

Tenaya Middle

10621666057343

Principal's Name: Ryan Duff

Principal's Signature:

A handwritten signature in black ink, appearing to read "Ryan Duff", with a stylized flourish at the end.

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

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

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Ryan Duff	X				
2. Chairperson – Austin LeMay		X			
3. Secretary – Stephanie Alvarez		X			
4. DAC Representative – Julie Wong				X	
5. Kevin McGensy		X			
6. Ashley Darman			X		
7. Christina Bedwell				X	
8. Christa Hancer				X	
9. Alicia Ladd				X	
10. Bridgette King (SSC apprvd. vacancy w/ SSC acceptance of Shamekia Moore's resignation 1/31/23)				X	
11. Gary Samis					X
12. Mateo Martinez-Lopez					X
13. Angeline Ruiz Cardenas					X
14. Nicole Arutiunian					X
15. Brianna Smith					X

Check the appropriate box below:

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

Required Signatures

School Name:			
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	Ryan Duff		3/28/23
SSC Chairperson	Austin LeMay		3/28/23

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

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

FY 2023/24

Tenaya - 0445

ON-SITE ALLOCATION

3010	Title I	\$60,455 *
7090	LCFF Supplemental & Concentration	\$189,507
7091	LCFF for English Learners	\$17,136
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$13,032</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$280,130

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,140
Remaining Title I funds are at the discretion of the School Site Council	<u>\$58,315</u>
Total Title I Allocation	\$60,455

Tenaya Middle 2023-2024 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓		-46 pts	2021-2022	-25 pts
SBAC ELA - percentage of students met/exceeded standard	✓		38.7 %	2021-2022	48.8 %
SBAC Math - Average distance from standard	✓		-92 pts	2021-2022	-50 pts
SBAC Math - percentage of students met/exceeded standard	✓		19.87 %	2021-2022	30.97 %

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

1

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

- PLC teams developed common formative assessments focused on essential standards. PLC teams built weekly and daily lessons aligned to common formative assessments.
- CFA's in intermediate stages and are in better alignment to and rigor of SBAC;
- Response to Intervention we had some gaps in providing Tier 2 & 3 supports. CFA's were given and reteach lessons were planned but not differentiated for individual interventions and given whole class. There needs to be additional time for differentiated intervention for reteach after each CFA's. Additional time could be thorough intervention classes during zero and seventh periods.
- We did not develop SMART Goals with 8-10 Literacy standards across subject matters this year.
- A variety of elective options were offered along with clubs that students were interested in joining.
- Gate courses were offered for both 7th and 8th grade identified and non-identified Gate students.
- After School tutorials were consistent throughout the year and available for any students referred. Majority of students who attended consistently showed academic growth.
- Student Success Team meeting were held frequently for students referred and we had a high percentage of teachers who attended in comparison to last year.
- We bought out several teachers prep to offer before and after school intervention for both Math and

2

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

Inequities analysis

Overall SBAC ELA data shows the following:

- 21-22 ELA SBAC =22.42 average Distance from Standard ALL students
- 21-22 ELA SBAC =61.53 average Distance from Standard African American students
- 21-22 ELA SBAC =28.72 average Distance from Standard Hispanic students
- 21-22 ELA SBAC =94.79 average Distance from Standard Students with Disabilities
- 21-22 ELA SBAC =39.63 average Distance from Standard Economically disadvantaged

Overall SBAC ELA data shows the following:

- 21-22 Math SBAC =113.38 average Distance from Standard African American students
- 21-22 Math SBAC =80.14 average Distance from Standard Hispanic students
- 21-22 Math SBAC =170.86 average Distance from Standard Students with Disabilities
- 21-22 Math SBAC =92.26 average Distance from Standard Economically disadvantaged

ELA Students who consistently attended improved their skills and grades.

SBAC Current students levels - Meets or Exceeds Standards (grades 3-11)

- 21-22 ELA SBAC = 44.4% of ALL current students met and exceed standard
- 21-22 ELA SBAC =22.42 average Distance from Standard ALL students
- 21-22 ELA SBAC =61.53 average Distance from Standard African American students
- 21-22 ELA SBAC =28.72 average Distance from Standard Hispanic students
- 21-22 ELA SBAC =94.79 average Distance from Standard Students with Disabilities
- 21-22 ELA SBAC =39.63 average Distance from Standard Economically disadvantaged
- 22-23 I-Ready Overall Reading Diagnostic 1 = 30% (224 of 821 students) on or above grade level
- 21-22 I-Ready Overall Reading Diagnostic 1 = 30% (216 of 808 students) on or above grade level
- Teacher analysis of CFA data made little to no student intervention in the regular instructional day.
- Implementation of IAB's were not implemented for ELA. ELA focused on essential standards and created CFA's aligned to rigor of grade level standards.
- Grading for Equity practices in early stages and all teachers implementing retakes/redo's for all students.

SBAC Current students levels - Meets or Exceeds Standards (grades 3-11)

- 21-22 Math SBAC = 24.9% of current students met and exceed standard
- 21-22 Math SBAC =22.42 average Distance from Standard ALL students
- 21-22 Math SBAC =113.38 average Distance from Standard African American students
- 21-22 Math SBAC =80.14 average Distance from Standard Hispanic students
- 21-22 Math SBAC =170.86 average Distance from Standard Students with Disabilities
- 21-22 Math SBAC =92.26 average Distance from Standard Economically disadvantaged
- 22-23 I-Ready Overall Reading Diagnostic 1 = 15% (104 of 821 students) on or above grade level
- 21-22 I-Ready Overall Math Diagnostic 1 = 12% (89 of 808 students) on or above grade level
- CFA's in phases intermediate and in better alignment and rigor of iReady Diagnostic; VP worked intensively with math team to analyze data and better align assessments; teachers
- Teacher analysis of CFA data made some student intervention in the regular instructional day.
- Zero period math tutoring was provided as an intervention for 7th grade students in need.
- Teachers provided after school tutorial to support struggling students based off data pulled by academic counselors.
- Grading for Equity practices in early stages and all teachers implementing retakes/redo's of CFA's for all students.
- Students provided opportunity to do error analysis to improve grade of CFA's.

One D or F on Any Report Card (grades 2-12)

Both 7th and 8th grade combined:

- 2021-22 Quarter 1 combined D's & F's = 31.28% (265 of 779)
- 2022-23 Quarter 1 combined D's & F's = 38% (313 of 817)
- 2022-23 Quarter 2 combined D's & F's = 40% (334 of 817)

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

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- PLC teams will develop teaching cycle calendars that identify essential standards being taught, date of CFA's and CFA analysis, and reteach days.
- Additional preps will be bought out to provide more intervention for identified students.
- Principal will meet with PLC Teams quarterly to review student data and interventions being provided

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

1 SSC: SSC approved as is and had no suggestions or feedback.	2 ELAC: folded into SSC	3 Staff: • Onsite teachers to provide tutoring • buyout additional teacher prep to add a third zero period intervention teacher.
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Action 1

Title: Academic Domain: Literacy, Writing, and Math

Action Details:

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

Reasoning for using this action:	☒ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

1. CFAs as created by ACs by department by, grade level. Data will be analyzed by standard, by student, by target.
2. CFA protocol will be used to identify students' needs and create intervention based on the outcomes.
3. iReady Diagnostic analysis by teacher, by student, by standard.
4. ATLAS data tool analyzed to determine need for academic/ D-F chats.
5. Weekly grade book data and iReady Diagnostic Results used to determine after school tutorial.
6. Tier 2- caseload data, identify chronically below students.
7. Instructional Practice Guide- identify instructional needs by teacher, by course including timely feedback.
8. CCI process- using Problem of Practice Protocols to identify strengths/weaknesses to instructional program.
9. Use of PowerBi to analyze ELA/Math iReady data to determine needs of specific sub groups.
10. Quarterly PLC Data Chats with Administration.

Owner(s):

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

Timeline:

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

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

1. Emphasis and focus of instruction will be on essential standards, CFAs and Tiered-level of support.
2. Response to Intervention (RtI) structures in order to meet the needs of all students, based on Common Formative Assessments (CFAs) and iReady Lessons and iReady Diagnostic across CORE subjects in both Literacy and Math essential standards and learning targets.
3.
 - o Tier 1- high quality first instruction and reteach opportunities based on on-going observations and checks for understanding in order to assess and provide instructional feedback quickly during the course of a lesson/ unit/ module, etc.
 - Tier 2- high quality system of deployment/ push-in instruction based on CFA results. Students are placed into intervention groups for remediation, on grade level complex tasks, enrichment opportunities to expand depth of understanding at a more rigorous level, utilizing CORE teachers, Co-teachers as needed to support skill/will issues of each student identified.
 - Tier 3- high quality universal access intervention based on individual students needs as measured by universal screeners, grades, CFA, SBAC, iReady Diagnostic and iReady Lesson data, utilizing SpEd, Academic Counselor, and Paraprofessionals as needed.
4. Differentiated instruction (all courses, including SPED).
5. SMART Goals in which 8-10 Literacy standards are identified across subject matter and commitments to DOK level 3-4 instruction and frequent CFAs are the basis for each PLCs' Cycle of Continuous Improvement (quarterly) inclusive of all courses in 7th grade and all courses in 8th grade.
6. Variety of elective options to connect students to interests and help support sense of self to improve learning across all subject matter. Materials, supplies, technology, supplemental contracts, subs and training will be provided.
7. Accelerated Tech Academy, GATE Program, and Business Tech Academy provides inclusive opportunities for students needing acceleration and other opportunities. Materials, supplies and license fees will be provided.
8. GATE courses offered in ELA, Science and History. Materials, supplies and training fees will be provided.
9. After school intervention tutorials through supplemental contracts and programs with content teachers in which students identified as chronically missing assignments or multiple D/Fs as measured on bi-weekly progress reports, by parent, student, teacher contract, specifically identified supports to set goals, complete assignments and improve habits leading to greater success.
10. Hands-on Science materials to support curriculum and learning, creating more engaging and real-world opportunities. Students will be more likely to keep up their attendance so as not to miss opportunities to engage with the learning; this also aids in more on-task behavior, thus less behavioral concerns.
11. Student Success team meetings will help to identify next steps supports for identified students; School Psychologist will support the process for those needing significant behavioral, emotional or academic support. SAI courses will employ common complex tasks, complex student discourse and complex assessments based on identified essential standards and learning targets utilizing specific content to provide context of learning. All students will have access to electronic devices such as tablets. Either the classroom will have a permanent tablet cart or a cart can be checked out from the library.
12. Springboard, GoMath, Si Swun Math Lesson Design, and other district approved curriculum will lend itself to providing students with Guaranteed-Viable Curriculum based on content/ subject matter, not individual teacher.
13. Access to digital devices and technology, including but not limited to APPS, website licenses, contracts and supports will allow teachers to provide instruction through the use of technology. Continue goal of providing more opportunities for one-to-one digital learning by acquiring more tablets.
14. Instructional technology (tablets, laptops, doc cameras, projectors, 70 inch TV monitors, web-cameras, wireless bluetooth headsets, etc.) will assist students in accessing instruction and learning of critical thinking skills and CCSS. Materials, supplies and devices will be purchased as possible. Installation and maintenance provided. Copier provided.

- 15. Prep buyout for classroom teacher to support students with study skills and strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues.
- 16. Quarterly Academic Awards Celebration for students who meet criteria.
- 17. Tenaya will participate in the R.I.S.E Elevation awards to honor our African American students who meet R.I.S.E criteria.

Specify enhanced services for EL students:

- 1. ELL students will be provided SDAIE and ELD strategies within course of study as needed.
- 2. New Comers will be assigned a BCLAD teacher who will provide on-going support and instruction to help students understand content, complex text, tasks and assessments.
- 3. As possible, EL New Comer course schedule will parallel that of like language peers to enhance oral and written communication in both languages and support English Language acquisition and access to the curriculum.

Specify enhanced services for low-performing student groups:

- 1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- 2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts)
- 3. School site team works to complete a root cause analysis and determine area of focus.
- 4. School site team (counselor, VP, and teachers) will work to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
- 5. Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus. Local mileage as needed.
- 6. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships.
- 7. Culture Climate Team and Administration will work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
- 8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Action 2

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

Action Details:

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

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

1. Teachers, VP and GLA
2. Academic Counselors/ Teachers
3. VP, GLA and Academic Counselors
4. Academic Counselors
5. Academic Counselors
6. Academic Counselors
7. Classroom teache(s), Academic Counselors

Timeline:

1. Create and implemented at beginning of 2021 school year, analysis and refinement by end of 2nd quarter.
2. Bi-weekly with progress reports and EIS/ ATLAS data tool.
3. Bi-weekly with progress reports and EIS/ ATLAS data tool.
4. Quarterly
5. Quarterly
6. Bi-weekly
7. Daily & progress monitoring periods

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

1. Students will receive on-going guidance for A-G requirements, high school preparation, Xello (Career Cruising) and Data Chats/ SMARTGoal Setting. Technology, materials, and supplies provided as needed.
2. Transition to high school training and support will help students better understand what is expected and what to anticipate as they enter. Materials, supplies and fees will be provided as needed.
3. Field trips will support student understanding the importance of increased effort in their academic pursuits. Materials, supplies and fees will be provided.
4. Quarterly grade data reflection, identification of strengths and areas for growth and identification of students failing below criteria for success will be conducted by teacher, by course, by student.
5. Eurubian Tutoring Services will be used to identify and work alongside struggling students to help with organization, goal tracking, and academic tutoring.
6. Student Action Contracts will be given to students in need of greater accountability. Materials, supplies, and incentives will be provided.
7. Students who demonstrate improvement to GPA by 1.0 during a quarter will be rewarded for their progress and effort with a lunch trip with administration. Materials, supplies and food provided.
8. Students who excel in cumulative courses will be recognized for their achievements: 3.0-3.49 Merit; 3.50-4.0 Honor Roll.
9. Prep buyout for classroom teacher to support students with study skills and strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues. Supplemental contracts for teachers or staff to provide tutoring.
10. Quarterly Academic Awards Celebration for students who meet criteria.
11. Tenaya will participate in the R.I.S.E Elevation awards to honor our African American students who meet R.I.S.E criteria.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. EL Support teacher and GLA will monitor academic progress of EL students and provide instructional strategies to support instruction in core content areas.
4. GLA and academic counselors will monitor academic progress of African American and Hispanic students and provide instructional strategies to support instruction in core content areas.
5. Professional learning for site leaders and teachers focused on identified student groups will be provided on a monthly basis to support student outcomes.
6. Zero period and after school course on study skills will be offered to students to help improve students' grades, attendance, positive relationships (two 0.125 prep buy-outs to as intervention support)
7. Culture Climate Team and administration work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
8. School site team (counselor, VP, and teachers) will work with ILT to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD.

- 9. Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- 10. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- 11. Schoolwide goal setting and incentives will be put in place to motivate students to continue to improve.

Action 3

Title: English Learner students will advance at least on ELPI level

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

1. Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language. Teacher release period, teacher and staff supplemental contracts, and materials and supplies.
2. EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.
3. Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
4. Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.

- 5. EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- 6. Reclassified students will be celebrated and recognized during quarterly award assemblies.
- 7. EL students will be encouraged to participate in Activities, Arts and Athletics in order to help build social relationships, foster oral language acquisition and feel a member of the school community
- 8. EL students will be provided educational trips to help foster language acquisition and understanding the community and culture of our community.
- 9. Students will receive intensive intervention supports through instruction with EL designated teacher in support of learning CORE curriculum (Guaranteed Viable Curriculum) and teacher will advocate for students as needed for clarity and inclusion of learning.

Specify enhanced services for EL students:

- 1. Designated EL teacher/ case manager
- 2. Data (Interim, SBAC, CFAs) used to determine progress and incentives for growth
- 3. ELPAC assessment for redesignation data, contracts for assessors
- 4. IPG feedback
- 5. Interpreters as available and necessary
- 6. Technology

Specify enhanced services for low-performing student groups:

- 1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
- 2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
- 3. School site Admin team works with ILT and CCT to complete a root cause analysis and determine area of focus.
- 4. Professional learning for site leaders and teachers focused on ATSI identified student groups will be provided on a monthly basis to support student outcomes.
- 5. Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- 6. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Tutoring Contracts	1,185.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: No Red Ink	9,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies **No incentives or food**	3,398.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certiificated subs for planning days	27,610.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Tutoring contracts	20,627.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	15,201.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech maintenance/installations	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphics	50.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier leases	16,230.00
G1A1	Sup & Conc	Guidance & Counseling Services	Local Mileag			: Transition counselor mileage	750.00
G1A1	One-time School	Instruction	Teacher-Subs			Certificated Subs - Quarterly Admin Data Chats	5,403.00
G1A1	One-time School	Instruction	Mat & Supp			Materials & Supplies - **No incentives or food**	5,528.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period intervention - Alvarez	11,369.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supplemental contracts for tutoring.	9,856.00
G1A2	Sup & Conc	Instruction	Direct Trans			: Transportation 4:30 bus for after school tutuoring	12,000.00
G1A2	One-time School	Instruction	Teacher-Supp			Certificated Tutoring contracts	2,101.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	zero period intervention - Krumpe	11,369.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,801.00
G1A3	LCFF: EL	Instruction	Mat & Supp			M&S	3,216.00

\$158,194.00

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	✓	71.88 %	68.36 %	2022-2023	75.46 %

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

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

Student-centered real world learning experience - Site Defined

February 2022: Atlas Engagement reports show that we have 62.7% (505 of 811) students our participating in Goal 2 Engagements.

As of February 2023: Atlas Engagement reports show that we have 67.36% (549 of 816) students our participating in Goal 2 Engagements.

Subgroup data of students participating in Goal 2 February 2022 vs 2023

- 2022 - African American: 42% (33) in Activities, 17% (12) Arts, and 47% (36) Athletics
- 2023 - African American: 43.3% (39) in Activities, 17% (16) Arts, and 43% (39) Athletics
- 2022 - Asian: 51% (24) in Activities, 21% (10) Arts, and 8.5% (4) Athletics
- 2023 - Asian: 57% (25) in Activities, 11% (5) Arts, and 11% (5) Athletics
- 2022 - Hispanic: 43.6% (196) in Activities, 16% (73) Arts, and 26% (116) Athletics
- 2023 - Hispanic: 45% (195) in Activities, 21% (91) Arts, and 30% (130) Athletics
- 2022 -White: 46% (81) in Activities, 17.6% (31) Arts, and 30% (54) Athletics
- 2023 - White: 49% (89) in Activities, 26% (47) Arts, and 36% (65) Athletics
- 2022 - SPED 42.2% (46) in Activities, 19% (21) Arts, and 14.6% (16) Athletics
- 2023 - SPED 47% (45) in Activities, 19% (18) Arts, and 23% (22) Athletics
- 2022 - English Learners: 51% (24) in Activities, 21% (10) Arts, and 8.5% (4) Athletics
- 2023 - English Learners: 50% (21) in Activities, 14% (6) Arts, and 9.5% (4) Athletics
- 2022 - Foster: 36% (4) in Activities, 0% Arts, and 9% (4) Athletics
- 2023 - - Foster: 34% (2) in Activities, 30% (3) Arts, and 16% (1) Athletics

VAPA participation for all groups February 2022- 16.89%. African American Subgroup is at 16%, and White Subgroup is at 17%, Hispanic is at 16%.

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

- Due to district bus driver shortage we will unable to secure a second late bus to provide transportation home. This resulted in less students being able to participate in after school activities.
- This past year when offering field trips to 8th graders we had a difficult time getting 8th grade students to want to participate and attend. We will work with our ILT and CCT to come up with ways to get higher participation for 23-24.

VAPA participation for all groups **February 2023-** 21%. African American Subgroup is at 18%, and White Subgroup is at 25%, Hispanic is at 21%.

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

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

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

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

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

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

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

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

An additional Alliance class will be added as an Elective class to support students needing additional support. Transition teacher and SEL/ TSA teacher will teach the class first period.

We will attempt to secure a second late bus to provide more students access to after school opportunites.

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

1 SSC: SSC approved as is and had no suggestions or feedback.	2 ELAC: Folded into SSC	3 Staff: - Tracking students enrolled grades for progress. - Creating communication to parents regarding students attendance through ATLAS or 5Star. - Dropping students who continue to display disruptive behaviors and not complete work. - Add field trips aligned with standards.
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Action 1

Title: Career and Competencies

Action Details:

Students will be provided opportunities to learn a variety of career and technical education type jobs. Eighth grade students based on GPA

Reasoning for using this action:

☐ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target - Using Xello data reports to monitor completion rates of students completing career assessment. - Using District provided reports (through Xello) that compare all middle schools assessment rates to one another. - Using district, "On Track" conference forms to determine student eligibility to attend field trips and conferences. - Partnering with Bullard High School Peer Mentoring Program to identify and mentor Tenaya students. Identified students are met with on a weekly basis to check grades, behavior, and attendance.	Owner(s): - Counselors - Counselors - Counselors - Counselors (Tenaya/Bullard)	Timeline: - Quarterly - Quarterly - Quarterly - Weekly
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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

- Tenaya will offer Business Tech Academy pathway of courses starting August 2023.

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas.
2. All low performing students will be included in all opportunities related to real world learning experiences. This will included but not be limited to, field trips, counseling services, academic pathways, career cruising, and other activities provided to our students to expand opportunities for them.
3. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
4. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD.
5. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes

Action 2

Title: After School Intervention

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

1. Guidance Learning Advisor
2. RCA (Director of Tutorial)
3. Counselors
4. Teacher Volunteers
5. Eurgubian Academic Center (Stephen Eurgubian and his tutors)

Timeline:

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

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

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

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

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

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

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

Specify enhanced services for EL students:

- EL students will be provided the same opportunities to attend
- EL students will receive direct instructional services at all levels (Tier 1, Tier 2, Tier 3)
- EL Students will be part of data chats in order to determine where they need the most assistance
- EL students will be able to work alongside content teachers
- Some EL students will have access to the Rosetta Stone software

Specify enhanced services for low-performing student groups:

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period PE prep buyout	11,369.00

\$11,369.00

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	✓	35.61 %	34.93 %	2022-2023	15.33 %
Suspension Rate - Semester 1	✓	7.61 %	6.05 %	2022-2023	4.72 %

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

1

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

Chronic Absenteeism

2021-22 - Severely Chronic students overall 14.73% or 116 students

2022-23 - Severely Chronic students overall 7.7% or 63 students

- 21-22 African American: 10.5% (8) students
- 22-23 African American: 8.8% (8) students
- 21-22 Hispanic: 17.45% or (78) students
- 22-23 Hispanic: 8.6% or (37) students
- 21-22 White: 11.43% or (20) students
- 22-23 White: 4.97 or (9) students
- 21-22 Students with Disabilities: 17% or (18) students
- 22-23 Students with Disabilities: 10% or (10) students
- 21-22 English Learners: 20% or (10) students
- 22-23 English Learners: 9.5% or (4) students
- 21-22 Foster Youth: 18% or (2) students
- 22-23 Foster Youth: 16% or (1) students

2021-22 Chronic students overall 21.3% or 172 students

2022-23 Chronic students overall 21.2% or 173 students

- 21-22 African American: 25% (19) students
- 22-23 African American: 16% (15) students
- 21-22 Hispanic: 24% or (107) students
- 22-23 Hispanic: 23.5% or (101) students
- 21-22 White: 17% or (30) students

2

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

2022-23 - Severely Chronic students overall 7.7% or 63 students

- 21-22 African American: 10.5% (8) students
- 22-23 African American: 8.8% (8) students
- 21-22 Hispanic: 17.45% or (78) students
- 22-23 Hispanic: 8.6% or (37) students
- 21-22 White: 11.43% or (20) students
- 22-23 White: 4.97 or (9) students
- 21-22 Students with Disabilities: 17% or (18) students
- 22-23 Students with Disabilities: 10% or (10) students
- 21-22 English Learners: 20% or (10) students
- 22-23 English Learners: 9.5% or (4) students
- 21-22 Foster Youth: 18% or (2) students
- 22-23 Foster Youth: 16% or (1) students

2022-23 Chronic students overall 21.2% or 173 students

- 21-22 African American: 25% (19) students
- 22-23 African American: 16% (15) students
- 21-22 Hispanic: 24% or (107) students
- 22-23 Hispanic: 23.5% or (101) students
- 21-22 White: 17% or (30) students
- 22-23 White: 21% or (38) students
- 21-22 Students with Disabilities: 33% or (34) students
- 22-23 Students with Disabilities: 21% or (20) students
- 21-22 English Learners: 16.7% or (8) students
- 22-23 English Learners: 31% or (13) students
- 21-22 Foster Youth: 18% or (2) students

- 22-23 White: 21% or (38) students
- 21-22 Students with Disabilities: 33% or (34) students
- 22-23 Students with Disabilities: 21% or (20) students
- 21-22 English Learners: 16.7% or (8) students
- 22-23 English Learners: 31% or (13) students
- 21-22 Foster Youth: 18% or (2) students
- 22-23 Foster Youth: 0% or (0) students

Actions:

- Attendance has improved due to RCA, HSL, and TSA supporting and monitoring students. Having a full time HSL who contacts parents of student with Severe and chronic absenteeism has helped improve our overall attendance.

Suspensions students with 1 or more

- In 21-22 we had 13.2% of All students suspended at least 1 day. End of Semester 1 in 22-23 we had 6.1% of all students who have been suspended at least 1 day.
- 21-22 we had 19.8% of African American students suspended at least 1 day. End of Semester 1 in 22-23 we have 8.4% of African American students suspended at least 1 day.
- 21-22 we had 13.6% of Hispanic students suspended at least 1 day. End of Semester 1 in 22-23 we have 5.7% of Hispanic students suspended at least 1 day.
- 21-22 we had 12.5% of Students with disabilities suspended at least 1 day. End of Semester 1 in 22-23 we have 8.7% of Students with disabilities suspended at least 1 day.
- 21-22 we had 22.2% of Foster youth suspended at least 1 day. End of Semester 1 in 22-23 we have 25% of Foster Youth suspended at least 1 day.
- 21-22 we had 12.9% of white students suspended at least 1 day. End of Semester 1 in 22-23 we have 5.8% of white students suspended at least 1 day.
- 21-22 we had 13.9% of Socioeconomically Disadvantaged students suspended at least 1 day. End of Semester 1 in 22-23 we have 8.3% of Socioeconomically Disadvantaged students suspended at least 1 day.

Actions:

- The wide range decline speaks to the on-going expectation talks with students, students feeling connected to the site due to the efforts to improve the campus culture and more students feeling an adult on campus cares for them. This year we scheduled weekly Advisory classes focused on teaching Second Step Lessons. Students needing additional behavioral support were identified and placed in Men's and Woman's Alliance classes. Additionally, the Resource Counseling Assistant (RCA) has led groups around Second Step lessons to target behavior issues students have struggled with, additionally she has provided conflict mediation and supportive counseling as a means of being proactive to avoid escalation of behaviors or repeated behavior incidents. Ripple Effects digital Social Emotional learning program was purchased. We were unable to utilize program in advisory classes. We will not purchase for 23-24. Admin consistently held re-entry meetings for students returning from suspensions with students and their parents.

- 22-23 Foster Youth: 0% or (0) students

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

There were not any major differences between the intended and actual implementation of actions and budgets. We just need to continue to refine and improve each action moving forward. Not having a TIER II/CWSA for 3/4 of the school year had the biggest negative impact.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

- 1. Funding of the Resource Counseling Assistanat (RCA) will continue to be funded for six hours and support the chronically absent through weekly data meetings, incentivized challenges and parent phone calls. This increase in time has positively benefited our students, ensuring more students are reached each day.
- 2. The school psychologist will continue to be full time at Tenaya enabling the support of students in crisis and the number of students whose parents are requesting SpEd testing.
- 3. The HSL will continue to support attendance, behavior and academics through attendance compacts, phone calls, and home visits. The HSL also takes referrals from staff for those they are unable to contact and to support Spanish speaking families. The HSL will continue to support the improved home/school connection.
- 4. TSA will continue to support teachers and students while in the classroom, as well as provide intervention support lessons, restorative meetings (both between students and students & teachers), and professional learning for teachers to build their capacity.
- 5. The Transition teacher, needed throughout the entire day to support students removed from class or placed in transition will have his prep bought out to be available for all students.

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

1 SSC: SSC approved as is and had no suggestions or feedback.	2 ELAC: Folded into SSC	3 Staff: No feedback or suggestions were provided
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Action 1

Title: Suspensions per 100

Action Details:

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

Levels of Misbehaviors will continue to be used where:

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

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

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

Explain the Progress Monitoring and data used for this Action

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

1. District Data Dashboard Tableau will be monitored regularly as incidents are input in ATLAS:
 - All Grade/Gender and Year
 - All Month and Year
 - All by Violation Type
 - All by Location
- Number of on-campus suspensions as a means for intervention.
- Number of engagements chronic or repeat offenders are involved in.
- Number of students referred to counseling

Owner(s):

1. Principal, VPs, and GLA
2. Principal, VPs, and GLA
3. Campus Culture/ Athletic Director
4. Principal, VPs, and GLA
5. RCA/Counseling Team

Timeline:

1. Monthly
2. Monthly
3. Quarterly
4. Monthly
5. Quarterly

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

Tier 1

1. All students will receive weekly SEL (2nd Step curriculum) for advisory lessons.
2. Positivity Project Curriculum will be used to support teaching social skills.

Tier 2

1. Students will receive on-going guidance for behavioral issues from REC teacher (with prep buyout to be available throughout the day), Resource Counseling Assistant, Counselors, Social Worker, and Administration.
2. Student maybe assigned to Men's and Women's Alliance course as a means of intervention.
3. Field Trips for Men's & Women's Alliance students to Wonder Valley Ranch and other community services will help students gain a greater picture of causal relationships.
4. Transition Teacher and Tier II Intervention Specialist will hold morning check-ins with identified students and provide social skills lessons to start the day.
5. SEL TSA and Transition Teacher will provide daily social emotional learning lessons to identified students. Materials and supplies will be purchased to support instruction.
6. Peer Mentoring or other clubs maybe used to help support student social needs as an intervention.
7. Street Saint Mentor will support identified students needing mentoring.
8. Behavior Contracts maybe implemented to help students build good habits for good behaviors. Use of manipulatives to support students in class needing additional resources to remain focused in class.
9. Referral to counseling supports to help students better understand self and the world around them. Use of art therapy, journaling, and other supports to support de-escalation, self-reflection, and coping strategies.
10. Parent-Student-Staff conferences will be used to support a collaborative approach to changing behaviors.
11. CSSW, RCA, Counselors, and Admin, will continue to support students and parents with instruction and information on the effects of social media on behaviors of school-aged children and how best to monitor.
12. Academic Acceleration for African American Students (A4) organization established for African American students that are identified by district personnel.
13. School will recruit parents to volunteer at site during lunchtime to support with student engagement activities.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

2. EL students provided support for language acquisition and re-designation through goal setting and support with ELD teacher and academic counselor.

3. Parent- Teacher- Student conference will be encouraged for struggling students.

4. Struggling students from the disproportionate groups will be supported more frequently with support staff (tutorial services) and priority for after school tutorials with subject specific credentialed teachers.

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas.

2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts.

3. School site team works with ILT & CCT to complete a root cause analysis and determine area of focus.

4. Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

5. Professional learning for site leaders and teachers focused on ATSI identified student group.

6. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Action 2

Title: Attendance and Chronic Absenteeism

Action Details:

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

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Clinical School Social Worker (CSSW) and HSL will analyze weekly attendance reports of identified students and incentivize the progress made in support with RCA Rewards, materials and supplies will be provided.

2. Quarterly attendance analysis by CSSW, HSL, Attendance/Registrar, RCA, and Administration to determine next steps for individual or groups of students.

3. Saturday Academy school assignments as a means of effort to correct chronic tardy issues. Contracts, materials and supplies will be provided.

4. Intervention opportunities will be based on weekly data.

5. Implementation of intervention for each individual such as; daily attendance behavior report, weekly improvement recognition, and quarterly recognition. Awards, materials and supplies will be provided.

6. Assessment and reflection of RTI effectiveness based on attendance data, ATLAS entry reports and ELLS data.

7. Refinement or improvement of intervention strategies will be based on on-going CCI process.

8. ATSI School - District support in the Monitoring Process ATSI Guiding Coalition Team.

9. Root cause analysis support

10. Priority Action and Implementation.

11. Monthly support from Instructional Superintendent.

12. Yearly budget and Plan Compliance and development support.

Owner(s):

1. CSSW (Clinical School Social Worker), HSL (Home School Liaison)

2. CSSW, GLA, RCA (Resource Counseling Assistant), HSL

3. CSSW, RCA, Saturday Academy Director, Attendance/Registrar, Administrator

4. CSSW, VP

5. RCA, HSL

6. CSSW

7. CSSW, GLA, VP

8. ILT, Admin Team

9. ILT, Admin Team

10. ILT, Admin Team

11. ILT, Admin Team

12. ILT, Admin Team, SOS

13. ILT, Admin Team

Timeline:

1. Weekly

2. Quarterly

3. Bi-Weekly

4. Weekly

5. Weekly/Quarterly

6. Bi-Weekly

7. As Needed

8. Monthly

9. Monthly

10. Monthly

11. Monthly

12. Monthly

13. Yearly

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

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

Specify enhanced services for EL students:

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

1. Same behavioral interventions.
2. Translators for students or parents as appropriate.-HSL
3. Peer (same language) course alignment when possible for added support
4. EL instruction support as determined by district, (.2 FTE) ELL specific newcomer instructor.

Specify enhanced services for low-performing student groups:

1. Goal setting meetings with Tier II specialist, School Social worker, HSL, and or administration.
2. Students will be earn reward incentives for reaching goals.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Street Saints : Mentoring	23,007.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		12,961.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout McGensy	11,369.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		58,840.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	750.00

\$106,927.00

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	✓	87.13 %	88.62 %	2022-2023	90.72 %

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

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

Cultural Proficiency trainings to identify and understand the needs and behaviors to promote a culturally proficient learning environment were conducted throughout the year.

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

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

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

This year there was a big focus and need for Professional Learning around the effects of trauma and strategies to support all students in class. Some of the trauma based professional learning aligned with cultural proficiency training.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Grading with Equity professional learning will be part of 2-23-24 professional learning topics. Two Tenaya teachers are currently in grading for equity cohort.

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

1 SSC:

2 ELAC:

3 Staff:

SSC approved as is and had no suggestions or feedback.

Folded into SSC

No feedback or suggestions were provided.

Action 1

Title: Cultural Proficiency

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Staff formal and informal surveys
- Student formal and informal surveys
- Student behavior referrals
- Student grades & iReady data

Owner(s):

- CP Committee
- Climate & Culture Team
- Admin Team & Teachers
- Academic Counselors & Teachers

Timeline:

- Quarterly
- Quarterly
- Monthly
- Quarterly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- OLWEUS Bullying Prevention
- Second Step
- "Attitude Gap" Book study and professional learning
- CHAMPS
- Cultural Proficient Instruction text

Specify enhanced services for Staff in support of EL students:

- District PL from EL Services
- CP training - support from DEI
- HSL & Teachers will contact families
- .Home School Liaison, EL coordinator, ELD teacher and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. .R-FEP recognition.)
- School Messenger will be sent home to keep parents informed
- EL students will be provided the same opportunities to attend
- Translators will be provided
- Meet with EL students for academic data chats
- Tracking the Progress of RFEP

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

- Tier 2 & 3 supports provided by Tier II specialist, RCA, School Social Worker, Transition teacher, Academic Counselors to provide targeted support for Social Emotional and Academics
- Cultural Proficiency training will be provided to all staff.
- Professional learning for site leaders and teachers focused on ATSI identified student groups will be provided on a monthly basis to support student outcomes.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcome.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	85.05 %	78.89 %	2022-2023	85.99 %

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

1

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

All actions planned were completed as planned. Despite that we had a decline in fall parent survey data in family engagement domain.

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

2

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

- Fall 21 Survey 145 parents responded in comparison to 61 in Spring 23.
- Tenaya has not had a system to recruit parent volunteers to be on campus.
- Parents that live far from school and don't have transportation.

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

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

Recruiting parent volunteers to come support our school in different capacities. Principal Duff will go out to feeder sites parent coffee hours to meet and share opportunities parents will have to be involved at Tenaya.

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

1 SSC: SSC approved as is and had no suggestions or feedback.	2 ELAC: Folded into SSC	3 Staff: No feedback or suggestions were provided.
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Action 1

Title: Increasing inclusive opportunities for families

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target - HSL to assist with connection to families and the school - Phone calls home when dealing with missing attendance - Parent/Techer conference held for At Risk students in relations to academic performance - HSL & RCA to work together to provide incentives to improve attendance - Extra pay contracts for Clubs to encourage student engagement - Track students engaged in clubs and extra curricular activities - Attendance for site parent meeting will be collected and tracked	Owner(s): - HSL - RCA - Academic Counselors - Teachers - Admin - Campus Culture Director	Timeline: - Weekly - Daily - Quarterly - Quarterly - Quarterly - Quarterly
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Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

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

Specify enhanced services for Families of EL students:

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

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

- Tier 2 & 3 supports provided by RCA, School Social Worker, Transition teacher, Academic Counselors to provided targeted support for Social Emotional and Academics
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.
- Parent participate in Parent University courses
- Parents will encourage students to participate in GOAL 2 offerings.
- Parents will support through planning for extended time on campus and timely transportation after the event if not by school bus.
- Parents will ensure all forms: medical, permission slips, insurance, etc. are filled out and returned by deadlines in order for child to participate.
- Parents will support students who are involved by ensuring they keep up with their course work and all work is turned in by the due dates.
- Parents will ensure students make up missing assignments/ keep up on assignments due to missing classes as they participate in Goal #2 opportunities.
- Parent University to provide instruction on how to utilize Atlas, Teams, etc.
- Parents will be invited to school functions and provided opportunities to volunteer on campus.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation **No incentives or food**	2,140.00
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			golf cart maitenance	1,500.00

\$3,640.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0445 Tenaya Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Tutoring Contracts	1,185.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: No Red Ink	9,500.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies **No incentives or food**	3,398.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certiificated subs for planning days	27,610.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated Tutoring contracts	20,627.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	15,201.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech maintenance/installations	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			graphics	50.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier leases	16,230.00
G1A1	Sup & Conc	Guidance & Counseling Services	Local Mileag			: Transition counselor mileage	750.00
G1A1	One-time School	Instruction	Teacher-Subs			Certificated Subs - Quarterly Admin Data Chats	5,403.00
G1A1	One-time School	Instruction	Mat & Supp			Materials & Supplies - **No incentives or food**	5,528.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period intervention - Alvarez	11,369.00
G1A2	Title 1 Basic	Instruction	Ins Aide-Sup			Classified Supplemental contracts for tutoring.	9,856.00
G1A2	Sup & Conc	Instruction	Direct Trans			: Transportation 4:30 bus for after school tutuoring	12,000.00
G1A2	One-time School	Instruction	Teacher-Supp			Certificated Tutoring contracts	2,101.00
G1A3	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	zero period intervention - Krumpe	11,369.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,801.00
G1A3	LCFF: EL	Instruction	Mat & Supp			M&S	3,216.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period PE prep buyout	11,369.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Street Saints : Mentoring	23,007.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		12,961.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout McGensy	11,369.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		58,840.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileag			HSL Mileage	750.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation **No incentives or food**	2,140.00
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			golf cart maintenance	1,500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,455.00
Sup & Conc	7090	\$189,507.00
LCFF: EL	7091	\$17,136.00
One-time School	7099	\$13,032.00
Grand Total		\$280,130.00

\$280,130.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$158,194.00
G2 - Expand student-centered and real-world learning experiences	\$11,369.00
G3 - Increase student engagement in their school and community	\$106,927.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,640.00
Grand Total	\$280,130.00