

Gaston Sr. Middle

10621660129338

Principal's Name: Thomas Williams/ VP Designee: Juan Garcia

Principal's/ VP Designee Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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

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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 Greenberg			X		
3. Nancy Swanson			X		
4. Alyssa Madden		X			
5. Mary McPeters				X	
6. Felicia Burrell		X			
7. Lilly Ybarra					X
8. Cindy Villa					X
9. Vanessa Sawyer		X			
10. Maria Alvarez				X	
11. David Paredes		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 Middle School			
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/ VP Designee	Thomas Williams/ Juan Garcia		4/17/26
SSC Chairperson	Robert Greenberg		4-17-26

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

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

FY 2026/27

Gaston - 0575

ON-SITE ALLOCATION

3010	Title I	\$91,266 *
7090	LCFF Supplemental & Concentration	\$238,080
7091	LCFF for English Learners	\$102,460

TOTAL 2026/27 ON-SITE ALLOCATION

\$431,806

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,968
Program Budget	\$88,298
Total Title I Allocation	\$91,266

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

January 30, 2026

Gaston Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		9.7 %	2025-2026	10.8 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		8.1 %	2025-2026	9.2 %	↑
Goal 1	ELPAC - percentage of students who scored 4		10.4 %	2024-2025	11.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		48.4 %	2024-2025	49.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)		48.3 %	2024-2025	49.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		29 %	2025-2026	30.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		39.7 %	2025-2026	40.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		26.2 %	2025-2026	27.3 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		36.9 %	2025-2026	38 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-91.4 pts	-118.2 pts	2024-2025	-103.2 pts	↑
Goal 1	SBAC ELA - Average distance from standard (African American)		-147.8 pts	2024-2025	-132.8 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Asian)	-67.1 pts	-98.4 pts	2024-2025	-83.4 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Hispanic)	-89.6 pts	-113.8 pts	2024-2025	-98.8 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Long-Term English Learner)	-130.2 pts	-148.9 pts	2024-2025	-133.9 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	-91.2 pts	-119 pts	2024-2025	-104 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		13.5 %	2024-2025	18.5 %	↑
Goal 1	SBAC Math - Average distance from standard (African American)		-198.5 pts	2024-2025	-183.5 pts	↑

Goal 1	SBAC Math - Average distance from standard (ALL)	-135.4 pts	-161 pts	2024-2025	-146 pts	↑
Goal 1	SBAC Math - Average distance from standard (English Learner)		-174.4 pts	2024-2025	-159.4 pts	↑
Goal 1	SBAC Math - Average distance from standard (Hispanic)	-131.8 pts	-156.1 pts	2024-2025	-141.1 pts	↑
Goal 1	SBAC Math - Average distance from standard (Long-Term English Learner)		-187.6 pts	2024-2025	-172.6 pts	↑
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	-135.3 pts	-162 pts	2024-2025	-147 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-219.1 pts	2024-2025	-204.1 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		7.7 %	2024-2025	12.7 %	↑
Goal 2	Chronic Absenteeism - (Hispanic)		37.8 %	2024-2025	37.2 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)	38.6 %	39.5 %	2024-2025	38.9 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	38.2 %	26.8 %	2025-2026	26.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	89.7 %	95 %	2025-2026	96.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	85.5 %	76 %	2025-2026	77.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		78 %	2025-2026	80 %	↑
Goal 2	Suspension Rate - (English Learner)	18.87 %	19.6 %	2024-2025	19.27 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)	25.87 %	26.1 %	2024-2025	25.77 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	22.17 %	10.4 %	2025-2026	10.07 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

- Students are not meeting grade-level expectations in ELA and Math, as shown by low proficiency and limited growth on i-Ready and SBAC assessments.
- A low percentage of students are meeting at least 40% of their typical growth on the i-Ready ELA Diagnostic, indicating inconsistent progress toward grade-level literacy expectations.
- A significant number of students are not achieving 40% or more of their expected growth in math as measured by the i-Ready Math Diagnostic.

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

- SED students experience disproportionately high chronic absenteeism, limiting their access to instruction and contributing to low academic outcomes.

- SED students are disproportionately impacted by chronic absenteeism.

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

- EL and SWD students are suspended at disproportionately high rates, indicating inequitable access to behavioral supports and Tier 1 classroom structures.
- EL and SWD students are suspended at higher rates compared to the overall student population.

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

ELA and Math:

- i-Ready data is not consistently analyzed or used to form groups.
- Students may not be completing i-Ready lessons with fidelity.
- Teachers may need support in:
 - Inconsistent Tier 1 instruction at the rigor of grade-level standards.
 - Differentiation strategies
 - Data analysis
 - Culturally responsive teaching
 - Gaps in Math conceptual instruction / ELA academic rigor

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

Chronic Absenteeism:

- Unstable housing or frequent moves
- Lack of reliable transportation
- Mental health challenges (anxiety, depression)
- Limited family engagement or inconsistent communication systems.
- Students who are behind academically may:
 - Feel frustrated or overwhelmed
 - Avoid school due to repeated difficulty

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

Suspensions:

Limited training in:

- De-escalation strategies
- Trauma-informed practices
- EL and SWD students may struggle to access grade-level content and leads to frustration, behaviors and avoidance
- Insufficient support for SWD behavioral needs
- Inconsistent implementation of Tier 1 behavior expectations.

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.

ELA and Math Instructional Needs -

- **ELA rigor supports**, including text complexity, writing structures, and academic discourse routines.
- **Math conceptual instruction support**, including manipulatives, problem-based learning, and scaffolds.
- **Professional learning** on differentiation, small-group instruction, and culturally responsive pedagogy.
- Consistent data cycles (weekly/biweekly) to analyze i-Ready and classroom data.

- Coaching and modeling for Tier 1 instruction aligned to grade-level standards.

- Systems for monitoring i-Ready lesson completion and providing intervention time.

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.

Chronic Absenteeism Needs -

- **Tiered attendance interventions** (home visits, check-ins, attendance mentors).
- Transportation support or problem-solving systems for families.
- Mental health supports, including counseling, wellness groups, and trauma-informed practices.
- Academic intervention blocks to reduce frustration and build confidence.
- Family engagement systems, including multilingual communication and proactive outreach, community resources.
- Early warning systems to flag students after 2–3 absences.

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.

Suspension Needs -

- **Professional learning** in de-escalation, trauma-informed practices, and restorative approaches.
- **Consistent Tier 1 behavior systems** (schoolwide expectations, routines, reinforcement).
- Access supports for EL and SWD students, including scaffolds, visuals, sentence frames, and modified tasks.
- Behavior intervention plans and progress monitoring for high-need students.
- Increased collaboration between general education, SPED, and EL teams.
- Coaching for classroom management and positive behavior supports.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Literacy - Increase Proficiency in ELA

Partially Implemented

The school implemented some components of Tier 1 instruction, but instruction was not consistently delivered at the rigor of grade-level standards. Differentiation and small-group instruction were inconsistent, and i-Ready data cycles were not fully embedded. Teachers reported limited time for data analysis and planning, which reduced the impact of the adopted strategies.

Therefore, the actions were partially implemented due to not consistently implementing Tier 1 instruction at the rigor of the standards and not differentiating instruction to meet the needs of students not meeting grade level standards.

Math - Increase Proficiency

Partially Implemented

Tier 1 math instruction was not consistently aligned to conceptual rigor. Teachers need additional support in math discourse, modeling, and scaffolding. i-Ready math lessons were not completed with fidelity, and intervention structures were inconsistently implemented.

Therefore, the actions were partially implemented due to not consistently implementing Tier 1 instruction at the rigor of the standards and not differentiating instruction to meet the needs of students not meeting grade level standards.

African American Academic Growth

Partially Implemented

Targeted supports for African American students were implemented inconsistently. While some culturally responsive practices were introduced, they were not embedded schoolwide. Data monitoring for this subgroup was not systematic.

English Language Learners- Increase Redesignation

Fully Implemented

ELD instruction was delivered consistently, and designated ELD time was protected. Teachers implemented ELPAC-aligned strategies, and EL monitoring occurred regularly throughout the year.

Students with Disabilities Academic Growth

Partially Implemented

SPED teachers implemented IEP goals and provided self-contained and push-in/co-teach services, but general education teachers reported needing more support with accommodations and co-teaching structures. Collaboration time between SPED and general education was limited.

Increase Elective Options / Club & Sport opportunities

Fully Implemented

The school expanded elective offerings and increased club and sports opportunities. Student participation increased, and offerings were consistently available throughout the year.

Expose students to college and career experiences

Fully Implemented

College and career events, field trips, and guest speakers were consistently provided.

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

Partially Implemented

Schoolwide expectations were introduced, but classroom-level consistency varied. Staff reported needing more training in trauma-informed practices and de-escalation strategies.

Tier 2/3- MTSS/TST Cycles

Partially Implemented

MTSS meetings occurred, but intervention cycles were inconsistent. There is a need to utilize progress monitoring tools uniformly across both grade levels.

Recruit and Retain Staff Representative of the Community

Partially Implemented

Hiring efforts were made, but mid-year vacancies and turnover impacted consistency. Mentoring and onboarding systems were not fully developed.

Increase Parent/Family Engagement

Fully Implemented

The school held regular family events, provided multilingual communication, and increased opportunities for parent participation.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Literacy - Increase Proficiency in ELA

Ineffective

ELA outcomes show limited progress:

- “i-Ready ELA D2 proficiency = 9.7%”
- “i-Ready ELA typical growth = 39.7%”
- “SBAC ELA – Distance from Standard (ALL): –118.2 pts”

While some students made typical growth, overall proficiency remains extremely low. The partial implementation of Tier 1 rigor and inconsistent use of data cycles limited the effectiveness of the action.

Math - Increase Proficiency

Ineffective

Math outcomes remain significantly below standard:

- “i-Ready Math D2 proficiency = 8.1%”
- “i-Ready Math typical growth = 36.9%”
- “SBAC Math – Distance from Standard (ALL): –161 pts”

These results indicate that current strategies did not sufficiently accelerate student learning. Limited implementation of conceptual instruction and inconsistent intervention cycles reduced effectiveness.

African American Academic Growth

Ineffective

African American students remain significantly below standard:

- “SBAC ELA – African American: –147.8 pts”
- “SBAC Math – African American: –198.5 pts”

The lack of consistent Tier 1 rigor and targeted supports contributed to limited academic growth.

English Language Learners- Increase Redesignation

Effective

EL outcomes show positive movement:

- *“ELPAC Level 4 = 10.4%”*
- *“ELPI growth = 48.4% (EL)”*

While redesignation rates are still modest, the consistent implementation of ELD practices contributed to measurable progress.

Students with Disabilities Academic Growth

Ineffective

SWD outcomes remain far below standard:

- *“SBAC Math – SWD: –219.1 pts”*
- *“SBAC ELA – SWD: (significantly below standard)”*

The lack of consistent Tier 1 access and insufficient scaffolds limited academic progress.

Increase Elective Options / Club & Sport opportunities

Partially Effective

Although no direct academic metric is tied to this action, student engagement indicators improved:

- *“Fall Climate & Culture student survey – Health & Wellness: indicated 78% favorable”.*

Increased engagement likely contributed to improved school connectedness.

Expose students to college and career experiences

Effective

While no direct metric is tied to this action, student survey data indicates strong engagement:

- *“Family engagement domain... 96.1% favorable”.*

Students reported increased awareness of postsecondary pathways.

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

Partially Effective

Suspension rates improved overall:

- *“Suspension Rate (ALL): 10.4%”* (down from 22.17%)

However, disproportionality persists:

- “*Suspension Rate – EL: 19.6%*”
- “*Suspension Rate – SWD: 26.1%*”

This indicates partial effectiveness with significant equity gaps.

Tier 2/3- MTSS/TST Cycles

Partially Effective

Some improvements are visible:

- “*Chronic Absenteeism (ALL): 26.8%*” (improved from 38.2%)

However, subgroup gaps remain:

- “*SED: 39.5%*”
- “*Hispanic: 37.8%*”

MTSS structures helped some students but did not fully address root causes.

Recruit and Retain Staff Representative of the Community

Ineffective

Staff culture survey results declined:

- “*Staff culture domain... 76% favorable (down from 85.5%)*”

This indicates that staffing instability affected school climate and instructional consistency.

Increase Parent/Family Engagement

Effective

Family engagement metrics improved significantly:

- “*Family engagement domain... 96.1% favorable*”

This demonstrates strong effectiveness in building school–home partnerships.

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.

1. Strengthen Tier 1 Instruction in ELA and Math:

Major Changes -

- Implement a **schoolwide instructional framework** that defines expectations for lesson design, academic discourse, scaffolding, and checks for understanding.
- Establish **data cycles** using i-Ready, classroom assessments, and student work to inform small-group instruction.
- Provide ongoing coaching and modeling in ELA rigor, math conceptual instruction, and differentiation strategies.
- Implement protected intervention/enrichment blocks to ensure students receive targeted support based on data.
- Increase monitoring of **i-Ready lesson completion and pass rates** to ensure fidelity.

a) **Strengthen Collaboration and Support for Teachers:**

- Implement **structured PLC time** focused on data analysis, lesson planning, and instructional strategies.
- Provide **coaching cycles** for new and veteran teachers aligned to the instructional framework.
- Improve onboarding and mentoring systems to support staff retention and reduce mid-year vacancies.

2. Expand MTSS Structures for Academic, Behavioral, and Attendance Support:

Major Changes -

- Implement a **schoolwide MTSS schedule** with consistent Tier 2/3 intervention cycles and progress monitoring tools.
- Use an early warning system to identify students with academic gaps, chronic absenteeism risk, or behavioral concerns.
- Increase collaboration time for MTSS teams, including SPED, EL, counselors, and grade-level teachers.
- Provide targeted supports for SED and Hispanic students, who continue to show high absenteeism.

3. Reduce Suspension Disproportionality for EL and SWD Students

Major Changes -

- Provide **schoolwide professional learning** in trauma-informed practices, de-escalation strategies, and restorative approaches.
- Implement **consistent Tier 1 behavior expectations** across all classrooms, supported by coaching and walkthroughs.
- Increase collaboration between general education, SPED, and EL teachers to ensure students have access to grade-level content with appropriate scaffolds.
- Develop **behavior intervention plans** for students with repeated incidents, with progress monitoring built into MTSS cycles.

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:

ELAC:

Staff:

SSC input provided on 4/10/26

- Ms. F. Burrell wondered if IREADY needed to be added in both Math and English it is only showing in one section.
- Discussion was had with council for ideas for incentives for Student.
- Raffles tickets, gift cards, snack bar, taco truck for students, classroom incentives.
- Student voice surveys during advisory to address belonging at Gaston (ways to be connected to school)
- Students asked for 7 periods to return. Student council members stated that 7 periods and 2 electives was only thing they looked forward to when they knew they were coming to Gaston, they would like it back.
- BCC how to be more engaging with staff and students to address the climate and culture of the school.
- Incentive trips for students for Career and College readiness
- Prop 28 discussion on how to gain more sections for Dance, Music, and Choir to services more students. Is it possible to get music back full-time and get dancing through prop 28 for more sections to broaden the offering.
- Went over 2026-27 Budget Details with one prep buyout for ESN/ALP'S teacher at .1250, 50% of RP Counselor, .7500 for Home School liaison Spanish.
- Funding was put for school wide transportation for field trips, material and supplies, teacher planning, contract for teacher supports with students, technology funding to replace school wide carts, mileage for HSL, ELPAC assessors, parent supports and translation.

Parent input from ELAC Meeting – 2/25/26

- Parents emphasized the need for expanded parent and family support, proposing English and Technology classes for parents, alongside parent clubs to enhance parent engagement.
- Support with transportation.
- More after school opportunities for EL students, such as taking an extra elective class after school.
- Offer more district and school site resources to support English Learner students in Literacy.
- Additional extended learning opportunities for English Learners such as summer programs.
- Parent training to help support their English Learner students at home.

Staff input provided on 3/13/26

Gaston Strategies to Continue:

- Keep Tuesdays for iReady intervention
- Tardy sweeps/ lunch detention/ picking up students
- Beginning of first period check ins
- Gaston staff teams - community builders
- ROAR Awards
- Academic Achievement rewards (Movies, bowling, etc)
- No Cell phone policies

Gaston Strategies to Start:

- Monthly Staff potluck at lunch
- Incentives for no tardys
- Having assemblies to talk about sensitive subjects, schoolwide rules, split between grades
- Grading scale same across the school
- Monthly incentives for bringing needed devices everyday!
- Parents required to sit with their child after a certain amount of repeat misbehaviors
- Tutoring/ Saturday School
- Integrate college and career readiness lessons and invite

Gaston Strategies to Stop:

- Stop second advisory period
- Rotations for Buyback in August
- No backpacks in the rallies



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy - Increase Proficiency in ELA

Action Details

Literacy Intervention

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 collaboratively with their PLCs weekly to plan high quality instruction, set quarterly and yearly targets for student performance, develop quarterly curriculum/instructional calendars, and outline aligned assessments to progress monitor learning and provide interventions based on student need and data. PLCs will leverage board adopted curriculum to ensure that students use grade-level text and do grade-level tasks aligned to grade level standards. In addition, PLCs will work to develop common learning intentions and success criteria that align to the rigor of state standards. Finally, PLC teams will analyze IAB/FIAB and CFA 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 making growth towards meeting proficiency on ELA (Literacy) Standards as measured by SBAC.

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

- PL on PLC+ understanding and implementation to improve Tier 1 instruction and best practices.
- 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 backwards map and plan grade level instruction, and/or adjust instruction using the 5 guiding questions from PLC+ as an outline to plan instruction aligned to the rigor of the standards, style of SBAC, and includes evidence based teaching practices. Gaston PLCs will calendar their assessments, analyze data, and memorialize their work using their PLC Agenda and notes to document next steps for when they are answering PLC Guiding Question number 5, "Who benefited and who did not?".
- Teachers will have on-going PL on utilizing the Common Core Companion resource, grade level Performance Tasks/Writing Rubrics, and PLC+ structures to backwards map, analyze student data and reteaching to support Tier 1 and Tier 2 instruction.
- Site leaders to provide classroom instructional walks and feedback to teachers and PLC teams on Tier 1 instruction and implementation of Clarity Questions and instruction aligned to the rigor of grade level standards.

Direct Instructional Services

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.
- Community Schools to support with providing supplemental contracts for after-school tutoring in ELA/Math for students who are below grade level.

Tier 2 - After analyzing the CFA results, students will be supported by name and need for reteach and acceleration opportunities and measured by CFAs and FIABs to assess student 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 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 and utilized (IABs/FIABs) to increase 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 Tier 1 and Tier 2 instruction.

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. 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. 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?

- African American (AA):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- Students with Disabilities (SWD):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for after school tutoring.
- Socio-economically Disadvantaged (SED):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- Long Term English Learner (LTEL):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring,
- Hispanic (HI):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- English Learner (EL):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring,
- Asian (AS):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring,

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

- 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.
- 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?

African American (AA): 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 formative assessments to prepare our students for the rigor of SBAC. Planned infinity advisory groups, "Stop the Violence" mentoring groups.

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 formative 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 formative 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 formative 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 formative 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 formative 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 formative assessments to prepare our students for the rigor of SBAC.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services provided for parents of English Learners.

- Monthly parent engagement hours to connect families and community.
- Promote the use and build parents' capacity of parent square and parent portal for ATLAS.
- Implement Schoolwide practices, activities and events to increase a sense of belonging and community.
- Increase opportunities to recognize parents and community for school involvement.
- Use various forms of communication to increase parent engagement but not limited to; parent square, school messenger, newsletters, site website, social media. Utilize HSL to increase parent engagement and two-way communication.
- Encourage parent participation and attendance at parent/community meetings and site events; Title 1, SSC, ELAC, DELAC, LCAP, Parent Computer/Literacy classes, Back to School Night, Open House, Parent Conferences, Black History Month Performance, "Día de Los Muertos" Celebration.
- HSL to support families increase school attendance and provide resources to students/families with "Chronic Attendance".

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities of PLC+ structures and processes to support Tier 1 instructional best practices.
- Professional learning opportunities around differentiated instruction and universal design for learning, culturally and linguistically responsive teaching, and multi-tiered system of supports.
- Professional learning opportunities of ELA/ELD standards and curriculum to support integrated and designated ELD.
- Professional Learning on Cultural Proficiency to build staff capacity of CP best practices and gain a deeper understanding of others.
- Professional Learning of SEL (Social Emotional Learning) competencies and Restorative Practices to support both adult and student learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 posting content standards, learning intentions, and success criteria for lessons. Classrooms observations will show implementation of teacher clarity actions.

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 iReady Diagnostics, interim assessments, IAB/FIABs.

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 -106.4 to -90.
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by principal, admin, and teachers.

- Admin completing classroom walk throughs utilizing the content standards, pacing guide, and GVC to provide teacher feedback.
- Outcomes monitored by Principal, admin, and teachers.

- 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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Math - Increase Proficiency

Action Details

Literacy Intervention

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 FUSD Math Coaches.
- PL on how to best utilize and interpret / 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 to support Tier 1 and Tier 2 instruction.
- PL around how to do intentional checking for understanding for all students to provide student feedback and classroom feedback to teachers from admin walks.
- PLCs with a common prep will meet regularly to backwards map and plan grade level instruction, and/or adjust instruction using the 5 guiding questions from PLC+ as an outline to plan instruction aligned to the rigor of the standards, style of SBAC, and includes evidence based teaching practices. Gaston PLCs will calendar their assessments, analyze data, and memorialize their work using their PLC Agenda and notes to document next steps for when they are answering PLC Guiding Question number 5, "Who benefited and who did not?".
- PLC to utilize a data protocol to analyze data, progress monitor and determine next steps to inform Tier 1 and Tier 2 instruction based on student results.
- 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.

Direct Instructional Services

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 utilize a CFA/FIABs to 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 and quarterly planning hours.
- Engage the staff in common readings (professional books) and PLC+ 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.
- Fund Educational field trips that support literacy.
- Community Schools to support with providing supplemental contracts for after-school tutoring in ELA/Math for students who are below grade level.

Tier 2 - After analyzing the CFA/FIAB results, students will be supported by name and need for reteach and acceleration opportunities and measured by CFAs and FIABs to assess student 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 and utilized (IABs/FIABs) and district interim assessments to increase 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 Tier 1 and Tier 2 instruction.

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.
- Provide small group instruction through Tier 1 and Tier 2 instruction and after school tutoring 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?

Asian (AS): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

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

Long Term English Learner (LTEL): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

English Learner (EL): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

African American (AA): Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

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?

• **Asian (AS):** With 70790 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

Students with Disabilities (SWD): With 7090 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

Long Term English Learner (LTEL): With 7090/7091 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

English Learner (EL): With 7090/7091 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

African American (AA): With 7090 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.

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?

- Asian (AS):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- Students with Disabilities (SWD):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- Long Term English Learner (LTEL):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- English Learner (EL):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- African American (AA):** Using Title 1 funds we plan to support by purchasing instructional materials and supplies, providing supplemental contracts for afterschool tutoring.
- 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services provided for parents of English Learners.
- Monthly parent engagement hours to connect families and community.
- Promote the use and build parents' capacity of parent square and parent portal for ATLAS.
- Implement Schoolwide practices, activities and events to increase a sense of belonging and community.
- Increase opportunities to recognize parents and community for school involvement.
- Use various forms of communication to increase parent engagement but not limited to; parent square, school messenger, newsletters, site website, social media. Utilize HSL to increase parent engagement and two-way communication.
- Encourage parent participation and attendance at parent/community meetings and site events; Title 1, SSC, ELAC, DELAC, LCAP, Parent Computer/Literacy classes, Back to School Night, Open House, Parent Conferences, Black History Month Performance, "Día de Los Muertos" Celebration.
- HSL to support families increase school attendance and provide resources to students/families with "Chronic Attendance".

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities of PLC+ structures and processes to support Tier 1 instructional best practices.
- Professional learning opportunities around differentiated instruction and universal design for learning, culturally and linguistically responsive teaching, and multi-tiered system of supports.
- Professional learning opportunities of ELD standards, EL Task Types and strategies to support integrated and designated ELD.
- Professional Learning on Cultural Proficiency to build staff capacity of CP best practices and gain a deeper understanding of others.
- Professional Learning of SEL (Social Emotional Learning) competencies and Restorative Practices to support both adult and student learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 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.
- 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 math from -150 to -130.
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by principal, admin, and teachers.

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for planning, G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,712.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental contracts for Tutoring, planning and other TBD G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	12,260.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books and References	15,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Site License- Renaissance or other	6,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Material and Supplies to support student instruction, G1A2 **No Food or Incentives**	10,326.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Student Technology, laptops, headphones and other, G1A2	30,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and Supplies to promote Parent Involvement **No Food or Incentives**	2,968.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	.125 FTE ALPS (Burrell), G1A2 **Budget lines for personnel include salaries and related benefits	13,740.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs, G1A2 **Budget lines for personnel include salaries and related benefits	11,927.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts, G1A2 **Budget lines for personnel include salaries and related benefits	12,260.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for student instruction and incentives, G1A2	49,212.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Lease, G1A2	17,525.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance, G1A2	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics- G1A2	2,500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Local mileage for HSL, G1A2	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors, G1A2 **Budget lines for personnel include salaries and related benefits	31,721.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support instruction (Journals, headphones, etc.), G1A2	3,853.00
G1A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Parent support translation/childcare services, G1A2 **Budget lines for personnel include salaries and related benefits	650.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Incentives and materials/supplies to support	3,853.00

2026-2027 SPSA Budget Goal Subtotal

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

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1		Parent Participation	Mat & Supp			EL Re-designation celebrations, parent meetings. Also to support Goal 5 action 1. G1A2	3,853.00

\$247,007.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Schoolwide/Bengal Climate and Culture (BCC)

Action Details

Health & Wellness

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 1 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

Direct Instructional Services

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 "School Connect". 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 will be utilized to 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 Elective class performances, West Fresno projects, and Community Events/Activities, family movie nights, literacy nights, etc. Materials and supplies for events upon request as funds available.

Tier 2 includes Fresno Street Saints, Intervention specialist, Re-Engagement Teacher, Mentoring, Restorative Practice Counselor, School Counselors and TST team. Instruction may include information from Guest Speakers for Professional Learning, Workshops on Kinesthetic Classroom, Extrinsic Rewards and Food Treats, materials and supplies to support study trips, communication with parents (including but no limited to graphics, visuals in the building, flags/banners in the gym). Additional funding for full time Restorative Counselor to support with implementation of restorative practices.

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 to meet weekly during a common prep period using PLC+ framework to guide collaboration meetings. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). Small group instruction through Tier 1 and Tier 2 Instruction (after school tutoring) provided to meet student needs based on data. 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, properly request support, or assistance with assignments, including grade checks and goal setting.

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 to meet weekly during a common prep period using PLC+ framework to guide collaboration meetings. Flexible grouping as needed to deepen and extend learning (RTI driven by PLC). Small group instruction through Tier 1 and Tier 2 Instruction (after school tutoring) provided to meet student needs based on data. 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, properly request support, or assistance with assignments, including grade checks and goal setting.

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, and HSL will identify and support students that are chronically absent, individual meetings with school counselors for support.

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

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

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

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services provided for parents of English Learners.
- Monthly parent engagement hours to connect families and community.
- Promote the use and build parents' capacity of parent square and parent portal for ATLAS.
- Implement Schoolwide practices, activities and events to increase a sense of belonging and community.
- Increase opportunities to recognize parents and community for school involvement.
- Use various forms of communication to increase parent engagement but not limited to; parent square, school messenger, newsletters, site website, social media. Utilize HSL to increase parent engagement and two-way communication.
- Encourage parent participation and attendance at parent/community meetings and site events; Title 1, SSC, ELAC, DELAC, LCAP, Parent Computer/Literacy classes, Back to School Night, Open House, Parent Conferences, Black History Month Performance, "Día de Los Muertos" Celebration.
- HSL to support families increase school attendance and provide resources to students/families with "Chronic Attendance".

Professional Learning

Describe Professional Learning related to this action.

- 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, build sense of community to increase staff morale by implementing "Bengal Bravo" and increasing staff recognition.
- PL to apply effective Restorative Practice strategies to respond to levels of misbehaviors and increase interventions.
- Professional Learning on Cultural Proficiency to build staff capacity of CP best practices and gain a deeper understanding of others.
- Professional Learning of SEL (Social Emotional Learning) competencies and Restorative Practices to support both adult and student learning.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

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.

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.

Outcomes measured through:

Quarterly attendance incentives will be given for good and improved attendance.

Quarterly suspension numbers

Monthly reports by RP Counselor

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.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Tier 2/3- MTSS/TST Cycles

Action Details

Life Skills

Gaston Middle School will ensure that all students have a student 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.

Direct Instructional Services

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 "School Connect". 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 to 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, mentoring and class meetings. The school will also continue to partner with community partnerships to seek opportunities to engage with all stakeholders to increase community funds available. Elective class performances, West Fresno projects, and Community Events/Activities. Materials and supplies for events upon request as

Tier 2 includes our Fresno Street Saints, Re-Engagement Teacher, Mentoring, Restorative Practice Counselor, School Counselors and TST Team. Instruction may include information from Guest Speakers for Professional Learning, Workshops on Kinesthetic Classroom, Extrinsic Rewards and food treats, materials and supplies to support study trips, communication with parents (including but no limited to graphics, visuals in the building, flags/banners in the gym). 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, TST, Intervention Specialist, Psych and Social Worker then regrouped on a quarterly bases. 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,

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services provided for parents of English Learners.
- Monthly parent engagement hours to connect families and community.

- Promote the use and build parents' capacity of parent square and parent portal for ATLAS.
- Implement Schoolwide practices, activities and events to increase a sense of belonging and community.
- Increase opportunities to recognize parents and community for school involvement.
- Use various forms of communication to increase parent engagement but not limited to; parent square, school messenger, newsletters, site website, social media. Utilize HSL to increase parent engagement and two-way communication.
- Encourage parent participation and attendance at parent/community meetings and site events; Title 1, SSC, ELAC, DELAC, LCAP, Parent Computer/Literacy classes, Back to School Night, Open House, Parent Conferences, Black History Month Performance, "Dia de Los Muertos" Celebration.
- HSL to support families increase school attendance and provide resources to students/families with "Chronic Attendance".
- Community Schools will seek to provide parent leadership development and opportunities.
- Community Schools to support with home visits and welcome meetings with parents to build school to home relationships.

Professional Learning

Describe Professional Learning related to this action.

- Professional Learning on Cultural Proficiency to build staff capacity of CP best practices and gain a deeper understanding of others.
- Professional Learning of SEL (Social Emotional Learning) competencies and Restorative Practices to support both adult and student learning.
- Community Schools to provide trauma informed practices and social emotional strategies to support with student with SEL needs.
- Community Schools to partner with community organizations and resources to provide staff and parents, workshops to learn SEL strategies.
- "Ripples" Curriculum to be utilized with staff to support with Tier 1 and Tier 2 structures and student needs.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

Weekly tracking of suspension and misbehavior data

Outcomes measured through Atlas reports

Outcomes measured by REC teacher

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.

Quarterly review of suspension data and club participation

Outcomes measured through Atlas reports

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.

Panorama survey data - Fall/Spring

Quarterly review of suspension data and club participation

Outcomes measured through Atlas reports

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Increase Elective Options / Club & Sport opportunities

Action Details

Health & Wellness

Gaston Middle School will ensure that all students have access to one elective course 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 6 periods in which students get 4 core classes and 2 electives.
- Elective offerings will include but not limited to: Spanish 1, 2, and Nativos, Hmong, Art, Band, Orchestra, Choir, Ethnic Studies, Dance and Tech Courses.
- 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.

Direct Instructional Services

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" school wide 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 to support instruction and school wide/district events.

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?

Students with Disabilities (SWD): 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.

Socio-economically Disadvantaged (SED): 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.

English Learner (EL): 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.

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?

Students with Disabilities (SWD): 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.

Socio-economically Disadvantaged (SED): 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.

English Learner (EL): 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.

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?

Students with Disabilities (SWD):

- 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.

Socio-economically Disadvantaged (SED):

- 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.

English Learner (EL):

- 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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services provided for parents of English Learners.
- Monthly parent engagement hours to connect families and community.
- Promote the use and build parents' capacity of parent square and parent portal for ATLAS.
- Implement Schoolwide practices, activities and events to increase a sense of belonging and community.
- Increase opportunities to recognize parents and community for school involvement.
- Use various forms of communication to increase parent engagement but not limited to; parent square, school messenger, newsletters, site website, social media. Utilize HSL to increase parent engagement and two-way communication.
- Encourage parent participation and attendance at parent/community meetings and site events; Title 1, SSC, ELAC, DELAC, LCAP, Parent Computer/Literacy classes, Back to School Night, Open House, Parent Conferences, Black History Month Performance, "Día de Los Muertos" Celebration.
- HSL to support families increase school attendance and provide resources to students/families with "Chronic Attendance".

Professional Learning

Describe Professional Learning related to this action.

- There is no professional learning tied to this action.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

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.

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.

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,

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.

Academic Counselors will communicate with high schools regarding which electives students have successfully completed.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Expose students to college and career experiences

Action Details

College & Career Readiness

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 California Colleges Interest Profiler (Career Exploration)
- 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/Feria de Educacion at CSU, Fresno

Direct Instructional Services

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?

Students with Disabilities (SWD): 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.

Socio-economically Disadvantaged (SED): 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.

English Learner (EL): 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.

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?

- Students with Disabilities (SWD):** 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.
- Socio-economically Disadvantaged (SED):** 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.
- English Learner (EL):** 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.
- 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?

- Students with Disabilities (SWD):**
- 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.
- Socio-economically Disadvantaged (SED):**
- 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.
- English Learner (EL):**
- 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.

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Translation services provided for parents of English Learners.
- Monthly parent engagement hours to connect families and community.
- Promote the use and build parents' capacity of parent square and parent portal for ATLAS.
- Implement Schoolwide practices, activities and events to increase a sense of belonging and community.
- Increase opportunities to recognize parents and community for school involvement.
- Use various forms of communication to increase parent engagement but not limited to; parent square, school messenger, newsletters, site website, social media. Utilize HSL to increase parent engagement and two-way communication.
- Encourage parent participation and attendance at parent/community meetings and site events; Title 1, SSC, ELAC, DELAC, LCAP, Parent Computer/Literacy classes, Back to School Night, Open House, Parent Conferences, Black History Month Performance, "Día de Los Muertos" Celebration.

- HSL to support families increase school attendance and provide resources to students/families with "Chronic Attendance".
- Community Schools to offer family engagement study trips to families to attend colleges and/or university during Fall/Spring semester.
- Community Schools to coordinate with site staff for parent regional "Move Up" days to increase communication and school connectedness to feeder schools.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning tied to Community Schools to support with integration of Community Based Curriculum, Pedagogy and projects.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

Academic counselors will ensure that all students are appropriately enrolled in electives and CTE courses.

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.

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.

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.

Academic Counselors will identify students for college field trips annually, based on Engagement reports, GPA, and student interest.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Health & Wellness

Gaston Middle School will continue to augment music and Arts Education with the added elective teacher in dance to support whole-child development, reinforcing academics through creativity, movement and critical thinking. Integrating arts education and dance helps students learn better, think deeper, and connect more meaningfully with what they study.

Direct Instructional Services

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

- Required:
- Classroom materials and supplies will be purchased to support music and dance, like safe flooring and good sound.
 - Materials and classroom supplies needed for production.
 - Basic props for creativity and display.
 - Curriculum materials that align with grade level standards.
 - Basic costumes and shoes that can be used repeatedly for school events and performances.
 - Guest presenters and professional learning for teachers to improve instructional practices.

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.

Optional - Not required to speak to this section for Prop 28.

Student Groups

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

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

Optional - Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Required:

School Arts will be showcased as various family engagement events such as:

- Monthly family engagement hours
- School concerts and performances
- Open House

Professional Learning

Describe Professional Learning related to this action.

Optional - Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

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.

Increased student enrollment and interest in the Arts;

- More students choose to participate in newly offered arts electives.
- Measured by course enrollment data and student interest surveys.
- Monitored by counselors, arts lead, and site administrator.

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.

Improved student achievement and focus:

- Students demonstrate stronger concentration, creativity, and problem solving skills that carry over into academic classes.
- Measured by; teacher feedback, grade trends, and student feedback and reflections.
- Monitored by; arts teachers, site administrator, school counselors

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.

Gaston Middle School develops a reputation for valuing creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.

- Measured by; positive school climate survey results, parent/community feedback, student engagement metrics.
- Monitored by; site administrators, arts teachers

2026-2027 SPSA Budget Goal Subtotal

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

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Travel			Travel for staff professional development, G2A4	5,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Busses and Transportation for student trips and incentives, G2A4	15,968.00
G2A1	Sup & Conc	Instruction	Direct-Food			Food Services for student trips and incentives, G2A4	3,000.00
G2A2	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Outside Vendors	7,478.00
G2A2	Sup & Conc	Guidance & Counseling Services	Crt Pupil-Reg	Counselor, School	0.5000	Split funded 0.50 FTE Gaston MS and 0.50 FTE DPI Moved 0.20 FTE from Stronger Connections/4129 - 2.4.26 dr AUG - RU elimination 2/5/26 .20 FTE **Budget lines for personnel include salaries and related benefits	90,970.00
G2A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500		62,383.00

\$184,799.00

2026-2027 Budget Detail for Schools

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

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0575	1110	1000	1120	Teacher-Subs					G1A1	Teacher Subs for planning, G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	14,712.00
060	3010	0575	1110	1000	1160	Teacher-Supp					G1A1	Teacher Supplemental contracts for Tutoring, planning and other TBD G1A2 **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	12,260.00
060	3010	0575	1110	1000	4200	Bks & Ref					G1A1	Books and References	15,000.00
060	3010	0575	1110	1000	4200	Bks & Ref					G1A1	: Site License- Renaissance or other	6,000.00
060	3010	0575	1110	1000	4300	Mat & Supp					G1A1	: Material and Supplies to support student instruction, G1A2 **No Food or Incentives**	10,326.00
060	3010	0575	1110	1000	4400	Nc-Equipment					G1A1	: Student Technology, laptops, headphones and other, G1A2	30,000.00
060	3010	0575	1110	2495	4300	Mat & Supp					G1A1	: Materials and Supplies to promote Parent Involvement **No Food or Incentives**	2,968.00
030	7090	0575	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	(New/Open Position)	0.1250	G1A1	.125 FTE ALPS (Burrell), G1A2 **Budget lines for personnel include salaries and related benefits	13,740.00
030	7090	0575	1110	1000	1120	Teacher-Subs					G1A1	Teacher Subs, G1A2 **Budget lines for personnel include salaries and related benefits	11,927.00
030	7090	0575	1110	1000	1160	Teacher-Supp					G1A1	Teacher Supplemental Contracts, G1A2 **Budget lines for personnel include salaries and related benefits	12,260.00
030	7090	0575	1110	1000	4300	Mat & Supp					G1A1	Materials and Supplies for student instruction and incentives, G1A2	49,212.00
030	7090	0575	1110	1000	5221	Travel					G2A1	Travel for staff professional development, G2A4	5,000.00
030	7090	0575	1110	1000	5633	Copier Maint					G1A1	Ricoh Lease, G1A2	17,525.00
030	7090	0575	1110	1000	5721	Direct Trans					G2A1	Busses and Transportation for student trips and incentives, G2A4	15,968.00
030	7090	0575	1110	1000	5723	Direct-Maint					G1A1	Direct Maintenance, G1A2	7,000.00
030	7090	0575	1110	1000	5767	Direct-Food					G2A1	Food Services for student trips and incentives, G2A4	3,000.00
030	7090	0575	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics- G1A2	2,500.00
030	7090	0575	1110	1000	5899	Cons Svc/Oth					G2A2	TBD : Outside Vendors	7,478.00
030	7090	0575	1110	3110	1210	Crt Pupil-Reg	Counselor, School	E060	Chacon, Sarah	0.5000	G2A2	Split funded 0.50 FTE Gaston MS and 0.50 FTE DPI Moved 0.20 FTE from Stronger Connections/4129 - 2.4.26 dr AUG - RU elimination 2/5/26 .20 FTE **Budget lines for personnel include salaries and related benefits	90,970.00
030	7090	0575	1110	3130	5211	Local Mileag					G1A1	Local mileage for HSL, G1A2	1,500.00
030	7091	0575	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors, G1A2 **Budget lines for personnel include salaries and related benefits	31,721.00
030	7091	0575	4760	1000	4300	Mat & Supp					G1A1	Materials and supplies to support instruction (Journals, headphones, etc.), G1A2	3,853.00
030	7091	0575	4760	2495	2960	Oth Cls-Supp					G1A1	Parent support translation/childcare services, G1A2 **Budget lines for personnel include salaries and related benefits	650.00
030	7091	0575	4760	2495	4300	Mat & Supp					G1A1	Incentives and materials/supplies to support EL Re-designation celebrations, parent meetings. Also to support Goal 5 action 1. G1A2	3,853.00
030	7091	0575	4760	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Gurule, Anita	0.7500	G2A2		62,383.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$91,266.00
Sup & Conc	7090	\$238,080.00
LCFF: EL	7091	\$102,460.00
Grand Total		\$431,806.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$247,007.00
G2 - The Whole Child (SEL and Engagement)	\$184,799.00
Grand Total	\$431,806.00

\$431,806.00