with Edison
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Action 1 :

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, Choir, Women's / Men's Alliance, Ethnic Studies, Dance and Arts and Media.
- Elective course will be provided with needed materials and supplies to support instruction.
- Educational Field Trips will be provided.
- Student clubs will be available and recruited for.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

With Title I funds we plan to support English Language Learners

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

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

We plan on completing the following actions:

- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- 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.
- Students will be recruited for Latino Student Union as well as other clubs.

Student Groups

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

Homeless (HM): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips. Students will be recruited for clubs and sports.

Foster Youth (FY): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips. Students will be recruited for clubs and sports.

African American (AA): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips. Students will be recruited for clubs and sports.

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

Homeless (HM): We will purchase materials and supplies for incentives and to support activities in CTE courses. Students will be recruited for College field trips, sports, and clubs.
Foster Youth (FY): We will purchase materials and supplies for incentives and to support activities in CTE courses. Students will be recruited for College field trips, sports, and clubs.
African American (AA): We will purchase materials and supplies for incentives and to support activities in CTE courses. Students will be recruited for College field trips, sports, and clubs.

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

- Homeless (HM):**
- All recruitment for activities will be provided in student's primary language
 - Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
 - 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.
- Foster Youth (FY):**
- All recruitment for activities will be provided in student's primary language
 - Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
 - 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
- African American (AA):**
- All recruitment for activities will be provided in student's primary language
 - Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
 - 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.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Counselors will check to ensure students will be enrolled in electives. Counselors will ensure that students are placed in correct support courses such as ELD. CCD will run Engagement reports to recruit students not involved on campus.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Reports run through Engagements by CCD to ensure that all students participating in electives have been invited to participate in Field Trips and activities at the end of each semester. Athletic Director and CCD will run Engagement reports to recruit students to Sports and Clubs,	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Academic Counselors will communicate with high schools regarding which electives students have successfully completed.

Action 2 :

Expose students to college and career experiences

Action Details:

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

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

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

The following will be needed to support this action:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

- Access to equipment and software to support instruction
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 2.
- All Teaming Structures will use the SPSA as a resource to support site goals, the SPSA will be an agenda item for site meetings and parent committees; SSC and ELAC.
- Goal Setting Tool to support students with SEL and academic goals will be completed and reviewed based on the school calendar.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.

Student Groups

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

Homeless (HM): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips.

Foster Youth (FY): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips.

African American (AA): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips.

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

Homeless (HM): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips.

Foster Youth (FY): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips. Students will be recruited for clubs and sports.

African American (AA): We will offer tutoring with credentialed teachers after school to support instruction. We will also purchase materials, supplies, and technology to support instruction. Students will be recruited for College field trips. Students will be recruited for clubs and sports.

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

Homeless (HM):

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

Foster Youth (FY):

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

African American (AA):

- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- 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.
- Academic counselors will meet individually with students.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Academic counselors will ensure that all students are appropriately enrolled in electives and CTE courses.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. CTE teachers will meet quarterly to plan and ensure that their students are receiving real-world learning experiences. Academic counselors will conduct individual meetings with all students twice a year.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Academic Counselors will identify students for college field trips annually, based on Engagement reports, GPA and student interest.

2025-2026 SPSA Budget Goal Subtotal

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

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation: Field Trips	15,968.00

\$15,968.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		38.8 %	2023-2024	38.2 %
Chronic Absenteeism - (African American)	✓		52.1 %	2023-2024	51.5 %
Chronic Absenteeism - (Long-Term English Learner)	✓		35.5 %	2023-2024	34.9 %
Chronic Absenteeism - (Socioeconomically Disadvantaged)	✓		39.2 %	2023-2024	38.6 %
Chronic Absenteeism - (Students w/ Disabilities)	✓	42.5 %	52 %	2023-2024	51.4 %
Suspension Rate	✓	12.2 %	22.5 %	2023-2024	22.17 %
Suspension Rate - (African American)	✓		36.7 %	2023-2024	36.37 %
Suspension Rate - (Asian)	✓		13.6 %	2023-2024	13.27 %
Suspension Rate - (English Learner)	✓		19.2 %	2023-2024	18.87 %
Suspension Rate - (Hispanic)	✓		20 %	2023-2024	19.67 %
Suspension Rate - (Long-Term English Learner)	✓		21.8 %	2023-2024	21.47 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓		22.7 %	2023-2024	22.37 %
Suspension Rate - (Students w/ Disabilities)	✓		26.2 %	2023-2024	25.87 %
Suspension Rate - (Two or More Races)	✓		23.3 %	2023-2024	22.97 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- 1. Chronic absenteeism school-wide and for all significant subgroups has increased.
- 2. Suspensions school-wide and for all significant subgroups has increased.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic absenteeism:

- 1. Lack of permanent staffing in Home School Liaison and Child Welfare and Attendance Specialist positions led to inconsistency in incentive programs.
- 2. Lack of permanent staffing in Home School Liaison and Child Welfare And Attendance Specialist positions led to lack of follow through on SART and SARB processes for students not attending school.
- 3. Lack of schoolwide parent education regarding attendance in middle school led to increased chronic absenteeism.
- 4. Lack of schoolwide incentive programs led to increased chronic absenteeism.

Suspensions:

- 1. A tougher policy on instigating fights led to higher suspension rates for 48900 (a)(1) codes.
- 2. More students were caught with illegal substances which led to higher suspension rates for 48900(c).
- 3. Inconsistent implementation of school-wide expectations regarding student behavior both in common spaces and in classrooms led to higher suspension rates overall.
- 4. Inconsistent implementation of student expectations from classroom to classroom led to increased suspension rates.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Absenteeism:

- 1. Hire two permanent home school liaisons and a permanent CWAS.
- 2. Hold a meeting for incoming 7th grade parents, explaining the importance of attendance and how absences are counted in a 7-period day. Hold meetings in English and Spanish. Hold meetings for incoming 8th grade students as well as for the students themselves to review attendance.
- 3. Create a schoolwide incentive program to reward good attendance and to reward increasing attendance.

Suspensions:

- 1. Ensure that the policies regarding instigating fights and fighting are clear and repeated regularly. Remind students where to go to gain assistance with issues with another person through advertising Restorative Practice Counselor.
- 2. Strengthen partnership with Prodigy to create prevention and education programs for students.
- 3. Staff needs to agree on schoolwide expectations for common spaces and commit to holding all students accountable. These expectations need to be visibly posted around campus and students need consistent reminders of the expectations.
- 4. Staff needs to agree on common classroom expectations and commit to holding all students accountable. Admin needs to visit classrooms to ensure that teachers are holding to the commitments for common expectations.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

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

Partially Implemented

The actions were partially implemented due to inconsistent enforcement of expectations between classroom teachers, and lack of communication with parents regarding attendance procedures and requirements.

Action 2: Tier 2/3- MTSS/TST Cycles

Partially Implemented

The actions were partially implemented due to staffing in attendance roles, lack of student knowledge regarding Tier 2 and 3 supports available.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

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

Ineffective

The actions were ineffective as both chronic attendance and suspension increase for all student groups. Once we were able to hire a full team in January, we were able to begin to put supports in place for students and families.

Action 2: Tier 2/3- MTSS/TST Cycles

Ineffective

The actions were ineffective as both chronic attendance and suspension increase for all student groups. Once we were able to hire a full team in January, we were able to begin to put supports in place for students and families.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- 1. Permanent staff will be hired for HSL and CWAS positions.
- 2. Parent meetings regarding attendance will be held as well as regular communication to all parents regarding attendance.
- 3. Create a schoolwide incentive program for maintaining good attendance and increasing attendance.
- 4. Work with Prodigy to create a education and prevention program for substance abuse.
- 5. Create posters for students to know who is available for supports and how to contact them.
- 6. Regularly communicate with students how to handle drama on campus.
- 7. Staff will create and agree upon common expectations for common spaces and classrooms and all staff will ensure that students follow the expectations.
- 8. Agreed upon expectations will be posted around campus as reminders for students and staff.

Section D: 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.

SSC: SSC would like to start: • Additional opportunities for different food options during lunch (Food trucks once/twice a month that the school provides) • More cultural events during lunch. • Vendors coming in during lunch. • Additional mental health resources. SSC would like to keep: • Block parties and incentive rewards • Food distribution (Increase the frequency) • School Dances (Increase the frequency) • Home School Liaison/CWAS • Lunch tutorial based on tardies. • Current mental health resources.	ELAC: LAC Parents would like to keep: • After school tutorial to support with language development and ELPAC test. • Extra support such as classroom aides to support in English learning classes. • Training for teachers on English learner strategies. ELAC parents would like more: • Technology/Class set of computers for ELD classes. • Classroom library and leveled books for English learners. • Training for staff to continue to build positive relationships with staff and students to create a positive school climate. ELAC parents would like to start: • Providing additional support/intervention for English learners in English and Math • Providing language learning applications for parents to support at home (Ex duolingo) • Study trips to provide English learners a variety of learning experiences. • Summer School ELD Camp for English Learners • Mentor program for English learners • Presentations/Speakers/Topics for English learners.	Staff: Staff would like to keep: • funding for summer planning hours • tech class for 7th graders, • common PLC prep periods. Staff would like more: • PLC planning time/days, • reading intervention, • professional learning around ELD supports, analyzing data and using IABs/FIABs in instruction, • tech classes for 8th grade, • field trips for students, • graphic novels available in the library, • purchase more laptops • increased non-academic electives. Staff would like to start: • 1-1 tutoring during the school day in ELA and math • Program to promote reading • Use of phone lockers • Reading intervention in ELA classes • Create a space for students in SPED to test in small groups • Mariachi class • Align electives with Edison
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Action 1 :

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 organizations 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, family movie nights, literacy nights, etc. Materials and supplies for events upon request as funds available.

Tier 2 includes our Shadows, Fresno Street Saints, CWAS, Intervention specialist, Re-Engagement Teacher, Mentoring, Restorative Practice Counselor, the Counseling Team and TST. Instruction may include information from Guest Speakers for Professional Learning, Workshops on Kinesthetic Classroom, Extrinsic Rewards and Food Treats, Field Trips and Materials and Supplies to support daytrips, communication with parents (including but no limited to graphics, visuals in the building, flags/banners in the gym). Additional 0.25 FTE for Mens/Womens Alliance to support students with SEL and study skills. Additional funding for full time Restorative Counselor.

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

Gaston. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). Small group instruction through Extended Library Program (after school tutoring with a special bus for transportation) at targeted intervals of the school year. Access to equipment and software. All students will have access and training provided during weekly advisory to check ATLAS, receive training on how to email teachers, check their email and Teams messages, and properly request support, or assistance with assignments.

Student Groups

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

- African American (AA): With Title I funds we plan to support African American students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction and to build relationships with staff on campus.
- Asian (AS): With Title I funds we plan to support Asian students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction and to build relationships with staff on campus.
- English Learner (EL): With Title I funds we plan to support EL students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction and to build relationships with staff on campus.
- Long Term English Learner (LTEL): With Title I funds we plan to support Long Term EL students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction and to build relationships with staff on campus.
- Hispanic (HI): With Title I funds we plan to support Hispanic students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction and to build relationships with staff on campus.
- Socio-economically Disadvantaged (SED): With Title I funds we plan to support SED students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction and to build relationships with staff on campus.
- Students with Disabilities (SWD): With Title I funds we plan to support SWD students by providing funds for teachers to provide after school tutorial and for materials and supplies to support instruction and to build relationships with staff on campus.

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

- Students with Disabilities (SWD): funds for transportation for field trips, funds for career software, potential release time for staff to travel with students during enrichment activities, funds for student and parent incentives to support families and improve attendance. PL for teachers in special education,
- Socio-economically Disadvantaged (SED): funds for transportation for field trips, funds for career software, potential release time for staff to travel with students during enrichment activities, funds for student and parent incentives to support families and improve attendance.
- Hispanic (HI): funds for transportation for field trips, funds for career software, potential release time for staff to travel with students during enrichment activities, funds for student and parent incentives to support families and improve attendance. Support of the LSU (Latino Student Union) through activities, meetings and field trips.
- Long Term English Learner (LTEL): funds for transportation for field trips, funds for career software, potential release time for staff to travel with students during enrichment activities, funds for student and parent incentives to support families and improve attendance.
- English Learner (EL): funds for transportation for field trips, funds for career software, potential release time for staff to travel with students during enrichment activities, funds for student and parent incentives to support families and improve attendance.
- Asian (AS): funds for transportation for field trips, funds for career software, potential release time for staff to travel with students during enrichment activities, funds for student and parent incentives to support families and improve attendance. Support of the Hmong Club through activities, meetings and field trips.
- African American (AA): funds for transportation for field trips, funds for career software, potential release time for staff to travel with students during enrichment activities, funds for student and parent incentives to support families and improve attendance. Support of the BSU (Black Student Union) through activities, meetings and field trips.

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

Students with Disabilities (SWD): Discussing and finding individualized support for students considered chronically absent through weekly TST meetings, IS, CWAS and HSLs will identify and support students that are chronically absent, individual meetings with academic counselors for support.

Socio-economically Disadvantaged (SED): Discussing and finding individualized support for students considered chronically absent through weekly TST meetings, IS, CWAS and HSLs will identify and support students that are chronically absent, individual meetings with academic counselors for support.

Hispanic (HI): Discussing and finding individualized support for students considered chronically absent through weekly TST meetings, IS, CWAS and HSLs will identify and support students that are chronically absent, individual meetings with academic counselors for support.

Long Term English Learner (LTEL): Discussing and finding individualized support for students considered chronically absent through weekly TST meetings, IS, CWAS and HSLs will identify and support students that are chronically absent, individual meetings with academic counselors for support.

English Learner (EL): Discussing and finding individualized support for students considered chronically absent through weekly TST meetings, IS, CWAS and HSLs will identify and support students that are chronically absent, individual meetings with academic counselors for support.

Asian (AS): Discussing and finding individualized support for students considered chronically absent through weekly TST meetings, IS, CWAS and HSLs will identify and support students that are chronically absent, individual meetings with academic counselors for support.

African American (AA): Discussing and finding individualized support for students considered chronically absent through weekly TST meetings, IS, CWAS and HSLs will identify and support students that are chronically absent, individual meetings with academic counselors for support.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Lists of chronically absent, and potentially chronically absent students will be run weekly. Students that are chronically absent or potentially chronically absent will be identified and proper supports will be assigned weekly. Students needing SEL supports will be discussed weekly in TST meetings.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured through: Quarterly attendance incentives will be given for good and improved attendance. Quarterly suspension numbers Monthly reports by RP Counselor	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured through PowerBI tracking tools. Outcomes measured by Admin and SE team. Students needing continuing supports will be identified for 8th grade and/or sent to attending high school

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

Tier 2 includes our Shadows, Fresno Street Saints, CWAS, Re-Engagement Teacher, Mentoring, Restorative Practice Counselor, the Counseling Team and TST. Instruction may include information from Guest Speakers for Professional Learning, Workshops on Kinesthetic Classroom, Extrinsic Rewards and Food Treats, Field Trips and Materials and Supplies to support day trips, communication with parents (including but 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

Student Groups

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

African American (AA): we plan to support our African American student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

Asian (AS): We plan to support our Asian student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

English Learner (EL): We plan to support our EL student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

Long Term English Learner (LTEL): We plan to support our LTEL student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

Hispanic (HI): We plan to support our HI student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

Socio-economically Disadvantaged (SED): We plan to support our SED student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

Students with Disabilities (SWD): We plan to support our SWD student population by providing lunch/afterschool tutorial and home visits by the HSL to build home to school relationships.

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

Students with Disabilities (SWD): Potential release time for staff to travel with students on enrichment activities, fund a full-time restorative practice counselor to improve relationships and identify SEL needs, professional development for teachers

Socio-economically Disadvantaged (SED): Potential release time for staff to travel with students on enrichment activities, fund a full-time restorative practice counselor to improve relationships and identify SEL needs, professional development for teachers

Hispanic (HI): Funds for field trips, funds for Latinos for Excellence trips and activities, potential release time for staff to travel with students on enrichment activities, fund a full-time restorative practice counselor to improve relationships and identify SEL needs, support for the LSU (Latino Student Union) by supporting activities, meetings, and field trips to increase cultural connectedness and develop pride for their campus,

Long Term English Learner (LTEL): Potential release time for staff to travel with students on enrichment activities, fund a full-time restorative practice counselor to improve relationships and identify SEL needs, professional development for teachers

English Learner (EL): Potential release time for staff to travel with students on enrichment activities, fund a full-time restorative practice counselor to improve relationships and identify SEL needs, professional development for teachers

Asian (AS): Potential release time for staff to travel with students on enrichment activities, fund a full-time restorative practice counselor to improve relationships and identify SEL needs, professional development for teachers, support for the Hmong Club by supporting activities, meetings, and field trips to increase cultural connectedness and develop pride for their campus,

African American (AA): Potential release time for staff to travel with students on enrichment activities, fund a full-time restorative practice counselor to improve relationships and identify SEL needs, support for the BSU (Black Student Union) by supporting activities, meetings, and field trips to increase cultural connectedness and develop pride for their campus,

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

Students with Disabilities (SWD): supporting clubs and extracurricular activities, individual meetings with academic counselors for support, school climate and culture data will be analyzed to intervene, and support students, recruitment for activities will be relevant for SWD students,

Socio-economically Disadvantaged (SED): supporting clubs and extracurricular activities, individual meetings with academic counselors for support, school climate and culture data will be analyzed to intervene, and support students, recruitment for activities will be relevant for SED students,

Hispanic (HI): supporting clubs and extracurricular activities, individual meetings with academic counselors for support, school climate and culture data will be analyzed to intervene, and support students, recruitment for activities will be relevant for HI students,

Long Term English Learner (LTEL): supporting clubs and extracurricular activities, individual meetings with academic counselors for support, school climate and culture data will be analyzed to intervene, and support students, recruitment for activities will be relevant for LTEL students,

English Learner (EL): supporting clubs and extracurricular activities, individual meetings with academic counselors for support, school climate and culture data will be analyzed to intervene, and support students, recruitment for activities will be relevant for EL students,

Asian (AS): supporting clubs and extracurricular activities, individual meetings with academic counselors for support, school climate and culture data will be analyzed to intervene, and support students, recruitment for activities will be relevant for AS students,

African American (AA): supporting clubs and extracurricular activities, individual meetings with academic counselors for support, school climate and culture data will be analyzed to intervene, and support students, recruitment for activities will be relevant for AA students,

Progress Monitoring: Outcomes

Reasoning for using this action		
☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Weekly tracking of suspension and misbehavior data Outcomes measured through Atlas reports Outcomes measured by REC teacher	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Quarterly review of suspension data and club participation Outcomes measured through Atlas reports	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Panorama survey data? Quarterly review of suspension data and club participation Outcomes measured through Atlas reports

2025-2026 SPSA Budget Goal Subtotal

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

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies to support instruction/ Material and supplies for Bengal Block Parties, Academic Awards, and to build school climate and culture.	73,917.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Support Luncheon.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen Inc : Campus Beautification (Expectations and motivation signage)	10,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Crt Pupl-Reg	Counselor, School	0.3000	Providing reentry services for students who may have been suspended or are in need of restorative supports.	54,241.00

\$145,658.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	82.4 %	84.4 %	2024-2025	85.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

POP- increasing teacher voice in decision making.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Time
- 2. Clarity of expectations
- 3. Communication

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- We will utilizing virtual platforms to gain teacher input quicker.
- We will build the voice of our school climate and culture team to identify areas of growth.
- Admin will clearly outline and communicate all teacher expectations for next school year.
- Admin will provide regular responses to emails and student behaviors.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruit and Retain Staff Representative of the Community

Fully Implemented

Overall this action was fully implemented to meet the desired outcomes.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruit and Retain Staff Representative of the Community

Effective

Overall this action was effective: We seen a large decrease in the amount of teachers putting in for a lateral to another school or position.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next school year we plan to continue building our staff connectedness by providing more opportunities for teacher voice, staff bonding, clear communication, and accountability.

Section D: 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.

SSC:

SSC would like to start:

- Increasing staff security of cars and personal belongings.
- Create safer parking protocols for events that do not impact staff.
- Working with the city to increase bike lanes and staff safety.
- More team building activities that are not on campus.

SSC would like to keep:

- Showing staff appreciation.
- 5/7 model
- Feeding staff throughout the school year.

ELAC:

LAC Parents would like to keep:

- After school tutorial to support with language development and ELPAC test.
- Extra support such as classroom aides to support in English learning classes.
- Training for teachers on English learner strategies.

ELAC parents would like more:

- Technology/Class set of computers for ELD classes.
- Classroom library and leveled books for English learners.
- Training for staff to continue to build positive relationships

Staff:

Staff would like to keep:

- funding for summer planning hours
- tech class for 7th graders,
- common PLC prep periods.

Staff would like more:

- PLC planning time/days,
- reading intervention,
- professional learning around ELD supports, analyzing data and using IABs/FIABs in instruction,
- tech classes for 8th grade,

- Leadership delivering food and drinks to staff.

with staff and students to create a positive school climate.

ELAC parents would like to start:

- Providing additional support/intervention for English learners in English and Math
- Providing language learning applications for parents to support at home (Ex duolingo)
- Study trips to provide English learners a variety of learning experiences.
- Summer School ELD Camp for English Learners
- Mentor program for English learners
- Presentations/Speakers/Topics for English learners.

- field trips for students,
- graphic novels available in the library,
- purchase more laptops
- increased non-academic electives.

Staff would like to start:

- 1-1 tutoring during the school day in ELA and math
- Program to promote reading
- Use of phone lockers
- Reading intervention in ELA classes
- Create a space for students in SPED to test in small groups
- Mariachi class
- Align electives with Edison

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

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

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

Student Groups

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

- Students with Disabilities (SWD):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and funding an additional HSL to support our students. The HSL will also provide support for our teachers by providing attendance support with incentives and communicating with families support student achievement and behavior.
- Foster Youth (FY):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and funding an additional HSL to support our students. The HSL will also provide support for our teachers by providing attendance support with incentives and communicating with families support student achievement and behavior.
- Hispanic (HI):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and funding an additional HSL to support our students. The HSL will also provide support for our teachers by providing attendance support with incentives and communicating with families support student achievement and behavior.
- Long Term English Learner (LTEL):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and funding an additional HSL to support our students. The HSL will also provide support for our teachers by providing attendance support with incentives and communicating with families support student achievement and behavior.
- English Learner (EL):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and funding an additional HSL to support our students. The HSL will also provide support for our teachers by providing attendance support with incentives and communicating with families support student achievement and behavior.
- African American (AA):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for tutoring, and funding an additional HSL to support our students. The

HSL will also provide support for our teachers by providing attendance support with incentives and communicating with families support student achievement and behavior.

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

- Students with Disabilities (SWD):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. We will also be purchasing spirit wear, food, and incentives for teachers to improve our school climate and culture.
- Foster Youth (FY):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. We will also be purchasing spirit wear, food, and incentives for teachers to improve our school climate and culture.
- Hispanic (HI):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. We will also be purchasing spirit wear, food, and incentives for teachers to improve our school climate and culture.
- Long Term English Learner (LTEL):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. We will also be purchasing spirit wear, food, and incentives for teachers to improve our school climate and culture.
- English Learner (EL):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. We will also be purchasing spirit wear, food, and incentives for teachers to improve our school climate and culture.
- African American (AA):** With 7090 funds we plan to support by funding substitute teachers for teacher planning days, funding lunch and after school tutorial support, purchase additional books and materials to support reading, and funding transportation for educational field trips. We will also be purchasing spirit wear, food, and incentives for teachers to improve our school climate and culture.

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

- African American (AA):** As a site we plan to support by developing teachers who provide quality first instruction, engage in ways that support improving our school climate and culture, are motivated to improve student outcomes through consistent effort, and ultimately live our agreed upon school vision to ensure that we are meeting the agreed upon school mission. Also, by acknowledging, supporting, and rewarding our teachers when living our vision with fidelity.
- English Learner (EL):** As a site we plan to support by developing teachers who provide quality first instruction, engage in ways that support improving our school climate and culture, are motivated to improve student outcomes through consistent effort, and ultimately live our agreed upon school vision to ensure that we are meeting the agreed upon school mission. Also, by acknowledging, supporting, and rewarding our teachers when living our vision with fidelity.
- Long Term English Learner (LTEL):** As a site we plan to support by developing teachers who provide quality first instruction, engage in ways that support improving our school climate and culture, are motivated to improve student outcomes through consistent effort, and ultimately live our agreed upon school vision to ensure that we are meeting the agreed upon school mission. Also, by acknowledging, supporting, and rewarding our teachers when living our vision with fidelity.
- Hispanic (HI):** As a site we plan to support by developing teachers who provide quality first instruction, engage in ways that support improving our school climate and culture, are motivated to improve student outcomes through consistent effort, and ultimately live our agreed upon school vision to ensure that we are meeting the agreed upon school mission. Also, by acknowledging, supporting, and rewarding our teachers when living our vision with fidelity.
- Foster Youth (FY):** As a site we plan to support by developing teachers who provide quality first instruction, engage in ways that support improving our school climate and culture, are motivated to improve student outcomes through consistent effort, and ultimately live our agreed upon school vision to ensure that we are meeting the agreed upon school mission. Also, by acknowledging, supporting, and rewarding our teachers when living our vision with fidelity.
- Students with Disabilities (SWD):** As a site we plan to support by developing teachers who provide quality first instruction, engage in ways that support improving our school climate and culture, are motivated to improve student outcomes through consistent effort, and ultimately live our agreed upon school vision to ensure that we are meeting the agreed upon school mission. Also, by acknowledging, supporting, and rewarding our teachers when living our vision with fidelity.

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Teachers posting content standards, learning intentions, and success criteria for every lesson. 100% of classrooms observations will show implementation of teacher clarity actions. - Admin completing classroom walk throughs utilizing the content standards, pacing guide, and GVC to provide teacher feedback at minimum 3 days a week. - Outcomes monitored by Principal, admin, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - District benchmark, SBAC interim assessments, panorama teacher survey data, and behavior data. - Outcomes measured by growth from assessment to assessment. % of students meeting standards will increase by 20% compared to last years assessment schools. - Outcomes measured by % favorable in organizational culture domain increase from survey to survey. - Outcomes measured by % of BNFs submitted decrease from quarter to quarter. - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Outcomes measured by growth from distance from standard in all categories. - Outcomes measured by reduction in behavior and suspension data. - Outcomes monitored by principal, admin, and teachers.

2025-2026 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	Travel			Travel for PL Conferences	15,000.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food service catering to support teacher retention.	5,000.00

\$20,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.2 %	88.6 %	2024-2025	89.7 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

POP-Based on the metrics in this current goal, families are not engaging with the school as much as we would like as identified by the fall climate and culture family survey.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 3 causes of our family engagement not exceeding 88%:
- Communication (Parents want physical communication vs. Virtual communication)
 - Socio economic status (Many of our parents struggle with technology and access)
 - Opportunity (Many of our parents work jobs that do not allow them to engage with the school due to time constraints)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. A physical copy of the yearly calendar of family engagement opportunities and events.
2. Parent engagement/Learning opportunities to provide families more access to resources.
3. Multiple opportunities to attend events or receive information.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Parent/Family Engagement

Fully Implemented

Overall this action was fully implemented. We did not see the improvement that we anticipated, but we implemented every action that we committed to.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Parent/Family Engagement

Partially Effective

Overall this action was partially effective. While more parents and students are aware of events, student expectations, and resources, our family participation in key parent groups is still low.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation and family engagement by strategically utilizing our new community school coordinator and HSL to better understand the needs of our families. We will also provide additional methods of communication, competitions, and incentives for our families.

Section D: 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.

SSC:

SSC would like to start:

- Parent incentives to attend meetings
- Increased personal parent phone calls/texts with incentives being communicated.
- More reminders via call or text.
- Utilize the Gaston Kiosk more for upcoming events.
- Increase holiday celebration events.
- Provide information on how to be a chaperon for student trips.
- Increase parent engagement with safe to school and parent

ELAC:

LAC Parents would like to keep:

- After school tutorial to support with language development and ELPAC test.
- Extra support such as classroom aides to support in English learning classes.
- Training for teachers on English learner strategies.

ELAC parents would like more:

- Technology/Class set of computers for ELD classes.
- Classroom library and leveled books for English learners.

Staff:

Staff would like to keep:

- funding for summer planning hours
- tech class for 7th graders,
- common PLC prep periods.

Staff would like more:

- PLC planning time/days,
- reading intervention,
- professional learning around ELD supports, analyzing data and using IABs/FIABs in instruction,

participation.

- Create parent handbook with all key details and information on how to participate and be successful in supporting their student at Gaston.

SSC would like to keep:

- Utilizing social media to share more events and information.
- Food when having parent events.

- Training for staff to continue to build positive relationships with staff and students to create a positive school climate.

ELAC parents would like to start:

- Providing additional support/intervention for English learners in English and Math
- Providing language learning applications for parents to support at home (Ex duolingo)
- Study trips to provide English learners a variety of learning experiences.
- Summer School ELD Camp for English Learners
- Mentor program for English learners
- Presentations/Speakers/Topics for English learners.

- tech classes for 8th grade,
- field trips for students,
- graphic novels available in the library,
- purchase more laptops
- increased non-academic electives.

Staff would like to start:

- 1-1 tutoring during the school day in ELA and math
- Program to promote reading
- Use of phone lockers
- Reading intervention in ELA classes
- Create a space for students in SPED to test in small groups
- Mariachi class
- Align electives with Edison

Action 1 :

Increase Parent/Family Engagement

Action Details:

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

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

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Student Academics:**
 - Parent meetings to review content and ELD strategies
 - ELAC, SSC, Parent Coffee Hour (not limited to materials and supplies)
- **Student Centered and Real-World Learning:**
 - Open house, Back to School night, community events.
 - Black History Month Performance
- **Student Engagement:**
 - Parent meetings to increase community engagement

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

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

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

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

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

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

We plan to support English Learner students by:

- Checking for understanding during instruction
- Common Formative Assessments
- Use of IABs and FIABs to inform instruction and supports
- Flexible groups to support RTI driven by PLCs
- Access to equipment and software to support instruction
- Supporting clubs and extracurricular activities
- Individual meetings with academic counselors for support
- School Climate and Culture data will be analyzed to intervene and support students not connected to Goal 2.
- All Teaming Structures will use the SPSA as a resource to support site goals, the SPSA will be an agenda item for site meetings and parent committees; SSC and ELAC.
- Goal Setting Tool to support students with SEL and academic goals will be completed and reviewed based on the school calendar.
- All recruitment for activities will be provided in student's primary language
- Parent Square and communication from the Activities Director, Athletic Director, Administration, and Home School Liaison will be made to keep families informed of Goal 2 opportunities.
- Heterogeneous grouping for student support

- HSL and TST Team to work directly with Fresno Street Saints and community partners determine needs to families and find resources to support beyond the realm of the school.
- MTSS/TST will ensure that students identified as ELL homeless, ELL foster and low ELL SES as well as ELL SPED have services and/teachers have background to assist teachers 'knowing' their students and families,
- All communication home will be sent in students' primary language where and when possible.

Student Groups

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

- Homeless (HM):** Using title 1 funds we will fund an additional HSL to build stronger connections and proactively communicate with our families. We will also provide funding after school tutorial and improve teacher instruction by providing laptops/technology.
- African American (AA):** Using title 1 funds we will fund an additional HSL to build stronger connections and proactively communicate with our families. We will also provide funding after school tutorial and improve teacher instruction by providing laptops/technology.
- English Learner (EL):** Using title 1 funds we will fund an additional HSL to build stronger connections and proactively communicate with our families. We will also provide funding after school tutorial and improve teacher instruction by providing laptops/technology.
- Hispanic (HI):** Using title 1 funds we will fund an additional HSL to build stronger connections and proactively communicate with our families. We will also provide funding after school tutorial and improve teacher instruction by providing laptops/technology.
- Foster Youth (FY):** Using title 1 funds we will fund an additional HSL to build stronger connections and proactively communicate with our families. We will also provide funding after school tutorial and improve teacher instruction by providing laptops/technology.

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

- Homeless (HM):** Using 7090/7091 funds we will provide physical forms of communication with graphics designed to catch the readers attention. As well as provide daycare services, food, and incentives for specific school events.
- Foster Youth (FY):** Using 7090/7091 funds we will provide physical forms of communication with graphics designed to catch the readers attention. As well as provide daycare services, food, and incentives for specific school events.
- African American (AA):** Using 7090/7091 funds we will provide physical forms of communication with graphics designed to catch the readers attention. As well as provide daycare services, food, and incentives for specific school events.
- Hispanic (HI):** Using 7090/7091 funds we will provide physical forms of communication with graphics designed to catch the readers attention. As well as provide daycare services, food, and incentives for specific school events.
- English Learner (EL):** Using 7090/7091 funds we will provide physical forms of communication with graphics designed to catch the readers attention. As well as provide daycare services, food, and incentives for specific school events.

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

- Foster Youth (FY):** To support this student group we plan to provide a multitude of student supports as well as physical and virtual forms of communication in English, Spanish, and Hmong.
- Homeless (HM):** To support this student group we plan to provide a multitude of student supports as well as physical and virtual forms of communication in English, Spanish, and Hmong.
- Hispanic (HI):** To support this student group we plan to provide a multitude of student supports as well as physical and virtual forms of communication in English, Spanish, and Hmong.
- African American (AA):** To support this student group we plan to provide a multitude of student supports as well as physical and virtual forms of communication in English, Spanish, and Hmong.

English Learner (EL): To support this student group we plan to provide a multitude of student supports as well as physical and virtual forms of communication in English, Spanish, and Hmong.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Consistent and proactive communication from the school to families. - Physical calendars at the beginning of the school year for all events and meetings. - Monitored by Principal, admin, community school coordinator, HSL, counselors, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Climate and culture survey data - Outcomes measured by growth from survey to survey. # of parents surveyed will increase by 200. % favorable in family engagement domain will increase by 5% - Monitored by Principal, admin, community school coordinator, HSL, counselors, and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Climate and culture survey results: 230 parents surveyed. 95% favorable in family engagement domain. - Monitored by Principal, admin, community school coordinator, HSL, counselors, and teachers.

2025-2026 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	.75 FTE HSL-Site Funded (Home visits, parent meetings, parent communication. Cannot be used for translation for mandatory items (ELAC and IEPs) / PERSACTHST – CHANGE: VR 1084680 - Gurule, Anita: POSCHANGE - NEW PRM 04/08/2025	65,513.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra time to support parent meetings and involvement outside of the school day.	4,822.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for HSL and 6th grade counselor	1,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent support translation/child care services	655.00

\$72,490.00

2025-2026 Budget for SPSA/School Site Council

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

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental Contract for teacher to tutor students at lunch and/or after school ***No IEPs***	12,260.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and References/Site licenses to support literacy in all subject areas.	13,099.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	.125 FTE ALPS (Burell)	13,957.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated substitutes to support teacher planning, conferences, etc.	11,927.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for tutorial support (Literacy, math, etc.)	12,260.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Books and References/Site licenses to support literacy in all subject areas.	6,901.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Laptops/Technology to support instruction	13,099.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance. Also applies to all goals.	16,982.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General Maintenance	10,000.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Professional development to support cultural proficiency.	10,000.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	19,616.00
G1A4	LCFF: EL	Instruction	Teacher-Supp			Supplemental for EL Literacy Tutorial	12,079.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction (Journals, headphones, etc.)	31,260.00
G1A4	LCFF: EL	Instruction	Nc-Equipment			Laptops/Technology/Furniture to support instruction.	31,568.00
G1A4	LCFF: EL	Parent Participation	Mat & Supp			Incentives and materials/supplies to support EL Re-designation celebrations, parent meetings. Also to support Goal 5 action 1.	15,636.00
G2A2	Sup & Conc	Instruction	Direct Trans			Transportation: Field Trips	15,968.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Material and supplies to support instruction/ Material and supplies for Bengal Block Parties, Academic Awards, and to build school climate and culture.	73,909.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Support Luncheon.	5,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Pro-Screen Inc : Campus Beautification (Expectations and motivation signage)	10,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Counselor, School	0.3000	RU 4/22/25- Updating .50 FTE to be funded out of 3010 and not 0640. Providing reentry services for students who may have been suspended or are in need of restorative supports.	54,241.00
G4A1	Sup & Conc	Instruction	Travel			Travel for PL Conferences	15,000.00
G4A1	Sup & Conc	Instruction	Direct-Food			Food service catering to support teacher retention.	5,000.00
G5A1	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	.75 FTE HSL-Site Funded (Home visits, parent meetings, parent communication. Cannot be used for translation for mandatory items (ELAC and IEPs) / PERSACTHST – CHANGE: VR 1084680 - Gurule,Anita: POSCHANGE - NEW PRM 04/08/2025	65,513.00

G5A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext	HSL Extra time to support parent meetings and involvement outside of the school day.	4,822.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag	Mileage for HSL and 6th grade counselor	1,500.00
G5A1	LCFF: EL	Parent Participation	Oth Cls-Supp	Parent support translation/child care services	655.00
					\$484,752.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$95,694.00
Sup & Conc	7090	\$278,244.00
LCFF: EL	7091	\$110,814.00
Grand Total		\$484,752.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$230,644.00
G2 - Expand student-centered and real-world learning experiences	\$15,968.00
G3 - Increase student engagement in their school and community	\$145,650.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$72,490.00
Grand Total	\$484,752.00