

**Tehipite Middle**

10621666006068

Principal's Name: Marilyn Lopez-Cuevas

Principal's Signature: 

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

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<b>District Goals</b>	
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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**

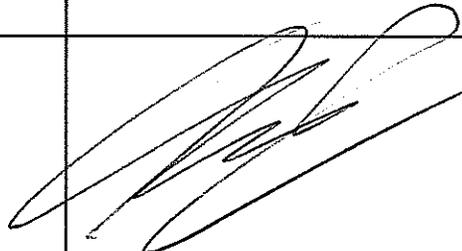
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Marilyn Lopez-Cuevas</b>	X				
2. <b>Chairperson – David Gallardo</b>		X			
3. <b>Secretary – Araceli Ruiz</b>			X		
4. <b>Yadira Campana-Marin</b>		X			
5. <b>Juan Rodriguez-Padilla</b>		X			
6. <b>Frank Velasco</b>		X			
7. <b>Alicia Crispin</b>				X	
8. <b>Fabiola Garcia</b>				X	
9. <b>Olga Uribe</b>				X	
10. <b>Alvis Guzman</b>					X
11. <b>Dylan Acosta</b>					X
12. <b>Vivian Acosta</b>					X
13. <b>Xavier Montalvo</b>					X
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

**Required Signatures**

<b>School Name: Tehipite Middle</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Marilyn Lopez-Cuevas		4/2/24
SSC Chairperson	David Gallardo		4/2/24

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

## Assurances for Comprehensive Support and Improvement Schools (CSI)

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

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

FY 2024/25

Tehipite - 0440

**ON-SITE ALLOCATION**

3010	Title I	\$52,560 *
7090	LCFF Supplemental & Concentration	\$153,909
7091	LCFF for English Learners	\$44,472
3182	Comprehensive Support and Improvement	<b>\$134,028</b>

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

**\$384,969**

\* 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	\$1,752
Remaining Title I funds are at the discretion of the School Site Council	\$50,808
Total Title I Allocation	<u>\$52,560</u>

January 24, 2024

**Updated February 21, 2024**

## Tehipite Middle 2024-2025 - SPSA

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

#### Needs Assessment

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-65 pts	-88.9 pts	2023-2024	10 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-124.1 pts	2023-2024	15 pts
SBAC ELA - Average distance from standard (Hispanic)	✓		-89.3 pts	2023-2024	10 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✓		-91.3 pts	2023-2024	10 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-178.6 pts	2023-2024	10 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30.48 %	20.9 %	2023-2024	25 %
SBAC Math - Average distance from standard	✓	-130 pts	-159.2 pts	2023-2024	20 pts
SBAC Math - Average distance from standard (English Learner)	✓		-176.6 pts	2023-2024	20 pts
SBAC Math - Average distance from standard (Hispanic)	✓		-162.4 pts	2023-2024	20 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-161.3 pts	2023-2024	20 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-220.9 pts	2023-2024	20 pts
SBAC Math - percentage of students met/exceeded standard	✓	14.17 %	3.8 %	2023-2024	20 %

**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.

Academic ELA

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

Student Group Performance on CAASPP Interim Assessment Blocks (IABs)- 2023-2024

**SBAC Distance from Standards Met (DFS)**

	Math 21-23	ELA 21-23	Math 22-23	ELA 22-23
<b>All Students</b>	-158.3	-86.8	-159.2	-88.9
<b>African American</b>	-181.9	-105.8	-163.7	-109
<b>SWD</b>	-197.2	-149.3	-220.9	-178.6
<b>Hispanic</b>	-155.1	-86.3	-162.4	-89.3
<b>EL</b>	-174.7	-106.2	-176.6	-124.1
<b>Socio-Economically-Disadvantaged</b>	-158.5	-86.4	-161.3	-91.3

\*Data-Driven Cycles supported in rigor alignment and providing opportunities for staff to grow in their rigor alignment practice.

\*More comprehensive ITSQ integration in alignment with CAASPP supported with aligned system of assessment to appropriate rigor to get accurate standing of learning as year progresses.

\*Focus on rigor alignment to CFAs, task, and assessment alignment to CAASPP in unit backward maps

\*Regional work focused on building coherence between 6th and 8th grade on target spec. work in literacy & mathematics.

\*Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.

\*Refining lessons from the previous year for alignment to the appropriate rigor and new unit maps.

\*Rotating Schedule to increase quality instructional time in math and ELA

\*Continued MLD coaching support from admin and MLD coaches for Mathematics

\*Regional work focused on building coherence between 6-9th grade on target spec. work in mathematics and refinement of PLCs.

\*Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.

\*Refining lessons from the previous year for alignment to appropriate rigor

\*Focus on the Data-Driven Cycle and follow the cycle when creating lessons, data collection practices to assess CCI work.

\*admin 8-week problem of practice plans around academics/attendance/suspensions.

\*Triage Support Center to help triage needs, MTSS tiered level of supports which impact student attendance and academic standing as based on research.

\*More comprehensive ITSQ integration in alignment with CAASPP- Daily lessons must reflect the alignment.

\*Focus on rigor alignment to CFAs, task, and assessment alignment to CAASPP in unit backward maps- Daily lessons must show alignment to weekly and monthly CFAs.

\*Cross Collaboration across all content areas must reflect the target spec work consistently.

\*Regional work focused on building coherence between 6th-8th grade on target spec. work in literacy and mathematics.

\*Must continue to meet with 6th grade leads to ensure alignment from 6th through 9th grade.

Student Group	IAB Subject Matter	Average DFS for All IABs	Average %Met/Exceed for All IAB's
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English Learner (EL)	ELA	-127.6	8.9%
Hispanic	ELA	-81	26.2%
African American (AA)	ELA	87.3	19.5%

**Total Student Population (ELA)**

English Learner (EL)	Math	-123.1	17.2%
Hispanic	Math	-82.7	28.8%
African American (AA)	Math	-105.8	18.5%

**Total Student Population (Math)**

\*More comprehensive ITSQ integration in alignment with CAASPP- Daily lessons must reflect the alignment.

\*Focus on rigor alignment to CFAs, task, and assessment alignment to CAASPP in unit backward maps- Daily lessons must show alignment to weekly and monthly CFAs.

\*Cross Collaboration across all content areas must reflect the target spec work consistently.

\*Regional work focused on building coherence between 6th-8th grade on target spec. work in literacy and mathematics.

\*Must continue to meet with 6th-grade leads to ensure alignment from 6th through 9th grade.

\*Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.

\*Refining lessons from the previous year for alignment to appropriate rigor

**CAASPP-Math**

\*Rotating Schedule to increase quality instructional time in math and ELA

\*Continued MLD coaching support from admin and MLD coaches

\*More comprehensive ITSQ integration to align with CAASPP rigor

\*Focus on rigor alignment to CFAs, task and assessment alignment to CAASPP

\*Regional work focused on building coherence between 6-8th grade on target spec. work in mathematics.

\*Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.

\*Refining lessons from the previous year for alignment to appropriate rigor

\*Focus on the driven Cycle and follow it when creating lessons

**EL Reclassification Rate (English Learner)**

21-22 EL Reclassification was at 20%, with 21 out of 107 students being reclassified by EOY.

\*Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.

\*Refining lessons from the previous year for alignment to appropriate rigor

**CAASPP-Math**

\*Rotating Schedule to increase quality instructional time in math and ELA

\*Continued MLD coaching support from admin and MLD coaches

\*More comprehensive ITSQ integration to align with CAASPP rigor

\*Focus on rigor alignment to CFAs, task and assessment alignment to CAASPP

\*Regional work focused on building coherence between 6-8th grade on target spec. work in mathematics.

\*Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.

\*Refining lessons from the previous year for alignment to appropriate rigor

\*Focus on the driven Cycle and follow it when creating lessons

**ELReclassificationRate (EnglishLearner)**

21-22 EL Reclassification was at 20%, with 21 out of 107 students being reclassified by EOY.

The current SPSA implementation was as follows:

\*Rotating Schedule to increase quality instructional time in math and ELA

\*More comprehensive ITSQ integration into ELA & Math instruction.

The current SPSA implementation was as follows:

\*Rotating Schedule to increase quality instructional time in math and ELA

\*More comprehensive ITSQ integration into ELA & Math instruction.

**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).

In the current year, we noticed the use of minimum day PLs was focused on cross-collaboration across departments and Social-Emotional Culturally Responsive practices and structures. We had to focus on more school-wide tiered interventions for social-emotional supports due to the rise of needs we saw on our campus last year, as well as re-training of staff around Target spec work. The creation of CFAs in alignment to CAASPP through the use of EdCite was not consistent across our school. During semester 2 more departments were successful at providing EdCite assessments in order to identify student misconceptions and target needs appropriately.

**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.

Actual Outcomes:

-Nearly half of the minimum days, 4 out of 10, were focused on MTSS re-introduction, All-4-Youth SEL training, Advisory and SEL circle training, school-wide RTI supports, and levels of behavior/supports schoolwide.

-4 out 10 minimum days were focused on CAASPP alignment, CAASPP target spec training and cross-collaboration, 2 out of 10 to close the year focus on LIFT EL program alignment and components.

-Fully adapted MTSS school pyramid completed and revamped to meet needs post-pandemic with added support staff.

- Fullyrunning system of support for SEL needs that arise including a triage support model was revamped, and RTI levels of support driven by SEL data effectively ran.
- Planning days were all focused on quarterly backward map alignment to CAASPP in math, ELA, and science. CFA alignment and IAB data discussions were also part of the planning day.
- Outcomes were evident in the plans submitted. One CFA per quarter in alignment to CAASPP and one Block given at each quarter.
- Data chats with PLCs before CAASPP to meet with all PLCs and align the remainder of the school year to the demands of CAASPP
- SMARTgoals created in alignment to CAASPPdata results across all content areas, and backwards map focused on target specs that are lowest achieving schoolwide

**Items that we were unable to meet this year:**

-4 quarters of backwards maps were completed for each PLC, focus next year will be to ensure there is alignment to Target specs across all 4 maps for each PLCincluding those that are from non-core content areas. -RTI interventions were established but unfortunatelyoutside of school supports were onlyable to take place two months due to focus on in school level one instruction that had to take place. We must adapt next year's plan to include supports outside of school for students around Math and ELAwith an adult that can help lead it based on CAASPPblock data.

**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).

Approved as it was presented.

**2** ELAC:

- ELAC were in agreeance with budget presented and their feedback was taken into account before finalizing the budget and goals.
- ELAC wanted to increase direct services to students from 7091 which was increased per ratio based on new allocations (allocations to our site decreased for 24-25).
- ELAC parent suggested to ensure services for RTI were provided despite teacher availability afterschool. Agreement was that if no certificated teacher was able to provide EL RTI support afterschool, Teaching Fellows or Moreno Institute staffing would be paid to provide such services.

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

- Eliminate Teacher Buyout of Prep per feedback. This was eliminated. Current staffing was used to cover Men's Alliance with understanding that it would increase student enrollment in some courses.
- Staff Suggested to keep substitute teacher coverage for teacher planning and support purposes. That allocation was increased just a bit to ensure all PLC's are provided with planning time through a sub day.
- Suggestion to keep the supplemental contracts for staff in support student learning. The allocations were kept the same as the prior year.
- Admin extra duty days were voted to keep but as an admin team we eliminated to ensure next year's principal can have a say on the use of such days and it can go back to SSC for approval.
- Vote was to keep allocation for ELPAC assessors the same, therefore we increase a bit since this next year we will need more assessors and RTI services for Long Term EL's will be provided.
- Increase materials and supplies, and it was increased this year.
- Decreased Direct Maintanace since last 23-24 academic year did not use the funds.
- Due to teacher vote to eliminate student agendas, the direct graphics line was decreased in funding.
- Funding to pay for cameras was approved by staff.

### Action 1

**Title:** SBAC Math and Site Based RTI Supports

Action Details:

Tehipite Middle School will continue to refine and develop our academic alignment to rigor and Target alignment, with focus on teacher clarity and student engagement. This will be evidenced by on-going professional Learning opportunities, data-driven conversations, targeted interventions, data analysis through Professional Learning Communities (PLCs), across content collaboration, classroom supports, outside-of-school enrichment opportunities for students, staff development, and paid planning days for teachers. Focus will be on increasing the percentage of students meeting and exceeding standards and increasing scale- score in Math standards. Measurement metrics will come from school-site CAASPP block assessments, SBAC data, and district interim assessments.

<b>Reasoning for using this action:</b> <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

\*Backwards Maps created by all grade levels, which identify focus and essential target and standards as well as outline the sequence of lessons. Backwards maps will include learning intentions and success criteria.

\*4 quarterly maps turned in with intent of obtaining a minimum of 70% or higher student success in meeting standards at their rigor level in EdCite CFAs, as well as intentional focus on meeting needs of disproportionate groups of students, such as African American, English Learners, students identified with disabilities, economically disadvantaged population, and students identified as receiving foster care or considered homeless.

\*Evidence-based strategies aligned to state identification to target instruction and RTI supports to meet needs of students will be utilized through first teaching, feedback provided through walkthroughs.

\*4 days of paid sub days, 1 per quarter, per semester will be provided to work on backward maps and unit planning for all teachers to meet the needs of students meeting significant disproportionality in SBAC and district/school-wide data.

Owner(s):

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT)  
All Teachers

Timeline:

-Ongoing

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

\*Rigorous and aligned first teaching will take place in every classroom in alignment SBAC Target Specs to guide rigor discussion and alignment, feedback provided through walkthroughs and will be documented in 8-week admin plans.

\*Teachers will collaborate with PLCs to ensure CFAs and lessons align to the rigor demand of Common Core State Standards through their PLC's. Learning intentions and Criteria for success will be added to all plans and visible through walkthrough data.

Owner(s):

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers

Timeline:

-Ongoing

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

\*Data will be collected and brought to 4th week DPLC- Data driven PLC to discuss and reflect with grade level team. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of the misconceptions.

\*Within class response to intervention (RTI) or outside of class RTI will be assigned to students to ensure we can meet student learning needs.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers

**Timeline:**

-Every 4 weeks  
-Ongoing conversations through PLC following Cycle of Continuous Improvement for instruction.

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

\*Staff reflection on Interim, IAB, and CAASPP data, goal setting and intentional adaptation of learning intentions, criteria for success, and teacher practices.

\*Students will progress monitor by creating goals based on data from interims and blocks. Students will monitor their progress and reflect with staff using school-created SMART goal template and student engagement rubrics.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers

**Timeline:**

-Ongoing, based on identified needs and unit sequence

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

\*6 out of the 10 minimum days professional learning opportunities will promote job embedded opportunities to drive data discussions through culturally responsive teaching practices, data driven cycle, alignment of CFA rigor to targets, cross subject collaboration relating to Target rigor alignment schoolwide, reflection of data to drive instruction, and creation of lessons/CFAs which align in a backwards fashion to CAASPP block assessment rigor.

\*Remainder 4 minimum day professional learning will be focused on school climate and culture needs, which go hand in hand with the MTSS school integrated model for tiered system of supports.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Matthew Lopez  
GLA- Daniel Rivera  
Instructional Coach- Erika Almaraz  
ILT members  
All Teachers

**Timeline:**

PL ongoing  
Data chats once per quarter

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

\*Reflection conversations based on data, feedback provided back to PLC+ teams, PLC+ reflect on best way to reach students and reflect on skills to target in future lessons. Data will be examined and instructional/school-wide moves will be re-examined by 100% of staff, admin team and principal in collaboration with CSI lead on 1x1 reflective meetings. These reflective conversations will support in addressing school gaps in meeting our goal and support administration and teachers in CCI cycle adaptation based on needs as well as through the 8-week school plans.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers

**Timeline:**

-PL ongoing  
-Data chats once per quarter  
-CCI cycle changes based on ongoing data collection results and reflection feedback.

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

Materials and supplies to help students access instruction, rewards not limited to food, toys and school materials to enforce meeting school-wide criteria for success and schoolwide positive behavior system of supports through the

Culturally Responsive Student Triage Support Center (CRSTSC) program. In addition, incentives for student engagement goal setting and goal attainment will be provided not to be limited to food items, instructional materials, school trips, buses for school-related trips, toys and technology for incentive purposes. Four days of substitutes for each PLC team to ensure teachers can create common formative assessments and backwards maps to align to appropriate rigor as identified by CAASPP and targets. Furthermore, paid substitutes to cover for quarterly data chats with staff, funds to cover for technology to access online instruction, funds allocated for technology maintenance and repairs to keep up with technology demands from students and staff, laptops and staff technology to access and provide instruction will also be added to this plan. Lastly, funds for extra paid contracts for teachers to help support students outside of school hours, contracts for administrator extra days not to exceed 5 days per year to create school plans to address problems of practice & data discussions/logistics for PL, contracts for professional development opportunities for teachers and admin, funds allocation for travel expenses related to outside-of-school professional development opportunities for staff and administration, funds to cover registration for conferences for staff and admin, funds to cover graphics department purchases to ensure academic, school to home communication and Social-Emotional Self-Management lessons can be printed.

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

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

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

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

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

*With Title I funds we plan to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dash- board information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. \*Mleage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targetted interventions are provided, hence they will be funded out of this line.*

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

*With 7090 funds we plan to support English learner students by providing the following:*

*\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.*

*\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.*

*\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.*

*\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.*

*\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside*

**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.**

**Latest Site IAB CAASPP Data shows the following:**

Student Group	IAB Subject Matter	Average DFS for All IABs	Average %Met/Exceed for All IAB's
English Learner (EL)	ELA	-127.6	8.9%
Hispanic	ELA	-81	26.2%
African American (AA)	ELA	87.3	19.5%
English Learner (EL)	Math	-123.1	17.2%
Hispanic	Math	-82.7	28.8%
African American (AA)	Math	-105.8	18.5%

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

*With Title I funds we plan to support all historically marginalized student groups as identified in the California Dashboard (Red) by providing parent conferences, training, and RTI supports for students not progressing. Materials and supplies to meet those gaps through RTI as well as for materials to hold parent teacher conferences and meetings about student progress.*

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

*With 7090 funds we plan to support English learner students by providing the following:*

*\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.*

our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.

\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.

\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.

\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.

\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.

\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.

\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.

**7091 funds we plan to support English learner students by providing the following:**

\*ELPAC assessors

\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

**4. As a site: What are planned actions to support English learner students?**

\*In-classroom embedded English Language development support through core instruction as designed by our schoolwide professional development.

\*Teacher on extra pay contract will support students in need of Tier 3 supports for RTI or due to Long Term EL standing. Services afterschool will be focused on reading intervention and lessons provided will align to rigor of ELPAC released questions.

\*Staff PL around CCI and integrated and designated EL instruction.

\*Guidance Learning Advisor and instructional coach will help support the work around data chats in classrooms by creation presentations around data chat processes as well as meetings with PLCs as they go through data chat process to help drive the CCI work schoolwide.

\*EL progress monitoring will be provided to all students designated as EL through their ELD class.

\*GLA and EL services will collaborate in ensuring all staff that teach ELA receive ongoing LIFT program support to ensure effective implementation of services to students as well as provide appropriate schoolwide professional development to ensure students identified as EL receive instruction with supports embedded, as well as instruction that align to ELD standards.

\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.

\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.

\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.

\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.

\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.

\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.

\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.

\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.

\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.

\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.

**7091 funds we plan to support English learner students by providing the following:**

\*ELPAC assessors

\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

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

-Culturally Responsive Student Support Triage Center (CRSSTC) to provide adequate supports at level 1, 2 and 3 supports following the MTSS schoolwide framework.

-RCA to support address student needs through MTSS framework at the level 1 and approaching of level 2 needs.

-Focus on first rigorous instruction where students are met by adapting lessons to meet social-emotional, cultural and academic needs based on data and student feedback throughout lesson.

\*Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, materials and supplies to support with RTI specific to ELPAC demands, incentives for progress including fieldtrips for students, food for celebration of progress in moving along the ELPAC continuum, and toys and incentives for meeting specific SMART Goal relating to literacy or ELPAC progress. EL assessors to support with ELPAC.

\*Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.

-Quarterly CAT Pack Rallies and Steve's Scholars program on track celebrations, and events for students that meet both schoolwide criteria for success for academic achievement, positive behavior, and good attendance.

-Emphasis on school-wide positive behavior support system through use of 5-Start Student application, as well as school wide CRSSTC school program, and by providing schoolwide data chats, goal setting and reward systems in place not to be limited by the CAT Pack quarterly rallies.

-Mentoring opportunities for students in need of connecting with a caring adult on campus.

-Tier 2 specialist to target supports for students meeting criteria for tier 2 intervention.

-TST, SST, BIP meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.

-Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional demands.

-Daily advisory period to support with school-wide CRSSTC data CCI progress and school social-emotional needs, inclusion of Academic advisory days to embed schoolwide RTI supports (such as foundational tier 1 math needs, or foundational literacy needs through iReady).

## Action 2

**Title:** SBAC ELA and Site Base CAASPP RTI Supports

### [Action Details:](#)

Tehipite Middle School will continue to refine and develop our academic alignment to rigor and Target\* alignment, with focus on teacher clarity and student engagement. This will be evidenced by on-going professional Learning opportunities, data-driven conversations, targeted interventions, data analysis through Professional Learning Communities (PLCs), across content collaboration, classroom supports, outside-of-school enrichment opportunities for students, staff development, and paid planning days for teachers. Focus will be on increasing the percentage of students meeting and exceeding standards and increasing scale- score in ELA standards. Measurement metrics will come from school-site CAASPP block assessments, SBAC data, and district interim assessments.

<b>Reasoning for using this action:</b> <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**

\*Backwards Maps created by all grade levels, which identify focus and essential target and standards as well as outline the sequence of lessons. Backwards maps will include learning intentions and success criteria.

\*4 quarterly maps turned in with intent of obtaining a minimum of 70% or higher student success in meeting standards at their rigor level in EdCite CFAs, as well as intentional focus on meeting needs of disproportionate groups of students, such as African American, English Learners, students identified with disabilities, economically disadvantaged population, and students identified as receiving foster care or considered homeless.

\*Evidence-based strategies aligned to state identification to target instruction and RTI supports to meet needs of students will be utilized through first teaching, feedback provided through walkthroughs.

\*4 days of paid sub days, 1 per quarter, per semester will be provided to work on backward maps and unit planning for all teachers to meet the needs of students meeting significant disproportionality in SBAC and district/school-wide data.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT)  
All Teachers

**Timeline:**

-Ongoing

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

\*Rigorous and aligned first teaching will take place in every classroom in alignment SBAC Target Specs to guide rigor discussion and alignment, feedback provided through walkthroughs and will be documented in 8-week admin plans.

\*Teachers will collaborate with PLCs to ensure CFA's and lessons align to the rigor demand of Common Core State Standards through their PLC's. Learning intentions and Criteria for success will be added to all plans and visible through walkthrough data.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT)  
All Teachers

**Timeline:**

-Ongoing

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

\*Data will be collected and brought to 4th week DPLC- Data driven PLC to discuss and reflect with grade level team. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of the misconceptions.

\*Within class response to intervention (RTI) or outside of class RTI will be assigned to students to ensure we can meet student learning needs.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christine Rodriguez  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers  
All Students

**Timeline:**

-Every 4 weeks  
-Ongoing conversations through PLC following Cycle of Continuous Improvement for instruction.

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

\*Staff reflection on Interim, IAB, and CAASPP data, goal setting and intentional adaptation of learning intentions, criteria for success, and teacher practices.

\*Students will progress monitor by creating goals based on data from interims and blocks. Students will monitor their progress and reflect with staff using school-created SMART goal template and student engagement rubrics.

**Owner(s):**

Lead Teachers (ILT) All Teachers  
All Teachers  
All Students

**Timeline:**

-Ongoing, based on identified needs and unit sequence

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

\*6 out of the 10 minimum days professional learning opportunities will promote job embedded opportunities to drive data discussions through culturally responsive teaching practices, data driven cycle, alignment of CFA rigor to targets, cross subject collaboration relating to Target rigor alignment schoolwide, reflection of data to drive instruction, and creation of lessons/CFAs which align in a backwards fashion to CAASPP block assessment rigor.

\*Remainder 4 minimum day professional learning will be focused on school climate and culture needs, which go hand in hand with the MTSS school integrated model for tiered system of supports.

**Owner(s):**

- Principal- TBD
- Vice-Principal- Matthew Lopez
- GLA- Christine Rodriguez
- Instructional Coach- Erika Almaraz
- ILT members
- All Teachers

**Timeline:**

- Ongoing PL opportunities to cross collaborate around rigor alignment
- Data chats once per quarter

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

\*Reflection conversations based on data, feedback provided back to PLC+ teams, PLC+ reflect on best way to reach students and reflect on skills to target in future lessons. Data will be examined and instructional/school-wide moves will be re-examined by 100% of staff, admin team and principal in collaboration with CSI lead on 1x1 reflective meetings. These reflective conversations will support in addressing school gaps in meeting our goal and support administration and teachers in CCI cycle adaptation based on needs as well as through the 8-week school plans.

**Owner(s):**

- Principal- TBD
- Vice-Principal- Matthew Lopez
- GLA- Christine Rodriguez
- Instructional Coach- Erika Almaraz
- ILT members
- All Teachers

**Timeline:**

- PL ongoing
- Data chats once per quarter
- CCI cycle changes based on ongoing data collection results and reflection feedback.

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

Materials and supplies to help students access instruction, rewards not limited to food, toys and school materials to enforce meeting school-wide criteria for success and schoolwide positive behavior system of supports through the Culturally Responsive Student Triage Support Center (CRSTSC) program. In addition, incentives for student engagement goal setting and goal attainment will be provided not to be limited to food items, instructional materials, school trips, buses for school-related trips, toys and technology for incentive purposes. Four days of substitutes for each PLC team to ensure teachers can create common formative assessments and backwards maps to align to appropriate rigor as identified by CAASPP and targets. Furthermore, paid substitutes to cover for quarterly data chats with staff, funds to cover for technology to access online instruction, funds allocated for technology maintenance and repairs to keep up with technology demands from students and staff, laptops and staff technology to access and provide instruction will also be added to this plan. Lastly, funds for extra paid contracts for teachers to help support students outside of school hours, contracts for administrator extra days not to exceed 5 days per year to create school plans to address problems of practice & data discussions/logistics for PL, contracts for professional development opportunities for teachers and admin, funds allocation for travel expenses related to outside-of-school professional development opportunities for staff and administration, funds to cover registration for conferences for staff and admin, funds to cover graphics department purchases to ensure academic, school to home communication and Social-Emotional Self-Management lessons can be printed.

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

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

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

English Learner student population is performing at the lowest level in areas of English learner students are identified in red according to the CA Dashboard in Math and ELA.

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

With Title I funds we plan to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dash- board information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. \*Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment. Subs for teacher

**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.**

**Latest Site IAB CAASPP Data shows the following:**

Student Group	IAB Subject Matter	Average DFS for All IABs	Average %Met/Exceed for All IAB's
English Learner (EL)	ELA	-127.6	8.9%
Hispanic	ELA	-81	26.2%
African American (AA)	ELA	87.3	19.5%

planning and collaboration around services to students will also be provided out of Title I funds, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targetted interventions are provided, hence they will be funded out of this line.

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

**With 7090 funds we plan to support English learner students by providing the following:**

\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.

\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.

\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.

\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.

\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.

\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.

\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.

\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high famiy, student and staff engagement.

\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.

\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.

\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.

**7091 funds we plan to support English learner students by providing the following:**

\*ELPAC assessors

English Learner (EL) Math	-123.1	17.2%
Hispanic Math	-82.7	28.8%
African American (AA) Math	-105.8	18.5%

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

With Title I funds we plan to support all historically marginalized student groups as identified in the California Dashboard (Red) by providing parent conferences, training, and RTI supports for students not progressing. Materials and supplies to meet those gaps through RTI as well as for materials to hold parent teacher conferences and meetings about student progress.

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

With 7090 or 7091 funds we plan to support historically marginalized groups on the Dashboard by providing outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school. Within the school day planning days for staff to ensure rigor alignment, materials and supplies to ensure the instructional plans are delivered efficiently, and allocation of funds for training as discussed in section above.

**With 7090 funds we plan to support English learner students by providing the following:**

\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.

\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.

\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.

\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.

\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.

\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.

\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.

\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high famiy, student and staff engagement.

\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for

\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

**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

In-classroom embedded English Language development support through core instruction as designed by our district LIFT program professional development. Teacher on extra pay contract will support students in need of Tier 3 supports for RTI or due to Long Term EL standing. Services afterschool will be focused on reading intervention and lessons provided will align to rigor of ELPAC released questions. Staff PL around LIFT program and cycle of continuous improvement. Guidance Learning Advisor and Intervention teacher will help support the work around data chats in classrooms by creation presentations around data chat processes as well as meetings with PLCs as they go through data chat process to help drive the CCI work schoolwide. EL progress monitoring will be provided to all students designated as EL through their ELD class. GLA and EL services will collaborate in ensuring all staff that teach ELA receive ongoing LIFT program support to ensure effective implementation of services to students as well as provide appropriate schoolwide professional development to ensure students identified as EL receive instruction with supports embedded, as well as instruction that align to ELD standards. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, materials and supplies to support with RTI specific to ELPAC demands, incentives for progress including fieldtrips for students, food for celebration of progress in moving along the ELPAC continuum, and toys and incentives for meeting specific SMART Goal relating to literacy or ELPAC progress. EL assessors to support with ELPAC. Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase or delivery of incentives for students to support with Goal setting and attainment.

*cultural events, purchase orders in support of G1, G2, G3 and G4.*

*\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.*

*\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.*

**7091 funds we plan to support English learner students by providing the following:**

\*ELPAC assessors

\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

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

-Culturally Responsive Student Support Triage Center (CRSSTC) to provide adequate supports at level 1, 2 and 3 supports following the MTSS schoolwide framework.

-RCA to support address student needs through MTSS framework at the level 1 and approaching of level 2 needs.

-Focus on first rigorous instruction where students are met by adapting lessons to meet social-emotional, cultural and academic needs based on data and student feedback throughout lesson.

-Quarterly CAT Pack Rallies and Steve's Scholars program on track celebrations, and events for students that meet both schoolwide criteria for success for academic achievement, positive behavior, and good attendance.

-Emphasis on school-wide positive behavior support system through use of 5-Start Student application, as well as school wide CRSSTC school program, and by providing schoolwide data chats, goal setting and reward systems in place not to be limited by the CAT Pack quarterly rallies.

-Mentoring opportunities for students in need of connecting with a caring adult on campus.

-Tier 2 specialist to target supports for students meeting criteria for tier 2 intervention.

-TST, SST, BIP meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.

-Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional demands.

-Daily advisory period to support with school-wide CRSSTC data CCI progress and school social-emotional needs, inclusion of Academic advisory days to embed schoolwide RTI supports (such as foundational tier 1 math needs, or foundational literacy needs through iReady).

### Action 3

Title: English Learner Reclassification and Advancement

**Action Details:**

Tehipite Middle School will provide a tiered system of support to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards through the ELA/ELD Framework (integrated and designated instruction), with an emphasis on increasing reclassification and proficiency levels on ELPAC. Focus will be on regular common formative assessments that align to CAASPP and increase iReady scores to increase the number of students meeting reclassification criteria. Tehipite Middle School will implement school-wide ELA target spec work across content areas which will help target literacy needs throughout the day and help build literacy across content areas. Supports will also be implemented to intervene when students struggle through an RTI process and tier 3 supports after school. Tehipite Middle School will continue its partnership with English Language Acquisition Services, to create positive and culturally responsive learning environments, observe students closely through data monitoring as described through the PLC+ model and plan scaffolding in a Multi-Tiered System of Support format.

**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**

\*EL data from ELPAC 2023-2024 will be utilized to identify students that are not meeting reclassification criteria.

\*Staff will be provided with training for designated and integrated ELD through EL services and site-based inservice.

\*All EL students will engage in ELPAC chat with classroom teachers and will complete a goal-setting form as provided by GLA and will include the EL Reclassification Goal-setting report to identify students that are meeting or nearly meeting criteria for reclassification.

\*Staff will engage in a similar goal-setting process through the PLC+ model structure.

**Owner(s):**

GLA- Christina Rodriguez  
 Instructional Coach- Erika Almaraz  
 ELD Prep-bought out Support- Elisa Grijalva  
 All Teachers  
 All Students Identified as English Learners

**Timeline:**

-Beginning of year data chat  
 -quarterly progress data chat with teachers

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

\*Instructional Coach will meet with EL students identified as year 4 or long-term ELs to create goals and plans with students around reclassification.

\*Instructional coach will collaborate with ELD teacher and supporting staff member that has prep-bought out by EL services to target chats with students, progress monitor their progress, provide supports to EL students with a score of 4 and/or considered Long-Term ELs, in order to get them closer to reclassification.

**Owner(s):**

Instructional Coach- Erika Almaraz  
 ELD Prep-bought out Support- Elisa Grijalva  
 All Teachers  
 All Students Identified as English Learners

**Timeline:**

-End of quarter 1 to create EL SST plan  
 -Beginning of Semester 2 to monitor SST plan  
 -End of Year to monitor end-of-year progress on Meeting plan.  
 -Quarterly progress data chat with instructional coach or supporting teacher for students identified as Long Term EL and/or with a score of a 4.

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

\*Collaboration between EL services and EL support staff member (Elisa Grijalva) to examine our current EL system and how to best meet needs of students through Core classroom instruction, Presentation of district EL PL through staff PL time.

\*Creation of PD will help communicate EL standards and best teaching practices to reach EL learners and continue to support population of students that has been reclassified and are being monitored as RFEP.

**Owner(s):**

Instructional Coach- Erika Almaraz  
 ELD Prep-bought out Support- Elisa Grijalva  
 All Teachers  
 All Students Identified as English Learners

**Timeline:**

-Ongoing

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

\*Assessing students' progress in meeting ELD standards and literacy reclassification criteria by all teachers, Instructional coach and ELD teacher will collaborate with staff to ensure progress monitoring is taking place during the appropriate timeframes.

\*Progress will be documented, and students will reflect on their progress along with teachers. Parents will be notified of student progress through report cards, under comments section.

**Owner(s):**

Instructional Coach- Erika Almaraz  
ELD Prep-bought out Support- Elisa Grijalva  
All Teachers  
All Students Identified as English Learners

**Timeline:**

-Ongoing

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

\*Tier 3, Students Identified as Long-Term English Learners and students close to meeting criteria for reclassification, will be provided with afterschool response to intervention support to meet areas of need due to their tier 3 need. This will be in addition to the RTI supports for level three that will be differentiated through their ELA/Math/Social Studies classes.

\*A selected teacher will be provided with extra paid contract to provide literacy and supports around identified ELD standards to be addressed through lessons during afterschool hours. Work will be purposeful and aligned to rigor of the ELPAC release questions.

**Owner(s):**

Instructional Coach- Erika Almaraz  
ELD Prep-bought out Support- Elisa Grijalva  
All Teachers  
All Students Identified as English Learners

**Timeline:**

-Identification of students mid quarter 1 to begin RTI tier 3 supports.

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

\*Data to be discussed in admin meetings to problem solve around best school-wide moves to meet student needs as well as instructional shifts through ILT work and professional development.

\*Cycle of Continuous Improvement to be followed with staff, administrative team and CSI manager.

\*PLC+ data to progress meeting of goals by all teachers.

**Owner(s):**

Instructional Coach- Erika Almaraz  
ELD Prep-bought out Support- Elisa Grijalva  
All Teachers  
All Students Identified as English Learners  
CSI Director- Tashiana Aquino

**Timeline:**

-Ongoing

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

In-classroom embedded English Language development support through core instruction. Teacher on extra pay contract will support students in need of Tier 3 supports as identified in details above. Services will be focused around reading intervention and lessons provided will align to rigor of ELPAC released questions. Staff PD around districtwide EL framework for designated and integrated. Instructional coach, .2 FTE staff, and paraprofessional funded by EL services will help support the work for in classroom response to intervention for EL students as well as EL progress monitoring. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, graphic/printing for organizing/planning/goal setting/Assessment monitoring through for quarterly data-driven discussions and goals setting purposes. Mailing services and postage to help with progress communication and collaboration with families and students. Furthermore, materials and supplies to provide outside-of-school RTI supports to Long-Term EL students, use of funds not limited to fieldtrips for students, food, toys, technology, sporting equipment, and bus transportation to get students to attend trips for educational purposes. Materials and supplies to help with accessing tier 2 and 3 supports for EL learners in areas of English proficiency and reading comprehension as well as written and listening/speaking support. In addition, funds are allocated for EL assessors to support with ELPAC assessment, student celebrations and incentives to help drive the goal-setting and progress monitoring work and to celebrate EL student growth, accomplishments. Lastly, end of year fieldtrip reward for students that show growth or meet personal growth goals related to reading and EL reclassification as well as to celebrate growth for students identified as Long-Term English Learners. Purchase of class kick license to facilitate instruction with supports embedded that can support our EL learners in accessing curriculum throughout the day (translation within the app, and visuals, auditory services, etc.) Purchase of Senor Wooly application to provide additional online platform for language acquisition for our LOTE classes.

**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.

**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 Learner student population is performing at the lowest level in areas of English learner students are identified in red according to the CA Dashboard in Math and ELA.

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

With Title I funds we plan to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dash- board information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. \*Mleage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targeted interventions are provided, hence they will be funded out of this line.

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

**With 7090 funds we plan to support English learner students by providing the following:**

\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.

\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.

\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.

\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.

\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.

\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.

\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.

\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high famiyy, student and staff engagement.

\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.

\*Mleage for office staff, administration, and Home School Liaison to help with communication home to school,

**Students with Disabilities, Latino, and Socio-Economically Disadvantaged.**

**Latest Site IAB CAASPP Data shows the following:**

Student Group	IAB Subject Matter	Average DFS for All IABs	Average %Met/Exceed for All IAB's
English Learner (EL)	ELA	-127.6	8.9%
Hispanic	ELA	-81	26.2%
African American (AA)	ELA	87.3	19.5%
English Learner (EL)	Math	-123.1	17.2%
Hispanic	Math	-82.7	28.8%
African American (AA)	Math	-105.8	18.5%

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

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

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

**With 7090 funds we plan to support English learner students by providing the following:**

\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.

\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.

\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.

\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.

\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.

\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.

*student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.*

*\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.*

**7091 funds we plan to support English learner students by providing the following:**

\*ELPAC assessors

\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

**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

\*In-classroom embedded English Language development support through core instruction.

\*Teacher on extra pay contract will support students in need of Tier 3 supports as identified in details above.

\*Services will be focused on reading intervention and lessons provided will align to rigor of ELPAC released questions.

\*Staff PD around LIFT program and cycle of continuous improvement.

\*Guidance Learning Advisor and paraprofessional (Teaching Fellow funded by EL services) will help support the work around data chats in classrooms by creation presentations around data chat processes as well as meetings with PLCs as they go through data chat process to help drive the work.

\*EL progress monitoring will be provided to all students through advisory teachers. LAB school trainings and refreshers will be provided

\*GLA and EL services will collaborate in ensuring all staff that teach ELA, Social Studies and Science is trained in LIFT school work.

\*Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, materials and supplies to support with RTI afterschool support, incentives for progress including fieldtrips for students.

\*EL assessors to support with ELPAC.

\*Celebrations and incentives to help drive the goal setting and progress monitoring work and to celebrate EL student growth, accomplishments and meeting student created goals as well as celebrate students that meet reclassification criteria through certificate ceremonies.

\*End of year fieldtrip reward for students that show growth or meet personal growth goals related to reading and EL reclassification as well as to celebrate growth for students identified as Long-Term English Learners.

\*Mileage for Home School Liaison to help with communication home to school and student accountability chats.

*\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.*

*\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.*

*\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.*

*\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.*

*\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.*

**7091 funds we plan to support English learner students by providing the following:**

\*ELPAC assessors

\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

**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

-Culturally Responsive Student Support Triage Center (CRSSTC) to provide adequate supports at level 1, 2 and 3 supports following the MTSS schoolwide framework.

-RCA to support address student needs through MTSS framework at the level 1 and approaching of level 2 needs.

-Focus on first rigorous instruction where students are met by adapting lessons to meet social-emotional, cultural and academic needs based on data and student feedback throughout lesson.

-Quarterly CAT Pack Rallies and Steve's Scholars program on track celebrations, and events for students that meet both schoolwide criteria for success for academic achievement, positive behavior, and good attendance.

-Emphasis on school-wide positive behavior support system through use of 5-Start Student application, as well as school wide CRSSTC school program, and by providing schoolwide data chats, goal setting and reward systems in place not to be limited by the CAT Pack quarterly rallies.

-Mentoring opportunities for students in need of connecting with a caring adult on campus.

-Tier 2 specialist to target supports for students meeting criteria for tier 2 intervention.

-TST, SST, BIP meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.

-Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional demands.

-Daily advisory period to support with school-wide CRSSTC data CCI progress and school social-emotional needs, inclusion of Academic advisory days to embed schoolwide RTI supports (such as foundational tier 1 math needs, or foundational literacy needs through iReady).

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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			Subs for PLC planning days and quarterly data chats, supports with G1A2 *No IEPs*	4,987.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for RTI, CAT squad contracts, Attendance Task Team contracts, non-duty days for teachers, **No IEPs"" :also supports G1A2	18,001.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Hardware/Software/Technology/Computer Carts to support G1A1,A2, A3	5,000.00
G1A1	Title 1 Basic	Instruction	Travel			: Instructional and PLC focus based conferences for all teachers and admin	15,072.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Printing materials to support G1A2 and G1A3	2,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for 4 PLC planning days and quarterly data chats, supports with G1A2 and G1A3 *No IEPs*	26,038.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for PLC's, RTI, CAT squad contracts, Attendance Task Team contracts, non-duty days for teachers, **No IEPs""	39,967.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: subscriptions like classkick, ripple	10,000.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			materials to support instruction for all teachers *No Food No Incentives*	3,028.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Hardware/Technology/Computer Carts to support G1A1,A2, A3, subscriptions like classkick, ripple, etc	29,995.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Reading books	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of facilities not covered by district in support of G1A2 and G1A3	4,000.00
G1A2	ESSA-CSI	Instruction	Travel			: Instructional and PLC focus conferences for all teachers and admin	25,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,988.00
G1A3	LCFF: EL	Instruction	Travel			: Redesignated student incentive trip	4,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Redesignation Support and Celebrations, Food, and ELAC	25,012.00
G1A5	Sup & Conc	Instructional Supervision & Admi	Local Mileag			: local mileage for staff	1,000.00

**\$222,088.00**

**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	✓	70 %	73.1 %	2023-2024	74.2 %

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

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

Culturally responsiveness to both schoolwide engagement, alignment to community needs and schoolwide school connectedness. Our focus will be to look at current schoolwide practices both for coherence building across our Roosevelt Region and to also take student voice and cultural needs into account when focusing on instruction and school culture and climate. Our goal was to have opportunities for 100%of students to engage in clubs, Arts, and sports as well as students showing increase to feeling connected to school opportunities by SPRING Panorama Survey.

Domain	Fall 2022 Average % of Favorable Responses	Fall 2023 Average % of Favorable Responses	Difference
<b>Student-centered and Real-world Experiences</b>			
1-I know how to change and improve based on the feedback I am given.	81%	85%	+4%
2-Even when things are hard, I can overcome challenges in my life.	78%	84%	+6%
3-My school teaches lessons in ways that connect to my life.	44%	54%	+10%
4-My school prepares me for life with real-world experiences.	54%	67%	+13%

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

\*Increase focus on Tier 1 and Tier 2 supports, RCA and Tier 2 use in Triage Center structure which follows our schoolwide MTSS practice. We missed these two positions that helped with targeted supports identified by the triage center's TST team. \*Continue to implement real-world problems and culturally responsive teaching practices that align with the Target Specs from CAASPP on an ongoing basis through all content areas. This will help students see the inclusion of Real-World experiences embedded into the lesson. Teachers see the work being done in their lesson design, hence the 100%of staff that expressed real world experiences are provided. \*Cultural events as expressed in the plan were not all carried out this year, due to needed personnel to help carry them out. We only had a total of 3 events and one is yet to come, through the Spring Community event where Roosevelt School of the Arts and pathways will be present.

**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).

\*Increase focus on Tier 1 and Tier 2 supports, RCA and Tier 2 use in Triage Center structure which follows our schoolwide MTSS practice. We missed these two positions that helped with targeted supports identified by the triage center's TST team. \*Continue to implement real-world problems and culturally responsive teaching practices that align with the Target Specs from CAASPP on an ongoing basis through all content areas. This will help students see the inclusion of Real-World experiences embedded into the lesson. Teachers see the work being done in their lesson design, hence the 100% of staff that expressed real world experiences are provided. \*Cultural events as expressed in the plan were not all carried out this year, due to needed personnel to help carry them out. We only had a total of 3 events and one is yet to come, through the Spring Community event where Roosevelt School of the Arts and pathways will be present.

**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.

\*Ensure all planned community events take place the upcoming year \*Increase focus on Tier 1 and Tier 2 supports, RCA and Tier 2 use in Triage Center structure which follows our schoolwide MTSS practice. We missed these two positions that helped with targeted supports identified by the triage center's TST team. \*Continue to implement real-world problems and culturally responsive teaching practices that align with the Target Specs from CAASPP on an ongoing basis through all content areas. This will help students see the inclusion of Real-World experiences embedded into the lesson. Teachers see the work being done in their lesson design, hence the 100% of staff that expressed real world experiences are provided. \*Cultural events as expressed in the plan were not all carried out this year, due to needed personnel to help carry them out. We only had a total of 3 events and one is yet to come, through the Spring Community event where Roosevelt School of the Arts and pathways will be present. \*Unbound Ed training for lead teachers, admin and two support staff to ensure culturally responsive teaching and ensuring real-world experiences are embedded into lessons in a CAASPP aligned fashion through the equity lens.

**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).

Approved as it was presented.

**2** ELAC:

-ELAC were in agreement with budget presented and their feedback was taken into account before finalizing the budget and goals.  
-ELAC wanted to increase direct services to students from 7091 which was increased per ratio based on new allocations (allocations to our site decreased for 24-25).  
-ELAC parent suggested to ensure services for RTI were provided despite teacher availability after school. Agreement was that if no certificated teacher was able to provide EL RTI support after school, Teaching Fellows or Moreno Institute staffing would be paid to provide such services.

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

-Staff suggested to keep the same allocations to Visual and Performing Arts courses. We kept the same allocation of FTE but paid for the additional .8 FTE out of Proposition 28 funds.  
-Staff suggested nearly half wanted the budget for assemblies and consulting services decreased. A little more than half wanted it to stay the same. Since we needed extra funding for an RCA, we had to decrease funds for assemblies.  
-Staff had a split 50/50 vote for travel for conferences and fees. We increased based on the need from prior year and the fact that we will be focusing on Teacher Clarity/Student Engagement next year (New Concepts.)  
-CADA dues were voted to keep the same as prior year, so budget was kept the same.

-Increase materials and supplies, and it was increased this year.  
-Student transportation services were increased despite a keep the same vote, due to the use and demand of it during the 23-24 school year.  
-Voted to keep local milage allocations the same, but based on 23-24 use we decreased to help cover cost for RCA.

### Action 1

**Title:** Culturally Responsive-Task CFA Alignment to Real World

Action Details:

Instruction will be focused on the creation of culturally responsive lessons that are aligned to real-world learning experiences through the use of tasks and short constructive responses. Career and Technical Educational, culturally aligned elective courses, & Ethnic Studies courses will continue to be provided to students as well as clubs that engage students in real-world learning experiences outside of core academics. All classes will use learning intentions and criteria for success to support the meeting of SBAC aligned targets through all lessons. Student engagement rubrics will be used to provide students with opportunities to self-reflect and create engagement goals. Lastly, focus will be placed on EdCite platform real-world created tasks as CFAs where SBAC rubrics will be used to assess students' progress.

**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

\*Backwards Maps created by all grade levels, which identify focus and essential target and standards as well as outline the sequence of lessons. Backwards maps will include learning intentions and success criteria.

\*CTE teacher will help provide feedback on Units focus for opportunities to integrate real world scenarios relating to CTE unit focus.

\*Ethnic studies teacher will provide feedback on units focus for culturally responsive lessons and topics.

\*Schoolwide Assessment calendar will be created to ensure cross-curriculum collaboration is focused on cultural relevant topics and SBAC alignment.

\*4 days of paid sub days, 1 per quarter, per semester will be provided to work on backward maps and unit planning for all teachers to meet the needs of students meeting significant disproportionality in SBAC and district/school-wide data.

Owner(s):

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christina Rodriguez  
All Teachers

Timeline:

-Ongoing planning and reflecting  
-Opening of the school year with unit and assessment calendar alignment  
-Quarterly-Feedback from admin to staff on unit alignment to rigor, culturally responsive, and meeting learning intentions/criteria for success/student engagement.

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

\*Teachers will collaborate with PLCs to ensure CFA's and lessons align to culturally responsive, CTE driven focus as well as the rigor demand of Common Core State Standards through their PLC's. Learning intentions and Criteria for success will be added to all plans and visible through walkthrough data.

\*Creation of clubs based on student surveys and technology and cultural needs. Black Student Union, Folklorico clubs, coding and technology clubs and other clubs not mentioned will be created to meet student needs and cultural and technology demands through our CTE courses as well as Mariachi elective and clubs.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christina Rodriguez  
All Teachers  
All staff supporting with clubs  
Activities Director- Claudia Moreno  
School Counselors- Crystin Puentes & Anna Leon

**Timeline:**

-Beginning of year to collect survey data  
-Quarterly  
-PLC time ongoing  
-Weekly, providing access to club opportunities

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

\*Quarterly CCI cycle with all stakeholders to ensure our quarterly maps have met real-world scenarios and task alignment. Also, culturally responsive practices are observed in plans. Data discussion to take place during PLC+ time relating to CFA tasks.

\*Classes and clubs identified will participate in schoolwide organized events to help promote a positive school culture and engage community in cultural awareness as well as help build coherence with Roosevelt School of the Arts programs and events. Some events will include Fall and Spring Festivals, opportunities for cultural clubs and classes to engage in performances, Music/band performance nights, Black History Month community events, Cinco de Mayo community events, and CTE district events.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Christina Rodriguez  
All Teachers  
All staff supporting with clubs  
Activities Director- Claudia Moreno  
School Counselors- Crystin Puentes & Anna Leon

**Timeline:**

-Quarterly  
-Ongoing for PLC+ model

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

\*Data of student, parent and community engagement will be gathered as it is entered on data gathering tool by homeschool liaison and club lead teachers. Data will be discussed quarterly pertaining to engagement.

**Owner(s):**

Activities Director- Claudia Moreno  
HSL- Araceli Martinez Ruiz  
School Counselor- Crystin Puentes  
All Teachers/ Classified Staff supporting a club afterschool.

**Timeline:**

-Ongoing

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

Students will receive ample opportunities to engage in extra curricular activities which will include sports and clubs as well as schoolwide community functions that promote cultural awareness as well as technology and computer literacy. Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways. Courses discussed are Language Other than English courses created both for Native and non-native Spanish speakers, continuation of 3 tech courses, Visual Arts classes, Mariachi band, and other programs to help engage students in culturally relevant electives that build pathways to Roosevelt School of the Arts. Materials and supplies to decorate for cultural events, Winter & Spring Community Festivals and afterschool and in school performances will be needed, technology to ensure events and performances can be carried out, food to ensure students and parents are fed during afterschool hours and materials and supplies to help with classes that support the afterschool cultural events such as Leadership class, Band, Arts class, and clubs materials and supplies. Triage center materials and supplies, tier 2 specialist to support with student social-emotional needs as identified by tier 2 specialist and SEL team. Reward system to support our CAT pack program and influence students to earn good grades, have good attendance and positive behavior. Substitutes to cover for teacher supports for on-track Steve's Scholars study trips. CADA conference registration fees covered for students and adult support staff. CADA conference dues and fees to ensure leadership opportunities are provided to students in alignment to real-world experiences Goal. Power of 1, Box Out, and other assemblies to promote a

positive school culture and climate. Funds for extra compensation contracts to support with lesson creations around culturally responsive social emotional supports and culture/dimate school-wide. MIage reimbursement will be funded for administrators, office staff and counselors to support with elementary visits, purchases for community events and meetings, transporting of students to special events that align with the plan, and transportation of students to ceremonies from community partners.

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

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

*English Learner student population is performing at the lowest level in areas of English learner students are identified in red according to the CA Dashboard in Math and ELA.*

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

*With Title I funds we plan to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dash- board information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. \*Mleage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targetted interventions are provided, hence they will be funded out of this line.*

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

*With 7090 funds we plan to support English learner students by providing the following:*

*\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.*

*\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.*

*\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.*

*\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.*

*\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.*

*\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.*

*\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is*

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.**

**Students with Disabilities, Latino, and Socio-Economically Disadvantaged.**

**Latest Site IAB CAASPP Data shows the following:**

Student Group	IAB Subject Matter	Average DFS for All IABs	Average %Met/Exceed for All IAB's
English Learner (EL)	ELA	-127.6	8.9%
Hispanic	ELA	-81	26.2%
African American (AA)	ELA	87.3	19.5%
English Learner (EL)	Math	-123.1	17.2%
Hispanic	Math	-82.7	28.8%
African American (AA)	Math	-105.8	18.5%

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

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

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

*With 7090 funds we plan to support English learner students by providing the following:*

*\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.*

*\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.*

*\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.*

safe, clean, and a welcoming environment that is conducive to learning.

\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.

\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.

\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.

\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.

**7091 funds we plan to support English learner students by providing the following:**

\*ELPAC assessors

\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

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

\*Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.

\*Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events,

\*.4 FTE paid from Prop 28 to provide an Arts class in alignment to Roosevelt School of the Arts, but also ensure culturally aligned electives to our community needs.

\*.2FTE paid from Prop 28 to provide a Mariachi class in alignment to RSA program, but also ensure culturally aligned electives to our community needs.

\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.

\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.

\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.

\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.

\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.

\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.

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\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.

\*Food from nutrition center for ELAC meetings, and parent coffee chats.

**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

-Culturally Responsive Student Support Triage Center (CRSSTC) to provide adequate supports at level 1, 2 and 3 supports following the MTSS schoolwide framework.

-RCA to support address student needs through MTSS framework at the level 1 and approaching of level 2 needs.

-Focus on first rigorous instruction where students are met by adapting lessons to meet social-emotional, cultural and academic needs based on data and student feedback throughout lesson.

-Quarterly CAT Pack Rallies and Steve's Scholars program on track celebrations, and events for students that meet both schoolwide criteria for success for academic achievement, positive behavior, and good attendance.

-Emphasis on school-wide positive behavior support system through use of 5-Start Student application, as well as school wide CRSSTC school program, and by providing schoolwide data chats, goal setting and reward systems

in place not to be limited by the CAT Pack quarterly rallies.

-Mentoring opportunities for students in need of connecting with a caring adult on campus.

-Tier 2 specialist to target supports for students meeting criteria for tier 2 intervention.

-TST, SST, BIP meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.

-Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional demands.

-Daily advisory period to support with school-wide CRSSTC data CCI progress and school social-emotional needs, inclusion of Academic advisory days to embed schoolwide RTI supports (such as foundational tier 1 math needs, or foundational literacy needs through iReady).

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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	Travel			Cada Conference Reg/Travel/and support G2A1	7,000.00
G2A1	Sup & Conc	Instruction	Dues And Mem			: CADA Memberships and Dues	1,500.00
G2A1	Sup & Conc	Instruction	Direct-Food			Snacks for students from Nutrition Center to support G5A1	3,500.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Create positive environment and culture events for all students with assemblies, also supports G3A1 and G4A1	6,134.00
G2A2	LCFF: EL	Instruction	Direct Trans			: Transportation for Redesignated student incentive trips	3,000.00

**\$21,134.00**

**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	✓		28.3 %	2023-2024	27.7 %
Suspension Rate - Semester 1	✓	5.55 %	5.4 %	2023-2024	5.07 %
Suspension Rate - Semester 1 (African American)	✓		13.9 %	2023-2024	13.57 %
Suspension Rate - Semester 1 (Hispanic)	✓		4.8 %	2023-2024	4.47 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		5.6 %	2023-2024	5.27 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		13.5 %	2023-2024	13.17 %

**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.

**Suspension for Semester 1 by Year**

**Chronic Absenteeism for Semester 1 by Year**

**Schoolwide MTSS Culturally Responsive framework has supported and the following have been major pieces that have assisted:**

- Schoolwide MTSS pyramid that guides social emotional learning at all tiers and academic supports at all tiers.
- Schoolwide criteria for success academics/attendance/behavior
- Schoolwide staff/student culturally responsive expectations and supports
- Schoolwide instructional practices that align to rigorous real-world learning experiences that embed culturally responsive text
- Student Support Triage Center

**Activities in Support:**

- \*8 week plans that targeted chronic and severe absenteeism and suspension through use of incentives
- \*data chats, check-ins, rigorous aligned instruction, culturally responsive teaching practices and tiered

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

The following have supporting in lowering suspensions and chronic absenteeism by end of semester 1:

**Schoolwide MTSS Culturally Responsive framework has supported and the following have been major pieces that have assisted:**

- Schoolwide MTSS pyramid that guides social emotional learning at all tiers and academic supports at all tiers.
- Schoolwide criteria for success academics/attendance/behavior
- Schoolwide staff/student culturally responsive expectations and supports
- Schoolwide instructional practices that align to rigorous real-world learning experiences that embed culturally responsive text
- Student Support Triage Center

**Activities in Support:**

- \*8 week plans that targeted chronic and severe absenteeism and suspension through use of incentives,
- \*data chats, check-ins, rigorous aligned instruction, culturally responsive teaching practices and tiered
- \*TST team as part of the student triage center to provide tiered SEL supports.

- \*TST team as part of the student triage center to provide tiered SEL supports.
- \*TST weekly meetings \*Tier 2 Specialist
- \*RCA
- \*Use of clubs and sport engagement as well as schoolwide Chronic Absenteeism
- Weekly attendance drawings
- Social-Emotional self-referral for students and parents
- Mentorship opportunities
- Steve's Scholars Program to help promote criteria for success
- CAT pack with attendance, behavior and GPA as part of qualification
- Positive classroom culture through CHAMPs practices implementation
- Engagement in schoolwide virtual events to promote a positive school climate
- Staff outreach when students are not attending or submitting assignments
- Home School Liaison outreach to students and home visits for truanancies and behaviors
- Character awards
- Reminders through weekly announcements about importance of good attendance and expectations.
- Weekly attendance drawings
- Social-Emotional self-referral for students and parent Suspensions students with 1 or more

- \*TST weekly meetings
- \*Tier 2 Specialist
- \*RCA
- \*Use of clubs and sport engagement as well as schoolwide Chronic Absenteeism
- Weekly attendance drawings
- Social-Emotional self-referral for students and parents
- Mentorship opportunities
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- Home School Liaison outreach to students and home visits for truanancies and behaviors
- Character awards
- Reminders through weekly announcements about importance of good attendance and expectations.
- Weekly attendance drawings
- Social-Emotional self-referral for students and parent Suspensions students with 1 or more

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

- \*The intended plan had a fully staffed Triage and Support Center, with Tier 2 Specialist running the TST meetings and Resource Counseling Assistant supporting with Tier 1 targeted supports. This year carried out the year with only the intervention teacher, it was tough carrying out a triage support center without 2 additional individuals that triage the supports for the appropriate levels. We had to modify the structure and pair RCA list of students with the mentors at the site.
- \*The TST meetings were carried out by our intervention teacher and supports to all levels were provided by her with support of admin so that trickled down to the number of kids we were able to support with the limited resources.
- \*With the adequate structure and support, our suspension and attendance should be targeted efficiently and be lower than what it currently is.

**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.

\*Fully staffed Culturally Responsive Triage Support Center to ensure our students identified through whole school screener and walk-in are provided by adequate supports as identified by the TST team. \*Continue with growth in Culturally Responsive teaching practices through Unbound Ed training for staff and Culturally Responsive Teaching and the Brain.

**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).

-SSC agreed on proposed plan as it was presented and agreed on the fact that needs post-pandemic caused focus to shift therefore adapting the plan throughout the year in SSC meetings.

-Agreed on focus for staff collaboration time across content areas to help meet RTI needs and Agreement on alignment of instruction to increase math and ELA scores as well as ELPAC re-designation.

-SSC approved focus on increasing student engagement with alignment to Roosevelt School of the Arts experiences as well as events and trips. Focus on real-world experiences through instruction and school events.

-The consensus of agreement was also to ensure staff retainment through supports with schoolwide Culturally Responsive MTSS framework to support with discipline and social emotional needs schoolwide through Student Support Center and data that arises.

-Family engagement through school events was also approved with the assigned allotted funds to support with community building events and events that align to Roosevelt School of the Arts pathways.

**2** ELAC:

-ELAC were in agreeance with budget presented and their feedback was taken into account before finalizing the budget and goals.

-ELAC wanted to increase direct services to students from 7091 which was increased per ratio based on new allocations (allocations to our site decreased for 24-25).

-ELAC parent suggested to ensure services for RTI were provided despite teacher availability afterschool. Agreement was that if no certificated teacher was able to provide EL RTI support afterschool, Teaching Fellows or Moreno Institute staffing would be paid to provide such services.

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

-Staff feedback approved new plan

-Allocation of funds to improve cross collaboration, planning and support, data chats and RTI supports was agreed cohesively.

-MTSS structure and Culturally Responsive Practices were approved as a framework to follow to help with staff retainment and addressing student needs.

-Drop of expenditures around incentive systems was agreed to be focus on where expenditures needed to be lowered.

-Staff ranked to keep .4 position to help provide Art to students and Men's Alliance for the upcoming year, supporting with climate and culture needs and lowering of student ratio in elective courses, also providing pathway course to Roosevelt School of the Arts.

-Increase materials and supplies, and it was increased this year.

-Consensus was to keep the same, but since we have purchased most books and reference materials this year for next year, we decreased this line to help pay for the new RCA investment for next year.

-Equipment rental for student criteria for success CAT pack and community events was voted to keep the same in allocations, and we kept it the same as prior years.

-Based on student triage support data, unanimous decision was made by staff in PL meeting to pay for a 6 hr. RCA

## Action 1

**Title:** Culturally Responsive School Engagement & Regional Coherence

### Action Details:

Create a backwards mapping system of engagement using Roosevelt School of the Arts and Roosevelt High School's language and technology departments and VAPA as a measure to build opportunities for our Tehipite students that will help with foundational needs prior to heading into high school. We will implement an elective and afterschool club program that creates opportunities for students to engage in folk dance to help feed into Roosevelt's Folkloric program, advance outside of school club opportunities to engage students in multi-cultural studies and learning of second language/cultures through the use of technologies to feed into their language programs, elective courses that focus on use of technology to help students utilize latest technology such as coding and computer sound systems, implementation of a Mariachi band and Visual and Performing Arts Electives. Afterschool events will help students

participate in cultural events with their families and build a strong cultural foundation for our school with pride of feeder High School and the cultural make-up that surrounds us for both students and staff. Lastly, ensure that all classrooms provide real world application of learning by aligning to standards and making units that use real world scenarios and culturally responsive learning experiences.

**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**

Recruitment of staff to ensure clubs and courses taught through electives match pathway opportunities into Roosevelt School of the Arts and technology demands. Programs will be selected to be purchased to meet tech demands in band as well as coding and technology clubs and classes.

**Owner(s):**

Principal- TBA  
Vice-Principal- Matthew Lopez  
Counselors- Crystin Puentes & Anna Leon

**Timeline:**

-Beginning of year students will be identified based on elective choices  
-Ongoing, instruction to embed cultural learning opportunities will be embedded into quarterly unit plans.

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

Creation of clubs based on student surveys and technology and cultural needs. Black Student Union, Folklorico clubs, coding and technology clubs and other clubs not mentioned will be created to meet student needs and cultural and technology demands to meet the Roosevelt School of the Arts pipeline as well as Dual Immersion demand for the Roosevelt Region.

**Owner(s):**

Activities Director- TBD  
School Counselors- Crystin Puentes & Anna Leon  
Vice-Principal- Matthew Lopez  
All Teachers/ Classified Staff supporting a club afterschool.

**Timeline:**

-Beginning of year to collect survey data  
-Weekly, providing access to club opportunities

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

Classes and clubs identified will participate in schoolwide organized events to help promote a positive school culture and engage community in cultural awareness as well as help build coherence with Roosevelt School of the Arts programs and events. Some events will include Fall and Spring Festivals, opportunities for cultural clubs and classes to engage in performances, Music/band performance nights, Black History Month community events and Cinco de Mayo community events.

**Owner(s):**

Activities Director- TBD  
School Counselors- Crystin Puentes & Anna Leon  
Vice-Principal- Matthew Lopez  
All staff  
All clubs that can participate

**Timeline:**

-Ongoing

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

Data of student, parent and community engagement will be gathered as it is entered on data gathering tool by homeschool liaison and club lead teachers. Data will be discussed quarterly pertaining to engagement.

**Owner(s):**

Activity Director- TBD  
HSL- Araceli Martinez Ruiz  
School Counselors- Crystin Puentes & Anna Leon  
All Teachers/ Classified Staff supporting a club afterschool.

**Timeline:**

-Ongoing

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

Students will receive ample opportunities to engage in extracurricular activities which will include sports and clubs as well as schoolwide community functions that promote cultural awareness as well as technology and computer literacy. Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways. Courses discussed are Language Other than English courses created both for Native and non-native Spanish speakers, continuation of 3 tech courses, Visual Arts classes, Mariachi band, and other programs to help engage students in culturally relevant electives that build pathways to Roosevelt School of the Arts. Materials and supplies to decorate for cultural events, Winter & Spring Community Festivals and afterschool and in school performances will be needed, technology to ensure events and performances can be carried out, food to ensure students and parents are fed during afterschool hours and materials and supplies to help with classes that support the afterschool cultural events such as Leadership class, Band, Arts class, and clubs materials and supplies. Triage center materials and supplies, tier 2 specialist to support with student social-emotional needs as identified by tier 2 specialist and SEL team. Reward system to support our CAT pack program and influence students to earn good grades, have good attendance and positive behavior. Substitutes to cover for teacher supports for on-track Steve's Scholars study trips. CADA conference registration fees covered for students and adult support staff. CADA conference dues and fees. Power of 1, Box Out, and other assemblies to promote a positive school culture and climate. Funds for extra compensation contracts to support with lesson creations around culturally responsive social emotional supports and culture/climate school-wide. Administrative planning days to meet outside of workdays in order to support monthly events and instructional needs, up to 10 days for all site administrators and counselors.

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

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

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

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

*With Title I funds we plan to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dash- board information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. \*Meal for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targeted interventions are provided, hence they will be funded out of this line.*

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

\*Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.

\*Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events,

\*.4 FTE paid from Prop 28 to provide an Arts class in alignment to Roosevelt School of the Arts, but also ensure culturally aligned electives to our community needs.

\*.2FTE paid from Prop 28 to provide a Mariachi class in alignment to RSA program, but also ensure culturally aligned electives to our community needs.

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

*With 7090 funds we plan to support English learner students by providing the following:*

*\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within*

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.**

**1a.) Chronic Absenteeism (22-23 academic year):**

**No groups in red**

**Orange:** African American, English Learner, Students with Disabilities

**Yellow:** Hispanic

**1b.) Suspensions (22-23 academic year):**

**Red:** African American, Hispanic, Socio-economically Disadvantaged, and Students with Disabilities

**Orange:** English Learner

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

*With Title I funds we plan to support English learner students by paying for materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dash- board information about assessments. Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs. \*Meal for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment. Subs for teacher planning and collaboration around services to students will also be provided out of Title I funds, in addition to supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days. Hardware, software, technology, computer cards will be funded out of this line to help meet instructional needs in the classrooms for students. Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs. Supplemental contracts for RTI will help ensure students' targeted interventions are provided, hence they will be funded out of this line.*

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

*With 7090 funds we plan to support English learner students by providing the following:*

*\*Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within*

and outside of school.

*\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.*

*\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.*

*\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.*

*\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.*

*\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.*

*\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.*

*\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.*

*\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.*

*\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.*

*\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.*

**7091 funds we plan to support English learner students by providing the following:**

*\*ELPAC assessors*

*\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.*

*\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.*

*\*Food from nutrition center for ELAC meetings, and parent coffee chats.*

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

*\*Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.*

*\*Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language*

and outside of school.

*\*Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.*

*\*Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.*

*\*Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.*

*\*CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.*

*\*CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.*

*\*Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.*

*\*Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.*

*\*Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.*

*\*Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.*

*\*Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.*

**7091 funds we plan to support English learner students by providing the following:**

*\*ELPAC assessors*

*\*Materials and Supplies to pay for redesignation support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.*

*\*Redesignation student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.*

*\*Food from nutrition center for ELAC meetings, and parent coffee chats.*

**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

acquisition, leadership classes aimed at creation of cultural events,

\*.4 FTE paid from Prop 28 to provide an Arts class in alignment to Roosevelt School of the Arts, but also ensure culturally aligned electives to our community needs.

\*.2FTE paid from Prop 28 to provide a Mariachi class in alignment to RSA program, but also ensure culturally aligned electives to our community 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

Aside from action mentioned above, and CCI steps, the items below will be in addition:

Events will include multi-cultural and multi-lingual opportunities for students, use of funds to provide language development afterschool through online platform. Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways. Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events, .2 FTE to provide an Arts class in alignment to Roosevelt School of the Arts, and buying out of a prep from a Science department teacher to provide Men's Alliance Classes to our students that need a male mentor model and provide supports as well as positive school engagement and meet culturally responsive needs of students as identified by data from our CRSSTC program.

\*Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.

\*Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events,

\*.4 FTE paid from Prop 28 to provide an Arts class in alignment to Roosevelt School of the Arts, but also ensure culturally aligned electives to our community needs.

\*.2FTE paid from Prop 28 to provide a Mariachi class in alignment to RSA program, but also ensure culturally aligned electives to our community needs.

-Culturally Responsive Student Support Triage Center (CRSSTC) to provide adequate supports at level 1, 2 and 3 supports following the MTSS schoolwide framework.

-RCA to support address student needs through MTSS framework at the level 1 and approaching of level 2 needs.

-Focus on first rigorous instruction where students are met by adapting lessons to meet social-emotional, cultural and academic needs based on data and student feedback throughout lesson.

-Quarterly CAT Pack Rallies and Steve's Scholars program on track celebrations, and events for students that meet both schoolwide criteria for success for academic achievement, positive behavior, and good attendance.

-Emphasis on school-wide positive behavior support system through use of 5-Start Student application, as well as school wide CRSSTC school program, and by providing schoolwide data chats, goal setting and reward systems in place not to be limited by the CAT Pack quarterly rallies.

-Mentoring opportunities for students in need of connecting with a caring adult on campus.

-Tier 2 specialist to target supports for students meeting criteria for tier 2 intervention.

-TST, SST, BIP meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.

-Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional demands.

-Daily advisory period to support with school-wide CRSSTC data CCI progress and school social-emotional needs, inclusion of Academic advisory days to embed schoolwide RTI supports (such as foundational tier 1 math needs, or foundational literacy needs through iReady).

\*Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.

\*Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events,

\*.4 FTE paid from Prop 28 to provide an Arts class in alignment to Roosevelt School of the Arts, but also ensure culturally aligned electives to our community needs.

\*.2FTE paid from Prop 28 to provide a Mariachi class in alignment to RSA program, but also ensure culturally aligned electives to our community needs.

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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-Subs			Steve's Scholars, Career Pathways and College Study Trips	2,031.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to also support G4A1 and G1A1 Rewards, Spirit wear, teacher PO's	53,702.00
G3A1	Sup & Conc	Instruction	Equip Rental			: Rental of equipment for CATPack or other school activities	8,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation for CATPACK and other field trips	4,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA position to meet student needs and staff retention through a MTSS model; also supports G4A1	61,042.00

**\$128,775.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	89.65 %	91.7 %	2023-2024	92.8 %

**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.

- Each component of the Culturally Responsive Student Support Triage Center was followed as described in the SPSA and data shows a decline in suspensions, and an increase in favorable responses for staff and students when compared to prior Fall and Spring data.

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

-It is important to use data to drive the changes and implementation of the plan with feedback from staff. Hence, at the end of the academic year, staff and student data will be considered to drive essential changes to the plan. Also, staff feedback will be taken into account to revamp our practices from the triage support center to ensure their classroom needs are met.

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

The plan was followed as described, and decisions were based on the CCI cycle as described in the steps.

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

The plan will continue as is, due to the success it had with suspension/attendance/and staff and student survey responses. Feedback will be gathered from staff to ensure components of the program meet their needs.

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

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

**2** ELAC:

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

Approve as it was presented.

-ELAC were in agreeance with budget presented and their feedback was taken into account before finalizing the budget and goals.

-ELAC wanted to increase direct services to students from 7091 which was increased per ratio based on new allocations (allocations to our site decreased for 24-25).

-ELAC parent suggested to ensure services for RTI were provided despite teacher availability afterschool. Agreement was that if no certificated teacher was able to provide EL RTI support afterschool, Teaching Fellows or Moreno Institute staffing would be paid to provide such services.

-Increase materials and supplies, and it was increased this year.

-Staff voted to continue paying for direct food costs from nutrition center for testing days for students.

### Action 1

**Title:** Culturally Responsive MTSS System of Supports CRSSTC

#### Action Details:

Implementation of a Culturally Responsive Student Support Triage Center (CRSSTC), which was created to embody the framework of MTSS through cultural awareness. The focus will be to include supports with a tier 2 MTSS specialist, provide PL opportunities that focus on rigor as well as looking at our students needs and strengths both social-emotionally and academically through the lens of culturally responsive teaching practices. The needs will be met through RTI interventions in place schoolwide. RCA, Tier 2 specialist, Intervention Teacher, Triage center supports and coaching supports and trainings to support with SEL lesson development through the use of Ripple effects and our District's social-emotional GVC. We will continue to use cycle of continuous improvement to monitor data on misbehaviors, suspensions, attendance and plan according to student needs in weekly TST meetings.

**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

Opening of year with connection building with staff, students and families. Engage staff in leadership activities geared towards building relationships with students usually identified in the tier 2/3 levels for social-emotional needs. Also provide opportunities for staff to get to know each-other as well as their "whys" around the work they do everyday to meet SEL needs of our students and the community. Professional development provided to staff in outdoor venue to engage in leadership activities to build community as well as build rapport with tier 2/3 students. 7th grade will start the school year a day earlier than 8th grade to ensure relationships are built with a caring adult and peers from the WEB leaders on campus.

##### Owner(s):

Principal- TBD  
V.P.- Matthew Lopez  
Counselor- Crystin Puentes  
Counselor- Anna Leon  
Activities Director- TBD  
Intervention Teacher- Jennifer Bacon  
RCA- TBD  
Tier 2 Specialist- Adan Herrera  
All staff

##### Timeline:

-Beginning of year through Buyback and Institute days.

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

Professional development schoolwide around culturally responsive teaching and schoolwide CRSSTC practices. Professional development around implicit and explicit bias as well as providing rigorous aligned instruction to all students in efforts to move each student a minimum of one grade level a year. Setting norms around data analysis and practices as well as feedback loop and emphasis on groups of students that fall under severe disproportionality for our school.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- TBD  
TST team supporting the CRSSTC framework  
Instructional Coach- Erika Almaraz  
All teachers

**Timeline:**

-Beginning of year during buyback and institute days.  
-Ongoing throughout academic year as we engage in cycle of continuous instruction and reflection through planning days, minimum days, and buybacks.

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

Levels of response to misbehavior will be re-established and reviewed as well as set as part of the referral and support system. Data from triage center and misbehavior/suspensions will help drive the actions and 8 week admin plan. From the beginning of the school year students that are usually not engaged in afterschool clubs or experiences, and are considered tier 2 or 3, will be paired with a staff member for the year whom they can meet with afterschool and be part of mentoring opportunities. A survey will be sent to principals in the Tehipite feeder pattern to collect pre-entry data for incoming 7th graders in order to pre-identify students that will be in need of structural, academic or social-emotional support and we will begin a system of support for the identified 7th and grade students as we open the year through the CRSSTC. Schoolwide screener is used quarterly that aligns to our District's SEL survey. Beginning of the year screener survey will help us identify needs and provide adequate supports by student by need.

**Owner(s):**

Principal- TBD  
TST team  
Vice-Principal- Matthew Lopez  
Counselor- Crystin Puentes  
Counselor- Anna Leon  
School Social-Worker- Alva Madrigal  
School Psychologist- Miguel Sanchez  
Intervention Teacher- Jennifer Bacon  
RCA- TBD  
Tier 2 Specialist- Adan Herrera

**Timeline:**

-Beginning of the year to review expectation, structures, supports, and schoolwide procedures  
-Beginning of the year pairing of students with appropriate supports and mentoring opportunities.  
-Ongoing cycle of continuous improvement to progress monitor and adapt services as well as group of students receiving services.  
-Quarterly use of screener around SEL competencies  
-Ongoing CRSSTC data collection and monitoring

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

Triage Center for student behavior support will be modified based on end of year data, structures will be provided to all staff and routines will be revised for pre-identified group of students quarterly. Supports will be implemented for students in need of tier 2 and tier 3 support with assistance of tier 2 specialist and TST team. Supports will be provided in a proactive effort to prevent suspensions and future misbehaviors, this will be done through series of trainings, positive system of reward for students meeting goals, check-in and check-out systems, student goal setting and monitoring, restorative practices, and ongoing support for staff pertaining to behavior management supports with assistance from intervention teacher in creation of behavior support plans for students and weekly monitoring with TST team support.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
Intervention Teacher- Jennifer Bacon  
TST Team  
All teachers

**Timeline:**

-Beginning of the year to review expectation, structures, supports, and schoolwide procedures  
-Beginning of the year pairing of students with appropriate supports and mentoring opportunities.  
-Ongoing cycle of continuous improvement to progress monitor and adapt services as well as group of students receiving services.  
-Quarterly use of screener around SEL competencies  
-Ongoing CRSSTC data collection and monitoring

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

School-wide system of positive behavior and positive academic progress in place to acknowledge and reward positive behaviors through the use of 5-Star Student, Opportunities to cash in points or incentives, School-wide system of communication between teacher and home will be established through use of application such as Class Dojo. CAT pack reward assemblies and fieldtrips will be set quarterly to also reward students that meet CAT pack criteria and Monthly character recognitions. And Steve's Scholar celebrations will be created for students on Track. Use of Ripple Effects program on an ongoing basis to provide behavior modification strategies to re-teach appropriate ways to tackle SEL need.

**Owner(s):**

Principal- TBD  
Vice-Principal- Matthew Lopez  
GLA- Anna Leon  
School counselor- Crystin Puentes  
Activities Director- Claudia Moreno  
Intervention Teacher- Jennifer Bacon  
RCA- Durrand Johnson  
All teachers

**Timeline:**

-Beginning of the year to review expectation, structures, supports, and schoolwide procedures  
-Ongoing  
-Quarterly CAT pack rewards  
-Ongoing Steve's Scholar rewards and recognition  
-5 Star Student PBIS system  
-Monthly good character recognition through Rotary Arts and Rotary Club Kiwanis

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

Monthly staff recognition with use of data pertaining to alignment of school vision, school culture, Student engagement/ teacher clarity- during PL time, and rewards for staff to engage in positive behavior interventions with students as well as mentor facilitation for tier 2/3 students.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Matthew Lopez  
School counselor- Crystin Puentes  
Activities Director- Claudia Moreno  
All staff

**Timeline:**

-Ongoing

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

Use of a CRSSTC student responsibility center to target social-emotional supports through help of tier 2 specialist, funding of Resource Counseling Assistant (RCA) will support in meeting the needs of our students at the tier 1/2 steps, use of Ripple Effects to provide additional social-emotional supports for tier 1/2/3 within class as well as through triage center supports, targeted support team (TST) meeting weekly to discuss triage student data, funds to cover incentives for school-wide PBIS model, incentives for goal setting and for meeting the goals created with students and mentees. Incentive system to help support the school-wide system to promote positive behaviors. Teacher extra pay contracts to support Response to Intervention program both academically and social-emotionally. Books and reference materials to help support growth of educators in meeting student needs. Supplemental contracts for staff and catering to have social-emotional staff and student retreat prior to the beginning of the school year to learn about needs and support students needs. Materials and supplies not to exclude incentives to help drive the work from the culturally responsive student support triage center. Allocations of funds to update phone systems in classrooms to ensure safe communication takes place.

**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.**

In-classroom embedded English Language development support through core instruction. Teacher on extra pay contract will support students in need of Tier 3 supports as identified in details above. Resource counseling assistant will support in providing services to meet tier 1 demands with restorative circles, as well as mediations, as suggested by data trends. Services will be focused around reading intervention and lessons provided will align to rigor of ELPAC released questions. Staff PL around district based EL program and cycle of continuous improvement. Guidance Learning Advisor and TSA will help support the work around data chats in classrooms by creation presentations around data chat processes as well as meetings with PLCs as they go through data chat process to help drive the work. EL progress monitoring will be provided to all students through advisory teachers. Materials and supplies to help with accessing tier 2 and 3 supports for EL learners in areas of English proficiency and reading comprehension as well as written and listening/speaking support. EL assessors to support with ELPAC. Celebrations and incentives to help drive the goal setting and progress monitoring work and to celebrate

**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.**

-Culturally Responsive Student Support Triage Center (CRSSTC) to provide adequate supports at level 1, 2 and 3 supports following the MTSS schoolwide framework.  
-RCA to support address student needs through MTSS framework at the level 1 and approaching of level 2 needs.  
-Focus on first rigorous instruction where students are met by adapting lessons to meet social-emotional, cultural and academic needs based on data and student feedback throughout lesson.  
-Quarterly CAT Pack Rallies and Steve's Scholars program on track celebrations, and events for students that meet both schoolwide criteria for success for academic achievement, positive behavior, and good attendance.  
-Emphasis on school-wide positive behavior support system through use of 5-Star Student application, as well as school wide CRSSTC school program, and by providing schoolwide data chats, goal setting and reward systems

EL student growth, accomplishments and meeting student created goals as well as celebrate students that meet reclassification criteria through certificate ceremonies. End of year fieldtrip reward for students that show growth or meet personal growth goals related to reading and EL reclassification as well as to celebrate growth for students identified as Long Term English Learners. Mileage for Home School Liaison to help with communication home to school and student accountability chats. Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.

in place not to be limited by the CAT Pack quarterly rallies.

-Mentoring opportunities for students in need of connecting with a caring adult on campus.

-Tier 2 specialist to target supports for students meeting criteria for tier 2 intervention.

-TST, SST, BIP meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.

-Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional demands.

-Daily advisory period to support with school-wide CRSSTC data CCI progress and school social-emotional needs, inclusion of Academic advisory days to embed schoolwide RTI supports (such as foundational tier 1 math needs, or foundational literacy needs through iReady).

**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	✓	94 %	92.4 %	2023-2024	93.5 %

**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.

The plan was reviewed and followed as it was planned. Metrics suggest growth from prior data.

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

The plan was reviewed and followed as it was planned. Metrics suggest growth from prior data.

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

The plan was followed as it was described and it was successful at increasing parent and student engagement, as well as in increasing our favorable responses in the parent/student/staff survey. Therefore it will be followed again as scripted with feedback from stakeholders.

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

The plan was reviewed and followed as it was planned. Metrics suggest growth from prior year. Therefore, plan will be followed as scripted with feedback from stakeholders through the CCI cycle.

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

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

**2** ELAC:

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

Approved as it was presented.

-ELAC were in agreeance with budget presented and their feedback was taken into account before finalizing the budget and goals.

-ELAC wanted to increase direct services to students from 7091 which was increased per ratio based on new allocations (allocations to our site decreased for 24-25).

-ELAC parent suggested to ensure services for RTI were provided despite teacher availability afterschool. Agreement was that if no certificated teacher was able to provide EL RTI support afterschool, Teaching Fellows or Moreno Institute staffing would be paid to provide such services.

-Supplemental contracts for childcare purposes (Classified Staff) were eliminated despite feedback from teachers to keep, due to the fact that there were no such services we were able to gain from Parent University this year to justify the cost. Since they were not used this year, we eliminated for next year, with the understanding that if the services are provided by our district we can go back to SSC to open the line again.

-Parent involvement budget was discussed and it was voted to keep the same. As a result, budget for parent involvement was kept the same as prior year.

-Increase materials and supplies, and it was increased this year.

-Voted to keep local milage allocations the same, but based on 23-24 use we decreased to help cover cost for RCA.

## Action 1

**Title:** Parent Engagement and School-wide Cultural and Family Nights

### Action Details:

Tehipite Middle School will increase its afterschool community events, use of goal two funds to fund fieldtrips for students where they engage in outside of school opportunities, incorporation of afterschool engagement activities, use of funds to provide resources for student and parent engagement at school as well as cultural community building events to help engage our community and students in the arts pathways that is part of our Roosevelt High School Region.

**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

We will set a school-wide schedule for community events as well as engagement opportunities for both parents and students. This calendar will be created at the beginning of the school year and sent out on refrigerator magnets to all families to keep at home as a way to keep important dates in mind. We will look at current parent and student outside of school engagement as well as parent meeting engagement data. We will look at Goal #2 engagement data by using the log on ATLAS to track it and will keep a running record of parents participating in parent English Classes, Parent Coffee Chats, Parent University classes for our parents, Title I meeting, parent/teacher conferences, parent "Safe to Schools" program involvement and community and student engagement in school-wide community events.

#### Owner(s):

Principal- Marilyn Lopez

Activities Director- Claudia Moreno

#### Timeline:

-Beginning of year- evaluate past trends and data

-Ongoing data collection and reflection

-Opening of year creation of opportunities for student and parent engagement

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

Baby sitting to help support parent engagement in events as well as learning opportunities throughout the day. Materials and supplies to facilitate parent engagement clubs, activities, meetings and events. Food and refreshments to

help ensure families with children can attend events afterschool or during day and foundational needs are met. Supplies to increase parent communication postage, newsletters, events, flyers, etc. Home School Liaison and Social Worker Local mileage to support with home visits for social-emotional and academic reasons. Classified extra support time allocated to help with communication and needs of parents, community concerns and student and staff needs that can directly impact social-emotional needs of students, academics, attendance or school culture and climate. Awards, ceremonies and catering to hold celebration ceremonies for but not limited to EL reclassification ceremonies, principal's medallion, Steve's scholars on-track ceremonies, promotion ceremonies and CAT pack celebrations. Purchase of translation devices for parent meetings. Funds for extra compensation contracts for staff to ensure we meet once a week for professional learning community time as well as for professional learning opportunities at school to help drive vision and mission around school academics, social-emotional and culture/climate school

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

Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways. Courses discussed are Language Other than English courses created both for Native and non-native Spanish speakers, continuation of 3 tech courses and use of technology through band such as Beats and other programs to help engage students in purposeful use of technology to develop language acquisition. LOTE class for our Native Speaking population and our EL population to provide equity in electives and help with Native speaker pipeline success.

**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.**

- Culturally Responsive Student Support Triage Center (CRSSTC) to provide adequate supports at level 1, 2 and 3 supports following the MTSS schoolwide framework.
- RCA to support address student needs through MTSS framework at the level 1 and approaching of level 2 needs.
- Focus on first rigorous instruction where students are met by adapting lessons to meet social-emotional, cultural and academic needs based on data and student feedback throughout lesson.
- Quarterly CAT Pack Rallies and Steve's Scholars program on track celebrations, and events for students that meet both schoolwide criteria for success for academic achievement, positive behavior, and good attendance.
- Emphasis on school-wide positive behavior support system through use of 5-Start Student application, as well as school wide CRSSTC school program, and by providing schoolwide data chats, goal setting and reward systems in place not to be limited by the CAT Pack quarterly rallies.
- Mentoring opportunities for students in need of connecting with a caring adult on campus.
- Tier 2 specialist to target supports for students meeting criteria for tier 2 intervention.
- TST, SST, BIP meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.
- Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional demands.
- Daily advisory period to support with school-wide CRSSTC data CCI progress and school social-emotional needs, inclusion of Academic advisory days to embed schoolwide RTI supports (such as foundational tier 1 math needs, or foundational literacy needs through iReady).

# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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			Support with increasement of parent communication. **No incentives or Food**	6,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL-Mileage for parent home visits	1,500.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			: Food from Nutrition Center for ELAC meetings and parent coffee chats	5,472.00

**\$12,972.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0440 Tehipite Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for PLC planning days and quarterly data chats, supports with G1A2 *No IEPs*	4,987.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for RTI, CAT squad contracts, Attendance Task Team contracts, non-duty days for teachers, **No IEPs** :also supports G1A2	18,001.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Hardware/Software/Technology/Computer Carts to support G1A1,A2, A3	5,000.00
G1A1	Title 1 Basic	Instruction	Travel			: Instructional and PLC focus based conferences for all teachers and admin	15,072.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Printing materials to support G1A2 and G1A3	2,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for 4 PLC planning days and quarterly data chats, supports with G1A2 and G1A3 *No IEPs*	26,038.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental contracts for PLC's, RTI, CAT squad contracts, Attendance Task Team contracts, non-duty days for teachers, **No IEPs**	39,967.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: subscriptions like classkick, ripple	10,000.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			materials to support instruction for all teachers *No Food No Incentives*	3,028.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Hardware/Technology/Computer Carts to support G1A1,A2, A3, subscriptions like classkick, ripple, etc	29,995.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Supplemental Reading books	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of facilities not covered by district in support of G1A2 and G1A3	4,000.00
G1A2	ESSA-CSI	Instruction	Travel			: Instructional and PLC focus conferences for all teachers and admin	25,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	6,988.00
G1A3	LCFF: EL	Instruction	Travel			: Redesignated student incentive trip	4,000.00
G1A4	LCFF: EL	Instruction	Mat & Supp			Redesignation Support and Celebrations, Food, and ELAC	25,012.00
G1A5	Sup & Conc	Instructional Supervision & Admii	Local Mileag			: local mileage for staff	1,000.00
G2A1	Sup & Conc	Instruction	Travel			Cada Conference Reg/Travel/and support G2A1	7,000.00
G2A1	Sup & Conc	Instruction	Dues And Mem			: CADA Memberships and Dues	1,500.00
G2A1	Sup & Conc	Instruction	Direct-Food			Snacks for students from Nutrition Center to support G5A1	3,500.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Create positive environment and culture events for all students with assemblies, also supports G3A1 and G4A1	6,134.00
G2A2	LCFF: EL	Instruction	Direct Trans			: Transportation for Redesignated student incentive trips	3,000.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Stevers Scholars, Career Pathways and College Study Trips	2,031.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to also support G4A1 and G1A1 Rewards, Spirit wear, teacher PO's	53,702.00

G3A1	Sup & Conc	Instruction	Equip Rental			: Rental of equipment for CATPack or other school activities	8,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation for CATPACK and other field trips	4,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA position to meet student needs and staff retention through a MTSS model; also supports G4A1	61,042.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Support with increasement of parent communication. **No incentives or Food**	6,000.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			HSL-Mileage for parent home visits	1,500.00
G5A1	LCFF: EL	Parent Participation	Direct-Food			: Food from Nutrition Center for ELAC meetings and parent coffee chats	5,472.00
							<b>\$384,969.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,560.00
ESSA-CSI	3182	\$134,028.00
Sup & Conc	7090	\$153,909.00
LCFF: EL	7091	\$44,472.00
<b>Grand Total</b>		<b>\$384,969.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$222,088.00
G2 - Expand student-centered and real-world learning experiences	\$21,134.00
G3 - Increase student engagement in their school and community	\$128,775.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,972.00
<b>Grand Total</b>	<b>\$384,969.00</b>