


**Tenaya Middle**

10621666006068

Principal's Name: Ryan Duff

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.



## School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Ryan Duff	X				
2. Chairperson – Kevin McGensy		X			
3. Anna Torres			X		
4. Charla Pierson-Amezugbe		X			
5. Jane Carterlum		X			
6. Katherine Akina					X
7. Hunter Walker					X
8. Emily Maya					X
9. Claire Barros					X
10. Dominic Cholakian					X
11. Terrance Board				X	
12. Sarah Hernandez				X	
13. Melinda Ramos				X	
14. Jasbir Singh				X	
15. Karin Roux				X	



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: Tenaya Middle**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Ryan Duff		5/1/24
<b>SSC Chairperson</b>	Kevin McGensy		5/1/24

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

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

FY 2024/25

Tenaya - 0445

**ON-SITE ALLOCATION**

3010	Title I	\$69,043 *
7090	LCFF Supplemental & Concentration	\$215,682
7091	LCFF for English Learners	\$20,808

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$305,533**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,444
Remaining Title I funds are at the discretion of the School Site Council	\$66,599
Total Title I Allocation	\$69,043

Tenaya Middle 2024-2025 - SPSA

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

Needs Assessment

School Quality Review  
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		28.1 %	2023-2024	33.1 %
SBAC ELA - Average distance from standard	✓	-25 pts	-44.7 pts	2023-2024	-29 pts
SBAC ELA - Average distance from standard (African American)	✓		-104.2 pts	2023-2024	-89 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-105.9 pts	2023-2024	-90 pts
SBAC ELA - Average distance from standard (Two or More Races)	✓		-71.2 pts	2023-2024	-56 pts
SBAC ELA - percentage of students met/exceeded standard	✓	48.8 %	36.2 %	2023-2024	43.2 %
SBAC Math - Average distance from standard	✓	-50 pts	-83.3 pts	2023-2024	-68 pts
SBAC Math - Average distance from standard (African American)	✓		-133.3 %	2023-2024	-115 %
SBAC Math - Average distance from standard (English Learner)	✓		-139 pts	2023-2024	-125 pts
SBAC Math - percentage of students met/exceeded standard	✓	30.97 %	21.9 %	2023-2024	27 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- PLC teams developed common formative assessments calendars focused on essential standards listed in content level scope and sequence.
- PLC teams created common weekly and daily lessons aligned to common formative assessments.
- ELA and Math Teams were guided to utilize IAB/FIAB assessments throughout the school year. Only 7th grade math consistently utilized them as an assessment tool.

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

Overall SBAC ELA data shows the following:

- 22-23 ELA SBAC =-39.05 average Distance from Standard ALL students
- 22-23 ELA SBAC =-79.91 average Distance from Standard African American students
- 22-23 ELA SBAC =-135.35 average Distance from Standard English Learners
- 22-23 ELA SBAC =-46.05 average Distance from Standard Hispanic students



- Student Academic Goal setting was done in both ELA and Math classes.
- After School tutorials were consistent throughout the year and available for any students referred. Majority of students who attended consistently showed improvement in grades.
- Response to Intervention we had some gaps in providing Tier 2 & 3 supports. CFA's were given and analyzed to plan further instruction. There needs to be additional time for differentiated intervention for reteach after each CFA's.
- All students were give opportunities to redo/retake assessments to help improve their grades.

- 22-23 ELA SBAC = -140.75 average Distance from Standard Students with Disabilities
- 22-23 ELA SBAC = -49.43 average Distance from Standard Economically disadvantaged

Overall SBAC Math data shows the following:

- 22-23 Math SBAC = -73.73 average Distance from Standard ALL students
- 22-23 Math SBAC = -127.83 average Distance from Standard African American students
- 22-23 ELA SBAC = -155.59 average Distance from Standard English Learners
- 22-23 Math SBAC = -79.59 average Distance from Standard Hispanic students
- 22-23 Math SBAC = -173.99 average Distance from Standard Students with Disabilities
- 22-23 Math SBAC = -85.65 average Distance from Standard Economically disadvantaged

Inequities analysis:

- Within the school day there was lack of differentiated instruction or academic interventions to support low performing student groups.
- Class sizes were at capacity and small group support and interventions was not consistently provided by teachers and staff.
- Interventions were offered to students during zero period, lunch time, and after school. Interventions need to be within the school day to be equitable for all students to receive.

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

We had intentions to deliver a high quality response to intervention (rti) plan to support students and we struggled to follow through with the plan. PLC teams did create use common formative assessments and analyzed the results, but there there was limited interventions that were utilized based off CFA results. IAB's & FIAB's were not consistently used as a tool. We did not have the proper structures in place to implement interventions in a timely manner and within the school day. Teachers need PL to learn strategies to better differentiate instruction.

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

Create structures and resources to provide academic interventions for literacy and math within the school day. Utilize staffing increase to create structures to provide academic intervention daily to better support low performing students.

Use data to identify low performing students who need interventions. Develop tools to progress monitor students growth bimonthly.

Require all departments to create a assessment calendar and utilize IAB's/FIAB's to assess students progress.

Provide all teachers professional learning on differentiated instructional strategies.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• Provide teachers more professional learning to better meet needs of EL's and African American groups.</li><li>• Use funding to hire additional staff to allow for small group instruction for intervention classes.</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>• Provide professional learning for teachers on instructional strategies to better support EL students.</li><li>• Additional tutoring for students.</li><li>• Provide Social Emotional supports for students in need.</li><li>• Provide EL students practice prior to ELPAC testing.</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• Create academic intervention classes within school day.</li><li>• PLC Teams create shared SMART goals</li><li>• Professional learning on providing intervention and differentiated instruction.</li><li>• Provide more incentives for improvement to students.</li><li>• Improve academic awards celebrations.</li></ul></div>
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Action 1

Title: Improve ELA & Math Performance

[Action Details:](#)

Tenaya will provide focused, high qualityfirst instruction within all courses aligning essential literacy, writing, and mathematical standards by grade level in order to support student understanding and connections of content to specific critical thinking skills as outlined by CCSS/ NGSS. There will be adherence to Guaranteed Viable Curriculum with a common focus on skills in which students will access content. All students will increase in proficiencya minimum of level per year in ELAand math.

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

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

1. IAB's, FIAB's, and CFA's as created by PLC's by department by, grade level. Data will be analyzed by standard, by student, by target.
2. CFA data collection protocol will be used to identify students' needs and create intervention based on the outcomes.
3. Universal screener for literacy will be used to identify students to be placed in intervention.
4. iReady Diagnostic & District Interim Assessments analysis by teacher, by student, by standard.
5. ATLAS data tool analyzed to determine need for academic/ D-F chats.
6. Tier 2- caseload data, identify chronically below students.
7. CCI process- using Problem of Practice Protocols to identify strengths/weaknesses to instructional program.
8. Use of PowerBi to analyze data to determine needs of specific sub groups.
9. PLC Data protocols will be reviewed with Admin and PLC teams
10. Quarterly PLC Data Chats with Administration.

Owner(s):

1. Teachers
2. Teachers
3. Teachers/ ILT
4. Teachers/ ILT/ Principal, VP and GLA
5. Academic Counselor
6. Teachers/ Academic Counselor
7. Teachers
8. Principal, VP and GLA/ Teachers
9. ACs/ Principal, VP and GLA
10. Principal, VP's and GLA
11. Teacher(s), Academic Counselors

Timeline:

1. On-going
2. On-going
3. Monthly
4. iReady Diagnostic/Interim Assessments
5. Bi-Weekly
6. Weekly
7. Quarterly
8. Weekly
9. Quarterly
10. Quarterly
11. Daily & Progress monitoring timeline

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

1. Emphasis and focus of instruction will be on essential standards, CFAs and Tiered-level of support.
2. Response to Intervention (RtI) structures in order to meet the needs of all students, based on Common Formative Assessments (CFAs), District Interim Assessments, iReady Diagnostic across CORE subjects in both Literacy and Math essential standards and learning targets.
3.
  - Tier 1- high quality first instruction and reteach opportunities based on on-going observations and checks for understanding in order to assess and provide instructional feedback quickly during the course of a lesson/ unit/ module, etc.
    - Tier 2- high quality system of deployment/ push-in instruction based on CFA results. Students are placed into intervention groups for remediation, on grade level complex tasks, enrichment opportunities to expand depth of understanding at a more rigorous level, utilizing CORE teachers, Co-teachers as needed to support skill/will issues of each student identified.
    - Tier 3- high quality universal access intervention based on individual students needs as measured by universal screeners, grades, CFA, SBAC, District Interim, iReady Diagnostic and iReady Lesson data, utilizing SpEd, Academic Counselor, and Paraprofessionals as needed.
4. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day. Low performing African American students and English Learners will have priority access.
5. Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. (all courses, including SPED).
6. SMART Goals in which Literacy standards are identified across subject matter and commitments to DOK level 3-4 instruction and frequent CFAs are the basis for each PLC's Cycle of Continuous Improvement (quarterly) inclusive of all courses in 7th grade and all courses in 8th grade.
7. Variety of elective options to connect students to interests and help support sense of self to improve learning across all subject matter. Materials, supplies, technology, supplemental contracts, subs and training will be provided.
8. Accelerated Tech Academy and GATE Program, provides inclusive opportunities for students needing acceleration and other opportunities. Materials, supplies and license fees will be provided.
9. GATE courses offered in ELA, Science and History. Materials, supplies and training fees will be provided.
10. After school intervention tutorials through supplemental contracts and programs with content teachers in which students identified as chronically missing assignments or multiple D/Fs as measured on bi-weekly progress reports, by parent, student, teacher contract, specifically identified supports to set goals, complete assignments and improve habits leading to greater success.
11. Hands-on Science materials to support curriculum and learning, creating more engaging and real-world opportunities. Students will be more likely to keep up their attendance so as not to miss opportunities to engage with the learning; this also aids in more on-task behavior, thus less behavioral concerns.
12. Student Success team meetings will help to identify next steps supports for identified students; School Psychologist will support the process for those needing significant behavioral, emotional or academic support. All courses will employ common complex tasks, complex student discourse and complex assessments based on identified essential standards and learning targets utilizing specific content to provide context of learning. All students will have access to electronic devices such as tablets. Either the classroom will have a permanent tablet cart or a cart can be checked out from the library.
13. Springboard, GoMath, Si Swun Math Lesson Design, and other district approved curriculum will lend itself to providing students with Guaranteed-Viable Curriculum based on content/ subject matter, not individual teacher.
14. Access to digital devices and technology, including but not limited to APPS, website licenses, Google Classroom license, contracts and supports will allow teachers to provide instruction through the use of technology. Continue goal of providing more opportunities for one-to-one digital learning by acquiring more tablets.



15. Instructional technology (tablets, laptops, doc cameras, projectors, 70 inch TV monitors, web-cameras, wireless blue tooth headsets, etc.) will assist students in accessing instruction and learning of critical thinking skills and CCSS. Materials, supplies and devices will be purchased as possible. Installation and maintenance provided. Copier provided.
16. Prep buyout for classroom teacher to support students with study skills and strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues.
17. Quarterly Academic Awards Celebration for students who meet criteria.
18. Tenaya will participate in the R.I.S.E Elevation awards to honor our African American students who meet R.I.S.E criteria.

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

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

**English Language Learners: English Language Arts & Math**

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

- Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.
- An outside vendor will be contracted with to support teachers with implementing academic intervention within the instructional school day. This will support in targeted small group instruction.
- Materials and supplies to support instruction will be purchased.

**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

1. ELL students will be be provide SDAIE and ELD strategies within course of study as needed.
2. All teachers will be Provided PL on instructional strategies to improve instruction in support of ELL's.
3. ELL students will be assigned to ELD class with a highly qualified teacher who will provide on-going supports and instruction to help students understand content, complex text, tasks, and assessments.
4. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day by highly qualified teachers.
5. As possible, EL New Comer course schedule will parallel that of like language peers to enhance oral and written communication in both languages and support English Language acquisition and access to the curriculum.
6. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.

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

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

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

- **English Language Learners: English Language Arts & Math**
- **African American Students: English Language Arts & Math**
- **Two or More Races: English Language Arts**

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will have priority access to intervention groups.
- Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. (all courses, including SPED)
- Parent workshops will be held each quarter to teach parents best practices in how to best support their student with homework and other academic needs.
- Materials and supplies to support instruction will be purchased.

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

- Teacher Prep Buyouts to provide additional academic support.
- Supplemental Contracts for certificated tutoring to support low performing students.
- Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. (all courses, including SPED)
- Materials and supplies to support instruction will be purchased.
- Certificated Subs to provide time for PLC team planning days to create RTI plans to support all students needs.

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

1. Teachers will monitor academic progress of students and provide instructional strategies to support instruction
2. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day by highly qualified teachers.
3. PLC teams will utilize assessment data to progress monitor.
4. Professional Learning will be provided on student engagement strategies, differentiated instruction, and teacher clarity. (all courses, including SPED).
5. School Administration will work with PLC teams to complete a root cause analysis and determine area of

- focus.
- 6. School site team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
  - 7. Additional resources (human capital) available in to provide academic and social emotional interventions for students in need.
  - 8. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.
  - 9. Culture Climate Team and Administration will work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
  - 10. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Action 2

Title: Students with low GPA's D and F Data

Action Details:

Students who receive more than D's or F's on report card will be identified and provided intervention, during in school intervention time, zero period, or during After school support to improve learning and complete required tasks or assignments. Grading by teacher, by subject will be standardized school wide to ensure students are being held accountable for performance tasks, work evidence, and assessments. Data chats for identified students will be conducted during each quarter to allow maximum time for supporting students toward organization, work completion or improved understanding and application of identified essential standards.

Reasoning for using this action:

☒ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- 1. Uniform Grading Policy and practices will support a system of coherent and consistent accountability for all students. PLC created and Admin provides feedback.
- 2. Grades to be input into ATLAS on a weekly basis as possible and monitored for improvement weekly.
- 3. Monthly grade analysis, will identify students who are receiving multiple Ds or Fs.
- 4. Data chats will be conducted as a means to instruct students on the importance of maintaining Cs or better.
- 5. SMART Goals will be created with students for their individual needs based on data and written in planners at the beginning of each quarter in Advisory.

Owner(s):

- 1. Teachers, VP and GLA
- 2. Academic Counselors/ Teachers
- 3. VP, GLA and Academic Counselors
- 4. Academic Counselors
- 5. Classroom teacher(s), Academic Counselors

Timeline:

- 1. Weekly with progress reports and EIS/ ATLAS data tool.
- 2. Weekly with progress reports and EIS/ ATLAS data tool.
- 3. Quarterly
- 4. Quarterly weekly
- 5. Daily & progress monitoring periods

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

- 1. An outside vendor will be used to support teachers with academic interventions and work alongside struggling students to help with organization, goal tracking, and academic tutoring.
- 2. Students will receive on-going guidance for A-G requirements, high school preparation, Xello (Career Cruising) and Data Chats/ SMART Goal Setting. Technology, materials, and supplies provided as needed.
- 3. Transition to high school training and support will help students better understand what is expected and what to anticipate as they enter. Materials, supplies and fees will be provided as needed.
- 4. Field trips will support student understanding the importance of increased effort in their academic pursuits. Materials, supplies and fees will be provided.
- 5. Quarterly grade data reflection, identification of strengths and areas for growth and identification of students failing below criteria for success will be conducted by teacher, by course, by student.

6. Tutoring Services will be used to identify and work alongside struggling students to help with organization, goal tracking, and academic tutoring.
7. Student Action Contracts will be given to students in need of greater accountability. Materials, supplies, and incentives will be provided.
8. Counselor's will recognize and reward students who maintain a 2.0GPA and have no D's or F's.
9. Students who demonstrate improvement to GPA by 1.0 during a quarter will be rewarded for their progress and effort with a lunch trip with administration. Materials, supplies and food provided.
10. Students who excel in cumulative courses will be recognized for their achievements: 3.0-3.49 Merit; 3.50-4.0 Honor Roll.
11. Prep buyout for classroom teacher to support students with study skills and strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues. Supplemental contracts for teachers or staff to provide tutoring.
12. Quarterly Academic Awards Celebration for students who meet criteria.
13. Tenaya will participate in the R.I.S.E Elevation awards to honor our African American students who meet R.I.S.E criteria.

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

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

*English Language Learners: English Language Arts & Math*

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.
- Materials and supplies to support instruction will be purchased.

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

1. At-risk or gap students will be monitored more frequently through the ATLAS systems.
2. EL students provided support for language acquisition and redesignation through goal setting and support with ELD teacher and academic counselor.
3. Parent- Teacher- Student conference will be encouraged for struggling students.
4. Struggling students from the disproportionate groups will be supported more frequently with support staff and priority for after-school tutorials with subject specific credentialed teachers.

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

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

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

- *English Language Learners: English Language Arts & Math*
- *African American Students: English Language Arts & Math*
- *Two or More Races: English Language Arts*

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention.
- Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.
- Materials and supplies to support instruction will be purchased.

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

- Teacher Prep Buyouts to provide additional academic support.
- Supplemental Contracts for certificated tutoring to support low performing students.
- Materials and supplies to support instruction will be purchased.
- Incentives will be purchased and provided to students who meet goals.
- Certificated Subs to provide time for PLC team planning days to create RTI plans.
- Certificated subs to support with ELPAC Assessment delivery.

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

1. Teachers will monitor academic progress of students and provide instructional strategies to support instruction in core content areas.
2. Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. (all courses, including SPED).
3. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day.
4. School site team works to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model.
6. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus. Local mileage as needed.



- 7. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.
- 8. Culture Climate Team and Administration will work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
- 9. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- 10. All PLC Teams will establish student growth goals and provide those goals, and methods to obtain those goals.
- 11. All students will set quarterly growth goals for improvement. Teachers, Counselors, and Administration will all support students in creating and monitoring their goals.
- 12. Transitional counselor meets with 6th grade feeder schools students who are identified as at-risk multiple times.

Action 3

Title: EL Student Supports

Action Details:

English Learners will be given a variety of on-going supports to help them move toward and through the ELL- Re-designation process. Students will create SMART goals in order to understand what they need to know and how to get there. Opportunities for intervention and language support will be provided by teachers and support personnel as determined by on-going data. Students who are considered "newcomers" will be provided extra support from a teacher specifically trained for this support if numbers of students meet district criteria.

Reasoning for using this action:

☒ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- 1. All Teachers will identify their English Learner's needs using ELPAC results and will complete a goal setting chat with each EL student to ensure they understand their goal and make progress towards reclassification.
- 2. Students will be identified via ATLAS reporting systems.
- 3. Students who are long-term ELLs will meet with counselors and EL support teacher/ case manager in order to create goals for progress as reported on ATLAS. Materials and supplies will be provided.
- 4. Monthly Academic counselor chats' and progress checks.
- 5. Assessment (ELPAC, Interim and Common Formative Assessments) along with on-going grades checks, will help determine instructional next steps.
- 6. After school tutoring will be implemented for EL students that are identified as not making progress. Site will use Ellevation data and data collected during ELRT meetings with teachers to identify the cohort of students that will receive additional support after school.
- 7. Professional learning for all teachers will be provided with support and guidance from English Learner Services. This professional learning will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.
- 8. Students demonstrating progress will recognition for their efforts and progress. Awards, materials, supplies and food will be provided.

Owner(s):

- 1. Academic Counselor, VP
- 2. Academic Counselor
- 3. Teachers/ ELL designated Teacher
- 4. Administration, Teachers

Timeline:

- 1. ATLAS/EIIS weekly report
- 2. Quarterly
- 3. On-going
- 4. Weekly

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

1. Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language. Teacher release period, teacher and staff supplemental contracts, and materials and supplies.
2. EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.
3. Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
4. Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
5. EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
6. Reclassified students will be celebrated and recognized during quarterly award assemblies.
7. EL students will be encouraged to participate in Activities, Arts and Athletics in order to help build social relationships, foster oral language acquisition and feel a member of the school community
8. EL students will be provided educational trips to help foster language acquisition and understanding the community and culture of our community.
9. Students will receive intensive intervention supports through instruction with EL designated teacher in support of learning CORE curriculum (Guaranteed Viable Curriculum) and teacher will advocate for students as needed for clarity and inclusion of learning.

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

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

**English Language Learners: English Language Arts & Math**

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.
- Materials and supplies to support instruction will be purchased.

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

1. ELL students will be provided SDAIE and ELD strategies within course of study as needed.
2. All teachers will be provided PL on instructional strategies to improve instruction in support of ELL's.
3. ELL students will be assigned to ELD class with a highly qualified teacher who will provide on-going supports and instruction to help students understand content, complex text, tasks, and assessments.
4. As possible, EL New Comer course schedule will parallel that of like language peers to enhance oral and written communication in both languages and support English Language acquisition and access to the curriculum.
5. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day.
6. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.

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

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

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

- **English Language Learners: English Language Arts & Math**
- **African American Students: English Language Arts & Math**

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.
- Materials and supplies to support instruction will be purchased.

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

- Supplemental Contracts for certificated tutoring to support low performing students.
- Materials and supplies to support instruction will be purchased.
- Purchase rewards and incentives for students reaching SMART goals.

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

1. Teachers will monitor academic progress of students and provide instructional strategies to support instruction in core content areas
2. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day.
3. School site team works to complete a root cause analysis and determine area of focus.
4. School site team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7<sup>th</sup> grade students and SWD
5. Additional resources (human capital) available in a "menu of options" for the site team to access to support

- areas of focus. Local mileage as needed.
6. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.
  7. Culture Climate Team and Administration will work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
  8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
  9. All PLC Teams will establish student growth goals and provide those goals, and methods to obtain those goals.



# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs - No IEPs	1,197.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificated Subs for planning days - 3 days **No IEPs**	19,999.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies - No Food, No Incentives	3,119.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 3 ELF's for 4 days a week 3hrs day 9/10/24 to 5/22/24 Split Fund with 7091	34,284.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero Period intervention - Stephanie Alvarez 1066469	13,084.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs planning days - 3 days	8,201.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	57,810.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier lease	16,230.00
G1A1	Sup & Conc	Guidance & Counseling Services	Local Mileag			Transition Counselor Mileage	750.00
G1A1	LCFF: EL	Instruction	Mat & Supp			English Learners M&S	6,974.00
G1A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Rare Breed Sports INC : Mentor program and intramural sports	20,000.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Delta Math & EB/Academics supplemental online	8,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			tech maitenance	250.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period prep buyout EL Support	13,084.00

**\$203,482.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	75.46 %	68.8 %	2023-2024	73.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

Atlas Engagement report for 2022-23 showed 74.4% (600 of 806) students our participating in Goal 2 Engagements.

Subgroup data of students participating in Goal 2:

- 2023 - African American: 43.3%(39) in Activities, 17%(16) Arts, and 43%(39) Athletics
- 2023 - English Learners: 50%(21) in Activities, 14%(6) Arts, and 9.5%(4) Athletics
- 2023 - SPED 47%(45) in Activities, 19%(18) Arts, and 23%(22) Athletics
- 2023 - Hispanic: 45%(195) in Activities, 21%(91) Arts, and 30%(130) Athletics

Campus Culture director coordinates a Club Rush at the beginning of Semester 1 and 2 for students to explore the variety of clubs offered at Tenaya. Majority of the clubs were created based on student interest. Posters and announcements of club meetings, activities, and athletics are communicated to students, staff, parents, and community weekly through email, messenger, Parent Square, and Tenaya Website., Parent Square, school marquee, and daily announcements. School dances and other after school activities are offered to students to attend and become a part of the school culture.

Walk of Champions is held at the end of each quarter to celebrate sports teams who have won championships, Walk of Champions also celebrates students with 2 quarters 4.0 and students with perfect attendance over 2 quarters at the end of Semester Walk of Champions.

WEB students and WEB teachers conduct team building activities with 7th graders on their first day of school. WEB students also support new students at Tenaya by providing tours of our school to help them transition to our campus.

Climate and Culture team have been diligent in create engaging Advisory lessons to help student connect with each other. A number of after school programs have been offered this school year: Girl Power, Youth Empowerment, and Peer Mentoring.

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

- Students not being eligible to participate in extra curricular activities that require a GPA of 2.0 or higher.
- Interventions for students to receive extra support for grades are mostly provided outside of the regular instructional day. This limits students ability to attend and get needed supports.

Each month staff members select a student who demonstrates the character trait of the month. Students attends a luncheon to be honored with teacher who selected them.

Every student is given a Tenaya T-shirt at the beginning of school to support School Spirit on Friday. 5 Star used to track student engagement of Spirit Days and caught doing positive things on the campus. Mentor/Mentee program for homeless and foster youth.

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

There were not any major differences between the intended and actual implementation of actions and budgets.

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

Create structures and resources to provide academic interventions for literacy and math within the school day. Utilize staffing increase to create structures to provide academic intervention daily. Use data to identify low performing students who need interventions. Develop tools to progress monitor students growth bimonthly.

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

**1** SSC - (Teacher/Staff, Parents, and Secondary Students).

- Provide teachers more professional learning to better meet needs of EL's and African American groups.
- Use funding to hire additional staff to allow for small group instruction for intervention classes.
- Hold meeting with ELD classes and Black Student Union to recruit students to improve participation.

**2** ELAC:

- Hold meeting with ELD classes and Black Student Union to recruit students to improve participation.
- Provide field trips for ELL's.
- Provide Assemblies for students.

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

- Tracking students enrolled grades for progress. Creating communication to parents regarding students attendance through ATLAS or 5Star.
- Dropping students who continue to display disruptive behaviors and not complete work.
- Add field trips aligned with standards.

**Action 1**

**Title:** Zero Period PE to Allow Students to Take an Extra Elective

Action Details:

Students will be provided opportunities to learn about a variety of career and technical education type jobs.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Using Xello data reports to monitor completion rates of students completing career assessment.
- Using District provided reports (through Xello) that compare all middle schools assessment rates to one another.
- Using district, "On Track" conference forms to determine student eligibility to attend field trips and conferences.
- Partnering with Bullard High School Peer Mentoring Program to identify and mentor Tenaya students. Identified students are met with on a weekly basis to check grades, behavior, and attendance.

Owner(s):

- Counselors
- Counselors
- Counselors
- Counselors (Tenaya/Bullard)

Timeline:

- Quarterly
- Quarterly
- Quarterly
- Weekly

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

Tier 1: All students will be exposed to college and career explorations through the work of site counselors. Students will increase self-awareness as they learn about themselves, interest, and skills that are a right fit for them.

- Tenaya will offer a variety of academic and elective courses that expose students to a variety of career pathways.
- Several different career fairs will be held on campus to expose students to different career options.
- Bullard High Counselors will present different career pathway options students can enroll in when they attend Bullard High School.

Tier 2: Groups of students will have opportunities to visit specific High Schools and Colleges.

Tier 3: Individual counseling will occur regarding opportunities available based on their profile.

- Eighth grade students will be invited to attend college/university trips based on course level and GPA.
- Eighth grade students will participate in Career Cruising under the direction of Academic Counselors
- Eighth grade students will participate in transition opportunities specific to Bullard High School and specialty schools.
- 7th and 8th grade students will be invited to participate in the After School Program (ASP) in order to further develop both academic and soft skills that will increase their success rate when entering high school and their future careers.

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

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

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

- English Language Learners: English Language Arts & Math

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

- Materials and supplies for parent meetings

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

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

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

- English Language Learners: English Language Arts & Math
- African American Students: English Language Arts & Math
- Two or More Races: English Language Arts

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

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

- Materials and supplies to support with Career Fairs

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

- EL students will be provided the same opportunities to attend
- Translators will be provided

- Materials and supplies for parent meetings

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

- Materials and supplies to support with Career Fairs

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

1. All low performing students will be included in all opportunities related to real world learning experiences. This will included but not be limited to, field trips, counseling services, academic pathways, career cruising, career fairs, and other activities provided to our students to expand opportunities for them.

Action 2

Title: After School Intervention

Action Details:

Students have the opportunity to be part of the After School tutorial program. In addition to this, students who need academic assistance as well as those that are not part of athletics or other extracurricular engagements are chosen to be part of the program. The purpose of adding students that are not part of on campus engagements is to lead such students to be more connected to the school while receiving academic support.

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

Explain the Progress Monitoring and data used for this Action

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

1. Folder through 5Star to use as an attendance record.
2. Progress report and quarter report card.
3. Atlas as a tool to monitor each student's academic progress.
4. Tracking students GPA throughout the quarter and determining if students in the tutorial are growing academically or regressing.
5. Grouping students and connecting them with tutors based on their academic need.
6. Daily meetings between Eurgubian Academic Center, Mrs. Escoto, and RCA in which the daily routines of the tutorial are laid out and discussing data that they have collected the previous day regarding student behavior, academic progress, and how students are fitting into the tutorial.

Owner(s):

1. Guidance Learning Advisor
2. After School Program Lead
3. RCA (Director of Tutorial)
4. Counselors
5. Teacher Volunteers
6. Administration

Timeline:

1. Daily
2. Quarterly
3. Weekly
4. Daily

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

Tier 1: All students in the After School intervention will be exposed to both content teachers and academic tutors. In addition to this, they will be provided a workspace to complete their assignments and receive assistance when needed.

Tier 2: Groups of students will receive small group instruction and assistance in math, science, and ELA lessons from teachers who teach those subjects in order to assist such students in reaching mastery of the topic.

Tier 3: Individual academic or social needs of a smaller group of students (or one on one) will be met by individual tutors, teachers, the RCA, or the Guidance Learning Advisor.

Guest speakers will share their knowledge and make connections with students within the After School Intervention.



Prep buyout for classroom teacher to support students with study skills and strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues.

Teaching Fellow Tutors will support students with academic tutorials and enrichment activities.

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

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

*English Language Learners: English Language Arts & Math*

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. They will also be utilized for additional academic support for students during after school program.
- Materials and supplies to support instruction will be purchased.

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

1. ELL students will be be provide SDAIE and ELD strategies within course of study as needed.
2. All teachers will be Provided PL on instructional strategies to improve instruction in support of ELL's.
3. ELL students will be assigned to ELD class with a highly qualified teacher who will provide on-going supports and instruction to help students understand content, complex text, tasks, and assessments.
4. As possible, EL New Comer course schedule will parallel that of like language peers to enhance oral and written communication in both languages and support English Language acquisition and access to the curriculum.
5. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.

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

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

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

- *English Language Learners: English Language Arts & Math*
- *African American Students: English Language Arts & Math*
- *Two or More Races: English Language Arts*

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. They will also be utilized for additional academic support for students during after school program.
- Materials and supplies to support instruction will be purchased.

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

- Fund Resource Counseling Assistants to Provide Social Emotional Supports
- Provide Field Trip opportunities connected to real world learning experiences
- Purchase Incentives for students who attend After School program and meet goals.
- 

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

1. Low performing students will have priority for enrollment into after school intervention.
2. Students that are lower performing will have weekly check ins with the Guidance Learning Advisor and the RCA
3. Teachers, the RCA, about the Guidance Learning Advisor will contact parents and create academic and social supports for struggling students.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	PE zero period PE - Brett Jones 1064801	13,084.00

**\$13,084.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		28.7 %	2023-2024	28.1 %
Chronic Absenteeism - Semester 1 (Asian)	✓		19.6 %	2023-2024	10 %
Chronic Absenteeism - Semester 1 (English Learner)	✓	15.33 %	27.3 %	2023-2024	17.7 %
Chronic Absenteeism - Semester 1 (Two or More Races)	✓		27.8 %	2023-2024	17.2 %
Suspension Rate - Semester 1	✓	4.72 %	8.5 %	2023-2024	4.17 %
Suspension Rate - Semester 1 (African American)	✓		19.8 %	2023-2024	10.47 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		9.7 %	2023-2024	5.37 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		11.6 %	2023-2024	5.27 %
Suspension Rate - Semester 1 (Two or More Races)	✓		9.3 %	2023-2024	4.97 %

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

2022-23 - Severely Chronic students overall 7.7%(63) students

- 22-23 African American: 8.8%(8) students
- 22-23 English Learners: 9.5%(4) students
- 22-23 Students with Disabilities: 10%(10) students

2022-23 Chronic students overall 21.2%(173) students

- 22-23 Two or more races 41.2%
- 22-23 English Learners: 48.1%
- 22-23 Asian: 33.9%

Actions:

- Attendance has improved due to RCA,HSL, SSW and TIER 2 Specialist supporting and monitoring

2

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

2022-23 - Severely Chronic students overall 7.7%(63) students

- 22-23 African American: 8.8%(8) students
- 22-23 English Learners: 9.5%(4) students
- 22-23 Students with Disabilities: 10%(10) students

2022-23 Chronic students overall 21.2%(173) students

- 22-23 Two or more races 41.2%
- 22-23 English Learners: 48.1%
- 22-23 Asian: 33.9%

Inequities:

- Not all low performing students had access to additional academic supports due to majority being offered before or after school.
- Project Access Social Worker is only at Tenaya 1 day a week and was not able to see all students

students.

- Having a full time HSL who contacts parents of student with Severe and chronic absenteeism has helped improve our overall attendance.

Suspensions students with 1 or more:

- In 21-22 we had 13.2%of All students suspended at least 1 day. In 22-23 we had 12.8 %of All students suspended at least 1 day.
- 21-22 we had 19.8%of African American students suspended at least 1 day.
- 22-23 we had 22.7%of African American students suspended at least 1 day.
- 21-22 we had 13.9%of Socioeconomically Disadvantaged students suspended at least 1 day.
- 22-23 we had 16.1%of Socioeconomically Disadvantaged students suspended at least 1 day.
- 21-22 we had 12.5%of Students with disabilities suspended at least 1 day.
- 22-23 we had 15%of Students with disabilities suspended at least 1 day.

Actions:

Quarterly expectation talks with students, students feeling connected to the site due to the efforts to improve the campus culture and more students feeling an adult on campus cares for them. Weekly Advisory classes focused on teaching Second Step Lessons. Students needing additional behavioral support were identified and placed in Men's and Woman's Alliance classes. Additionally, the Resource Counseling Assistant (RCA) has led groups around Second Step lessons to target behavior issues students have struggled with, additionally she has provided conflict mediation and supportive counseling as a means of being proactive to avoid escalation of behaviors or repeated behavior incidents. Admin consistently held re-entry meetings for students returning from suspensions with students and their parents.

on caseload consistently.

Suspensions students with 1 or more:

- In 21-22 we had 13.2%of All students suspended at least 1 day. In 22-23 we had 12.8 %of All students suspended at least 1 day.
- 21-22 we had 19.8%of African American students suspended at least 1 day.
- 22-23 we had 22.7%of African American students suspended at least 1 day.
- 21-22 we had 13.9%of Socioeconomically Disadvantaged students suspended at least 1 day.
- 22-23 we had 16.1%of Socioeconomically Disadvantaged students suspended at least 1 day.
- 21-22 we had 12.5%of Students with disabilities suspended at least 1 day.
- 22-23 we had 15%of Students with disabilities suspended at least 1 day.

Inequities:

- Tenaya does not have a Restorative Practices Counselor and is one of the largest Middle Schools with one of the largest African American student population.
- Not all low performing students had access to additional academic supports due to majority being offered before or after school.
- Project Access Social Worker is only at Tenaya 1 day a week and was not able to see all students on caseload consistently.
- Parents unable to attend in person SST's and other meetings due to personal circumstances.

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

There were not any major differences between the intended and actual implementation of actions and budgets. We just need to continue to refine and improve each action moving forward.

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

1. Funding of a Resource Counseling Assistant (RCA) for six hours and support the chronically absent through weekly data meetings, incentivized challenges and parent phone calls. This increase in time has positively benefited our students, ensuring more students are reached each day.
2. Funding of onsite Mentors to support identified English Learner's and African American students in need.
3. Weekly TST meetings will be held to identify and closely monitor students with poor attendance. Parent meeting will be scheduled by the HSL to find root cause of attendance issues and create supports for improvement.
4. The school psychologist will continue to be full time at Tenaya enabling the support of students in crisis and the number of students whose parents are requesting SpEd testing.
5. The HSL will continue to support attendance, behavior and academics through attendance compacts, phone calls, and home visits. The HSL also takes referrals from staff for those they are unable to contact and to support Spanish speaking families. The HSL will continue to support the improved home/school connection.

6. Transition teacher will continue to support teachers and students while in the classroom, as well as provide intervention support lessons, restorative meetings (both between students and students & teachers), and professional learning for teachers to build their capacity.
7. The Transition teacher, needed throughout the entire day to support students removed from class or placed in transition will have his prep bought out to be available for all students.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>Provide awards and incentives for students who show improvement in attendance.</li><li>Additional tutoring for low performing students</li></ul></div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>Field trips for EL students</li><li>Assemblies for EL students</li><li>Continue Parent University meetings</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>Additional field trips to provide real life experiences.</li><li>Bring back career fairs.</li></ul></div>
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Action 1

Title: Decrease Suspensions

Action Details:

Students will be encouraged to participate in mentoring activities and extra-curricular activities. Goal setting for students with behavioral history will help students understand where they are and where they need to get to in order to prevent suspensions from continuing. Students will be referred to the Re-Engagement Center as a means to support academics while proactively getting students to think about actions as needed prior to a suspension. As the re-engagement teacher (transition teacher) needs to be available for students in each period, the transition teacher prep will be bought out in order to ensure all students will receive this support. Students particularly those in foster care, will be supported as needed with on-site social worker.

Levels of Misbehaviors will continue to be used where:

- Level 1 (mild) infractions can be corrected in the moment and does not require a consequence or parent contact (Tier 1)
- Level 2 (moderate) infractions will require an Atlas entry and possible consequences and/or parent contact. Level 2 infractions need to be brought to the attention of administration for intervention and possibly pro-active actions to eliminate any severe misbehaviors in the future. (Tier 2)
- Level 3 (severe) misbehaviors requires a student to be removed from the environment immediately due to a physical altercation, verbal threats, excessive profanity, etc. Repeated acts of Defiance is when a student repeatedly refuses to follow the teacher's clear and precise directions and the teacher is not able to teach because of this behavior. Students will be escorted to the Re-engagement Center and seen by administration. Parent contact and consequences will happen in a timely manner. (Tier 3)

Students are identified for SEL/re-engagement (refocus) supports and lessons through TST, Power BI, and teacher referrals.

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



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

1. District Data Dashboard will be monitored regularly as incidents are input in ATLAS:
  - o All Grade/Gender and Year
  - o All Month and Year
  - o All by Violation Type
  - o All by Location

- Number of on-campus suspensions as a means for intervention.
  - Number of engagements chronic or repeat offenders are involved in.
  - Number of students referred to counseling

Owner(s):

1. Principal, VPs, and GLA

2. Principal, VPs, and GLA

3. Campus Culture/ Athletic Director

4. Principal, VPs, and GLA

5. RCA/Counseling Team

Timeline:

1. Monthly

2. Monthly

3. Quarterly

4. Monthly

5. Quarterly

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

Tier 1

1. All students will receive weekly SEL (2nd Step curriculum) for advisory lessons.

2. Positivity Project Curriculum will be used to support teaching social skills.

Tier 2

1. Students will receive on-going guidance for behavioral issues from Transition teacher (with prep buyout to be available throughout the day), Resource Counseling Assistant's, Counselors, Social Worker, TIER II Intervention Specialist, and Administration.

2. SEL Team members will provide conflict mediation for students in need. Restorative Practice methods are being utilized the best they can despite us not having a Restorative practice Counselor assigned to our site.

3. Student maybe assigned to Men's and Women's Alliance course as a means of intervention.

4. TIER II Intervention Specialist will be assigned caseload of students to support through TST referral process.

5. Alternative to suspension will be assigned whenever possible.

6. Field Trips for Men's & Women's Alliance students to Wonder Valley Ranch and other community services will help students gain a greater picture of causal relationships.

7. Transition Teacher, Resource Counseling Assistants', and Tier II Intervention Specialist will hold morning check-ins with identified students and provide social skills lessons to start the day.

8. SEL TSA and Transition Teacher will provide daily social emotional learning lessons to identified students. Materials' and supplies will be purchased to support instruction.

9. Peer Mentoring or other clubs maybe used to help support student social needs as an intervention.

10. Street Saint Mentor will support identified students needing mentoring.

11. Behavior Contracts maybe implemented to help students build good habits for good behaviors. Use of manipulatives to support students in class needing additional resources to remain focused in class.

12. Referral to counseling supports to help students better understand self and the world around them. Use of art therapy, journaling, and other supports to support de-escalation, self-reflection, and coping strategies.

13. Parent-Student-Staff conferences will be used to support a collaborative approach to changing behaviors.

14. CSSW, RCA, Counselors, and Admin, will continue to support students and parents with instruction and information on the effects of social media on behaviors of school-aged children and how best to monitor.

15. Academic Acceleration for African American Students (A4) organization established for African American students that are identified by district personnel.

16. School will recruit parents to volunteer at site during lunchtime to support with student engagement activities.

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

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.  
*English Language Learners: Suspensions 10.7% suspended at least 1 day*

2. Using Title I funds Only: What are the planned expenses to support this student group?
  - An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will have priority access to intervention groups.

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

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

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.  
*African American: Suspensions 22.7% suspended at least 1 day*  
*Socioeconomically Disadvantaged: Suspensions 16.1% suspended at least 1 day*  
*Students with Disabilities: Suspensions 15% suspended at least 1 day*  
*Two or More Races: Suspensions 17.3% suspended at least 1 day*

1. At-risk or gap students will be monitored more frequently through the ATL AS systems

1. A list of gap students will be monitored more frequently through the ELDS system.
2. EL students provided support for language acquisition and re-designation through goal setting and support with ELD teacher and academic counselor.
3. Parent- Teacher- Student conference will be encouraged for struggling students.
4. Struggling students from the disproportionate groups will be supported more frequently with support staff (tutorial services) and priority for after school tutorials with subject specific credentialed teachers.
5. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.

- An outside vendor will be contracted with to support teachers with implementing academic

- Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will have priority access to intervention groups.

- Fund Resource Counseling Assistant to support with student success and provided social

- Purchase Incentives to support with student goal setting and rewards for improvement.

- Most students with suspensions are low academically and our plan is to create academic interventions

- Most students with suspensions are low academically and our plan is to create academic interventions within the school day for literacy and math.
- We will continue to offer zero period and after school tutoring and low performing student groups will receive priority access.
- All teachers will be provided PLC+ professional learning to improve our cycle of continuous improvement.
- Provide additional supports through Men's/Women's Alliance classes, counseling services, assigned mentors to do check-in and check-outs, goal setting, and rewards for improvement.
- Bring in guest speakers to provide motivation and encouragement to students.
- Host African American Family Night in August/September.
- Create a Black Parent Advisory Committee.
- Provide all staff Cultural Proficiency Professional Learning.

**Title:** Attend

#### Action Details:

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Students design

Students designated as severely chronic and chronic absenteeism, will be provided a variety of interventions to support both attendance and truancy. Students will receive Social-Emotional Supports based on need through School Social Worker or TIER II Intervention Specialist. Attendance phone calls and meetings will be initiated by Home School Liaison (HSL) and Attendance/Registrar as needed based on data. Resource Counseling Assistant (RCA) will utilize incentives for attendance as students demonstrate progress to goals set during conferences with students and parents around attendance policies and laws. On-going support and contact efforts will be documented on ATLAS to ensure trend patterns can be the focus of conferences and meetings. Documentation for intervention will be assigned to the Counseling Tab or Other Tab in ATLAS as applicable.

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

1. Clinical School Social Worker (CSSW), TIER II Intervention Specialist, and HSL will analyze weekly attendance reports of identified students and incentivize the progress made in support.
2. Quarterly attendance analysis by CSSW, TIER II Intervention Specialist, HSL, Attendance/Registrar, RCA and Administration to determine next steps for individual or groups of students.
3. Intervention opportunities will be based on weekly data.
4. Implementation of intervention for each individual such as; daily attendance behavior report, weekly improvement recognition, and quarterly recognition. Awards, materials and supplies will be provided.
5. Assessment and reflection of RTI effectiveness based on attendance data, ATLAS entry reports and ELLS data.
6. Refinement or improvement of intervention strategies will be based on on-going CCI process.
7. ATSI School - District support in the Monitoring Process ATSI Guiding Coalition Team.
8. Root cause analysis support
9. Priority Action and Implementation.
10. Monthly support from Instructional Superintendent.
11. Yearly budget and Plan Compliance and development support.

Owner(s):

1. CSSW (Clinical School Social Worker), HSL (Home School Liaison)
2. CSSW, GLA, RCA (Resource Counseling Assistant), HSL
3. CSSW, RCA, Saturday Academy Director, Attendance/Registrar, Administrator
4. CSSW, VP
5. RCA, HSL
6. CSSW
7. CSSW, GLA, VP
8. ILT, Admin Team
9. ILT, Admin Team
10. ILT, Admin Team
11. ILT, Admin Team
12. ILT, Admin Team, SOS
13. ILT, Admin Team

Timeline:

1. Weekly
2. Quarterly
3. Bi-Weekly
4. Weekly
5. Weekly/Quarterly
6. Bi-Weekly
7. As Needed
8. Monthly
9. Monthly
10. Monthly
11. Monthly
12. Monthly
13. Yearly

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

1. TIER II Intervention Specialist, Resource Counseling Assistant (RCA) and Home School Liaison (HSL) will work with Clinical School Social Worker (CSSW) to conduct monitoring and meetings to achieve maximum support.
2. Phone calls and referrals to outside resources will be provided as needed.
3. Schoolwide attendance campaign to promote and reward improvement goals, attendance chats with Intervention Specialists, RCA, or Counselors, will address T1 & T2 students.
4. Women's and Men's Alliances courses to support social-emotional learning and develop self-awareness and self-help skills.
5. On-site therapeutic opportunities with a clinical counselor to provide Tier III level supports, home visits and conferences.
6. On-going mental health supports, case management, and home visits as needed.
7. SSTs/ 504s/ IEPs as determined from Tier I and II data analysis. CSSW, supported by RCA, will provide individual or small group counseling to establish a connection of self-with others; case management, mental health supports, and outside referrals. Provide local mileage as needed.
8. Appropriate materials to support instruction of social-emotional and academic demands; incentives and rewards to support progress of student goals.
9. Parenting resources to support mental health and social-emotional needs of students.

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

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

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

- English Learners: Chronic Absenteeism

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.
- Materials and supplies to support instruction will be purchased.

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

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

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

- Two or More Races: Chronic Absenteeism
- English Learners: Chronic Absenteeism
- Asians: Chronic Absenteeism

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

- An outside vendor will be contracted with to support teachers with implementing academic intervention.
- Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills.
- Materials and supplies to support instruction will be purchased.

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

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

- ELPAC Assessors to support with administering Assessment.
- Supplemental contracts for tutoring EL students.
- Materials and supplies to support ELD instruction will be purchased.

**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

Various enhanced services for EL students will include the use of technology and appropriate software to support their academic needs. Administration and counselors will identify small case loads to monitor and provide support throughout the school year. All students taking the ELPAC will meet with Guidance Learning Advisor and Counselors to set individual goals.

1. Same behavioral interventions.
2. Translators for students or parents as appropriate.-HSL
3. Peer (same language) course alignment when possible for added support.
4. ELL students will be provided SDAIE and ELD strategies within course of study as needed.
5. All teachers will be provided PL on instructional strategies to improve instruction in support of ELL's.
6. ELL students will be assigned to ELD class with a highly qualified teacher who will provide on-going supports and instruction to help students understand content, complex text, tasks, and assessments.
7. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day by highly qualified teachers.
8. As possible, EL New Comer course schedule will parallel that of like language peers to enhance oral and written communication in both languages and support English Language acquisition and access to the curriculum.
9. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.

- Teacher Prep Buyouts to provide additional academic support.
- Supplemental Contracts for certificated tutoring to support low performing students.
- Professional Learning will be provided on student engagement, differentiated instruction, and teacher clarity. (all courses, including SPED)
- Materials and supplies to support instruction will be purchased.
- Student incentives and rewards will be purchased and provided to students who meet attendance goals.
- Certificated Subs to provide time for PLC team planning days to create RTI plans.

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

1. Individual student goals will be set and monitored by
2. Teachers will monitor academic progress of students and provide instructional strategies to support instruction in core content areas
3. Low performing students will have access to attend intervention tutorials for Literacy and Math. Intervention tutorials will be built within the school day by highly qualified teachers.
4. PLC teams will utilize assessment data to progress monitor.
5. Professional Learning will be provided on student engagement strategies, differentiated instruction, small group instruction, and teacher clarity. (all courses, including SPED).
6. School Administration will work with PLC teams to complete a root cause analysis and determine area of focus.
7. School site team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.
8. Additional resources (human capital) available in to provide academic and social emotional interventions for students in need.
9. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.
10. Culture Climate Team and Administration will work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
11. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Kevin McGensy 1051626 prep buyout	13,084.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Taylord consulting : Taylor'd Consulting	500.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Sub			Classified sub support	10,681.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		61,008.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			Golf cart maintenance	500.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	750.00

**\$86,523.00**



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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	90.72 %	83.7 %	2023-2024	85.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Cultural Proficiency professional learning was not consistently implemented throughout the school year.
- Professional Learning around effects of trauma and strategies to support student was delivered.
- "Attitude Gap" books were purchased for each certificated staff members.
- Second Step lessons were delivered on a weekly basis in all advisory classes.

2

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

- Classified staff not available to attend PL's due to duty hours and times meetings occurred.
- There were minimal candidates available to hire classified staff for open positions.

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

- We had multiple factors that limited the number of professional learning meetings this school year. This impacted the amount of Cultural Proficiency that was actually delivered.
- We intended to utilize the "Attitude Gap" book as part of our professional learning but did not utilize it. Other competing priorities got in the way. We did still purchase the book for all certificated staff members.

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

Our Transition Teacher and GLA were able to attend a 4 day Cultural Proficiency Training that was provided by FUSD. Both will be on our Climate Culture Team for 2024-25 and support with professional learning. They will both work with our Campus Culture Director and administration to create more activities on campus that celebrate and show case the different cultures represented in our student body.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Continue to recruit and hire more staff members that resembles our student population.</div>	<div>2 ELAC:</div> <div><ul style="list-style-type: none"><li>Hire more Spanish speaking staff when possible.</li><li>We see a need for support with other languages as well.</li></ul></div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Continue to hire candidates that represent our student body.</div>
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Action 1

Title: Cultural Proficiency

Action Details:

Through Cultural Proficiency trainings the Tenaya staff will identify and understand the needs and behaviors of students to promote a culturally proficient learning environment by surveying the student population.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target <ul style="list-style-type: none"><li>Staff formal and informal surveys</li><li>Student formal and informal surveys</li><li>Student behavior referrals</li><li>Student grades &amp; Interim Assessments, &amp; iReady data</li></ul>	Owner(s): <ul style="list-style-type: none"><li>CP Committee</li><li>Climate &amp; Culture Team</li><li>Admin Team &amp; Teachers</li><li>Academic Counselors &amp; Teachers</li></ul>	Timeline: <ul style="list-style-type: none"><li>Quarterly</li><li>Quarterly</li><li>Monthly</li><li>Quarterly</li></ul>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- OLWEUS Bullying Prevention
- School Connect
- "Leading Your School Towards Equity" Book and professional learning
- "Attitude Gap" Book study and professional learning
- CHAMPs training from DPI

<div>Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.</div> <div>1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.<ul style="list-style-type: none"><li>English Language Learners: English Language Arts &amp; Math</li></ul></div> <div>2. Using Title I funds Only: What are the planned expenses to support this student group?</div> <div>NA</div>	<div>Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.</div> <div>Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.</div> <div>1. Identify the student group (list only one at a time) in red and all the areas they are identified in.</div>
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**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.

- Celebrate and showcase EL students cultures.
- District Professional Learning from EL Services
- Cultural Proficiency Professional Learning for All Staff - support from DEI
- HSL & Teachers will contact families
- Home School Liaison, EL coordinator, ELD teacher and staff will contact EL parents by telephone for student celebrations assemblies throughout the year, (R-FEP recognition.)
- Parent Square messages and information will be sent home to keep parents informed.
- EL students will be provided the same opportunities to attend
- Translators will be provided as needed to support with communication and making parents feel welcomed to site.
- Quarterly meetings with EL students for academic data chats.
- Tracking the Progress of RFEP.
- EL parents will all be invited to site ELAC meetings.

- **English Language Learners: English Language Arts & Math**
- **African American Students: English Language Arts, Math,**
- **Two or More Races: English Language Arts**

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

*none*

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

- Purchase "Leading Your School Towards Equity" Book.
- Contract with Taylor Howard Consulting to support with School Climate and Culture.

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

- Host African American Family Night in August/September.
- Create a Black Parent Advisory Committee
- Provide all staff Cultural Proficiency Professional Learning. (Taylor Howard)
- Celebrate and showcase the different students cultures that make up Tenaya throughout the school year.
- Tenaya will participate in the R.I.S.E Elevation awards to honor our African American students who meet R.I.S.E criteria.
- Tier 2 & 3 supports provided by Tier II Intervention Specialist, RCA School Social Worker, Transition teacher, Academic Counselors to provide targeted support for Social Emotional and Academics
- Cultural Proficiency training will be provided to all staff using Dr. Chism book, "Leading Your School Towards Equity".
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcome.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	85.99 %	75.6 %	2023-2024	80.7 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

All actions planned were completed as planned. This year we increased number of Student Success Team Meetings held to get parent input on their students needs. We add more parent meetings through Parent University and Parent Coffee hours. Our HSL made many calls and administration sent out invites and reminders consistently. Despite that we had minimally participation at scheduled meeting and events.

2

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

- Parents that live far from school and don't have transportation to attend meetings held at Tenaya. We have utilized Microsoft Teams to accommodate parents.

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

There were not any major differences between the intended and actual implementation of actions and budgets. We just need to continue to refine and improve each action moving forward.

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

- Create a Black Parent Advisory Committee
- Partner with Taylor Howard in support of building Cultural Proficiency in staff, students, and school community.
- Recruiting parent volunteers to come support our school in different capacities.
- Principal Duff will go out to feeder sites parent coffee hours to meet and share opportunities parents will have to be involved at Tenaya.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>SSC approved as is and had no suggestions or feedback.</div>	<div>2 ELAC:</div> <div>None</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>No feedback or suggestions were provided.</div>
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Action 1

Title: Increasing inclusive opportunities for families

Action Details:

Tenaya provides parent engagement opportunities to increase student engagement in school. We provide a wide variety opportunities for parents to participate and give input on many school site activities; having SSC and ELAC meetings; Back-to-School and Open House nights, Parent University classes, Parent Coffee Hours, and attending student extra curricular activities. Other opportunities include providing translators for IEP's and Parent/Teacher conferences.

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

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <ul style="list-style-type: none"><li>HSL to assist with connection to families and the school</li><li>Phone calls home when dealing with missing attendance</li><li>Parent/Techer conference held for At Risk students in relations to academic performance</li><li>HSL &amp; RCA to work together to provide incentives to improve attendance</li><li>Extra pay contracts for Clubs to encourage student engagement</li><li>Track students engaged in clubs and extra curricular activities</li><li>Attendance for site parent meeting will be collected and tracked</li></ul>	<div>Owner(s):</div> <ul style="list-style-type: none"><li>HSL</li><li>RCA</li><li>Academic Counselors</li><li>Teachers</li><li>Admin</li><li>Campus Culture Director</li></ul>	<div>Timeline:</div> <ul style="list-style-type: none"><li>Weekly</li><li>Daily</li><li>Quarterly</li><li>Quarterly</li><li>Quarterly</li><li>Quarterly</li></ul>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Staff will be provided with extra pay contracts to facilitate Goal 5 activities before school, during lunch or after school. Materials will be provided as funds are available.
- Rewards, incentives and materials will be purchased to encourage leadership, participation, good character, attendance and foster school spirit.
- Student Leadership Team will encourage student participation in the development of school spirit and activities :Red Ribbon Week, Spring Activities, Spirit Weeks, etc
- Student Leadership Team will have opportunities to: collaborate with Administrative Staff to develop lunch activities to encourage student engagement.
- Incentives will be purchased for students such as attendance, grades, school spirit.
- Quarterly Parent Coffee Hours with Administrations will be held.
- African American Parent Night dinner will be held early in school year to share data and build stronger partnership to better support students.
- All Parents will be encouraged to volunteer in some aspect to support our school and their student



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

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

NA

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

- Materials & Supplies for parent workshops

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.

- Home School Liaison will reach out to EL parents and students to encourage student participation in arts, activities and athletics.
- Home School Liaison will facilitate parent learning around the importance of students being engaged in arts, activities and athletics.
- Home School Liaison to provide parent translations for school activities, athletic activities, parent meetings, conferences school messengers and flyers.
- Parents will be invited and recruited to participate in Parent University Courses offered at Tenaya.

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

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

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

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

- Materials & Supplies for parent workshops

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

- Materials & Supplies for parent workshops

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

- Host African American Family Night in August/September.
- Create a Black Parent Advisory Committee
- Provide all staff Cultural Proficiency professional Learning.
- English Learners parents will be invited to attend ELAC meetings.
- Invite Parents to come and volunteer during lunchtime and other times of school day.
- More positive phone calls home by teachers, counselors, and administration.
- Parent participate in Parent University courses.
- Parents will be invited to school functions and provided opportunities to volunteer on campus.
- Parent workshops to educate parents on technology tools.
- Parent presentations on criteria for A-G requirements.
- Classroom presentations for career aspirations using Xello.
- Bulldog Bound presentation for parents.
- Transitional counselor meets with 6th grade feeder schools students who are identified as at-risk multiple times throughout the school year..

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation - No Food, No Incentives	2,444.00

\$2,444.00

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0445 Tenaya Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs - No IEPs	1,197.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Certificated Subs for planning days - 3 days **No IEPs**	19,999.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies - No Food, No Incentives	3,119.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : 3 ELF's for 4 days a week 3hrs day 9/10/24 to 5/22/24 Split Fund with 7091	34,284.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero Period intervention - Stephanie Alvarez 1066469	13,084.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs planning days - 3 days	8,201.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	57,810.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier lease	16,230.00
G1A1	Sup & Conc	Guidance & Counseling Services	Local Mileag			Transition Counselor Mileage	750.00
G1A1	LCFF: EL	Instruction	Mat & Supp			English Learners M&S	6,974.00
G1A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Rare Breed Sports INC : Mentor program and intramural sports	20,000.00
G1A3	Title 1 Basic	Instruction	Bks & Ref			: Delta Math & EB/Academics supplemental online	8,000.00
G1A3	Sup & Conc	Instruction	Direct-Maint			tech maintenance	250.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period prep buyout EL Support	13,084.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	PE zero period PE - Brett Jones 1064801	13,084.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Kevin McGensy 1051626 prep buyout	13,084.00
G3A1	Sup & Conc	Instruction	Cons Svc/Oth			Taylor consulting : Taylor'd Consulting	500.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Sub			Classified sub support	10,681.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrc Cnslg	0.7500		61,008.00
G3A2	Sup & Conc	Instruction	Oth Equ Mnt			Golf cart maintenance	500.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileag			HSL Mileage	750.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Participation - No Food, No Incentives	2,444.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,043.00
Sup & Conc	7090	\$215,682.00
LCFF: EL	7091	\$20,808.00
<b>Grand Total</b>		<b>\$305,533.00</b>

\$305,533.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$203,482.00
G2 - Expand student-centered and real-world learning experiences	\$13,084.00
G3 - Increase student engagement in their school and community	\$86,523.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,444.00
<b>Grand Total</b>	<b>\$305,533.00</b>