

Tehipite Middle

10621666088538

Principal's Name: Marilyn Lopez-Cuevas

Principal's Signature: 

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 - Marilyn Lopez-Cuevas	X				
2. Chairperson - David Gallardo		X			
3. Monica Garcia		X			
4. Yadira Campana-Marin		X			
5. Vanessa Quinones			X		
6. Cedric Hughes				X	
7. Floribet Quezadas				X	
8. Rosalie Vasquez				X	
9. Esmeralda Abarca-Garcia					X
10. Isi Imaugbonrie-Idoni					X
11. Katy Moulasy					X
12. Krystal Bedolla					X
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name:			
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		3/29/23
SSC Chairperson	David Gallardo		3/29/23

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 2023/24

Tehipite - 0440

ON-SITE ALLOCATION

3010	Title I	\$56,640 *
7090	LCFF Supplemental & Concentration	\$164,728
7091	LCFF for English Learners	\$55,488
3182	Comprehensive Support and Improvement	\$59,944
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$11,328</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$348,128

* 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	\$1,888
Remaining Title I funds are at the discretion of the School Site Council	<u>\$54,752</u>
Total Title I Allocation	\$56,640

Tehipite 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
ELPAC - percentage of students who scored 4			8.33 %	2021-2022	10 %
SBAC ELA - Average distance from standard	✓		-87 pts	2021-2022	-65 pts
SBAC ELA - percentage of students met/exceeded standard	✓		20.38 %	2021-2022	30.48 %
SBAC Math - Average distance from standard	✓		-158 pts	2021-2022	-130 pts
SBAC Math - percentage of students met/exceeded standard	✓		4.17 %	2021-2022	14.17 %

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.

I-Ready ELAD 2 On Level

Reading On or Above Grade level for Rostered Students

7 Grade

8 Grade

20-21: 1%

18%

21-22: 12%

11%

SBAC Met/Exceeded Standards & Distance from Standards

Math

ELA

2018- 2019:

2

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

I-Ready ELAD 2 On Level

Reading On or Above Grade level for Rostered Students

7 Grade

8 Grade

20-21: 1%

18%

21-22: 12%

11%

SBAC Met/Exceeded Standards & Distance from Standards

Math

ELA

2018- 2019:

2021- 2022:

2021- 2022:

- *Data Driven Cycles
- *More comprehensive ITSQ integration in alignment to CAASPP
- *Focus on rigor alignment to CFA's, task, and assessment alignment to CAASPP in unit backwards maps
- *Regional work focused on building coherence between 6-8th grade on target spec. work in literacy and mathematics.
- *Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.
- *Refining lessons from previous year for alignment to appropriate rigor

I-Ready Math D2 On or above Level
Math On or Above Grade level- For Rostered Students

7 Grade	8 Grade
20-21: 0%	16%
21-22: 6%	5%

- *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 to CAASPP rigor
- *Focus on rigor alignment to CFA's, 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 previous year for alignment to appropriate rigor
- *Focus on Data Driven Cycle and follow cycle when creating lessons

EL Reclassification Rate (English Learner)

- 20- 21 EL Reclassification was at .8%, 1 out of 120 students being reclassified.
- 21-22 EL Reclassification was at 20%, 21 out of 107 students being reclassified by EOY.
- Current SPSA implementation was as follow:
- *Rotating Schedule to increase quality instructional time in math and ELA
 - *More comprehensive target spec questions integration into ELA and Math instruction.
 - *ELD support paraprofessional provided by our district through Teaching Fellows.
 - *Extra support contract provided to a teacher to support with ELD supports in the classroom for teachers.

Effectiveness:

-We saw an increase in student reclassification last year and we are pending ELPAC assessment to identify impact it had in current year reclassification

- *Data Driven Cycles
- *More comprehensive Target Spec Questions integration in alignment to CAASPP in daily instruction.
- *Focus on rigor alignment to CFA's, task, and assessment alignment to CAASPP in unit backwards maps
- *Regional work focused on building coherence between 6-8th grade on target spec. work in literacy and mathematics.
- *Culturally responsive training and teaching practices adapted into lessons and tiered systems of support.
- *Refining lessons from previous year for alignment to appropriate rigor, monitored through teacher created backward maps and feedback provided through submission.

I-Ready Math D2 On or above Level
Math On or Above Grade level- For Rostered Students

7 Grade	8 Grade
20-21: 0%	16%
21-22: 6%	5%

- *Rotating Schedule to increase quality instructional time in math and ELA
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Effectiveness:

-We saw an increase in student reclassification last year and we are pending ELPAC assessment to identify impact it had in current year reclassification

-Increase in ELA SBAC growth a little over 1%, compared to prior to pandemic scores 18-19 SBAC data.

-Assessments aligned to SBAC created for ELA and Math for each quarterly unit.

-Teachers are well versed in target specs, continuing to grow the alignment to Science, History, PE, and Electives.

-Increase in ELA SBAC growth a little over 1%, compared to prior to pandemic scores 18-19 SBAC data.

-Assessments aligned to SBAC created for ELA and Math for each quarterly unit.

-Teachers are well versed in target specs, continuing to grow the alignment to Science, History, PE, and Electives.

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 it was tough to get staff back into planning time and building of aligned material due to continued Covid demands that were observed from students and staff alike. We had to focus on more school wide tiered interventions for social-emotional supports due to the rise of needs we saw on campus as well as re-training of staff around Target spec work. The creation of CFA's in alignment came in semester 2 of the current year and was successful across ELA and Math as well as Science and History.

-The focus is that we continue to have all units for the entire year of alignment to CAASPP target specs rigor and lessons also align.

Actual Outcomes:

-Nearly half of minimum days 4 out of 10 were focused on MTSS re-introduction, AI-4-Youth SEL training, Advisory and SEL circle trainings, 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 was established. Fully running 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 through the TST team.

-Planning days were all focused on quarterly backward map alignment to CAASPP in math, ELA, and science. Outcomes were evident in the plants submitted. One CFA per quarter in alignment to CAASPP and one Block given at each quarter. A total of one data chat prior to CAASPP to meet with all PLCs and align the remainder of the school year to the demands of CAASPP and structures around assessments.

-SMART goals created in alignment to CAASPP data results across all content areas, and backwards map focused on target specs that are lowest achieving schoolwide.

-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 PLC including those that are from non-core content areas.

-RTI interventions were established but unfortunately outside of school supports were only able 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 ELA with an adult that can help lead it based on CAASPP block data.

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.

The following changes will be made to the 23-24 SPSA:

Work to be continued and adapted:

*We must continue to grow alignment of target specs into science, history, P.E. and electives, to ensure students receive aligned instruction to the rigor of the standards throughout the day. Feedback will be provided to staff upon submission of units.

*We will continue to reflect and adapt our daily lessons to align to the rigor of the CFA's and Blocks from CAASPP to ensure daily alignment to rigor of common core standards. Walkthrough feedback will be aligned to rigorous

aligned instruction and target spec work.

*We will continue to adapt our lessons to embed new LIFT EL program components to ensure students that are language learners receive appropriate supports

*RTI supports within instruction and outside of school opportunities need to be strengthened through the Data Driven Cycle for both Math, ELA, and English Language Learners RTI aligned to ELPAC.

Expenditures:

-Minimum days have been crucial in the creation and training for staff around target spec work to align to rigor. We will continue to ensure the 10 minimum days are provided for cross-content collaboration to create aligned lessons to target specs, aligned rigorous assessments with support of core content teachers.

-Contracts for teachers and staff to ensure outside of school hours RTI can be efficiently running through the use of Data Driven Cycles.

-Materials and supplies as well as technology is needed for the planning, creation and monitoring of learning.

-Trainings to ensure lead teachers are well versed on CAASPP target specs/rigor alignment is essential, along with culturally responsive training to ensure we meet student needs through the equity and social-justice lens. We are seeking for use of CSI funds to help pay for the summer trainings for lead teachers, administrators, instructional coach, and two new teachers that will help lead the work in each PLC.

-We will invest funds for planning days, data chat days, and admin planning days that will support in creating aligned lesson plans that embed target specs into the daily planning. This will also help meet the needs of staff that are not well versed in target spec language to receive training and support from admin based on their individual needs. Additionally, planning time will allow for supporting students with outside of school hour engagement in trips and activities that will be aligned to a criterion for success and goal setting.

-Purchase of incentives and planners will also support with goal setting, and criterion for success attached to an incentive for students. Planners will be used on an ongoing basis to ensure students are provided with a structure to keep accountability for their SMART Goals.

-Renewing and purchase of additional computers for students will also be part of our plan to ensure that each classroom has a full set of computers. Technology to update classroom tools to make learning accessible is also part of this plan, such as camera projectors for showcasing student work samples, etc. We have students that do not bring computers from home and that has caused a challenge in ensuring students take Edcite assessments or use technology as part of their instruction. This is crucial since CAASPP uses an online assessment system for interim blocks as well as the summative assessment, alignment in how they are assessed is crucially important to rigor alignment. Technology use also supports in ensuring our students are taught skills that they will need as they prepare to be college and career ready graduates in the 21st century.

-Include online literacy program to support second language learners with comprehensible input model for Spanish I, and 7th grade Spanish I prep course, as well as Native Speakers Spanish course, this will support with implementation of target spec work across the language acquisition courses.

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 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 redesignation.

-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

2 ELAC:

Parents reviewed the proposed goals and actions and were in agreement staff and SSC feedback.

Parents want to continue to parent involvement and would like to have more opportunities to meet teachers.

Parents support the idea of providing social emotional support for all students.

3 Staff:

-Staff feedback approved new plan

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

-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.

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.

Action 1

Title: SBAC Math and Site Based RTI Supports

Action Details:

Tehipite Middle School will continue to refine and develop our academic Response to Intervention (RTI) program and core instruction alignment to rigor and Target' alignment as evidenced by on-going Professional Learning, data conversations, targeted interventions, data analysis through Professional Learning Communities (PLCs) and across content collaboration, classroom supports, and outside of school enrichment opportunities for students and staff development. Focus will be on increasing the percentage of students meeting and exceeding and increasing scale score in Math standards through school site CAASPP block assessments, and SBAC; thereby, increasing the number of students who are college and career ready.

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.

*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 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.

*Two days 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- Marilyn Lopez

Vice-Principal- Matthew Lopez

GLA- Daniel Rivera

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 by utilizing IPG, SBAC Target Specs to guide rigor discussion and alignment, feedback provided through walkthroughs and will be documented in 8 week 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. CFA's will help drive instruction for the 4-week cycles. Goal of first teaching is to reach 70% or higher of students passing CFA and if mark is not met, there will be a plan to re-teach through RTI tiers and re-assess.
*Data from CFAs will also help with student data chats/goal-setting conferences and Response to Intervention supports. Teachers will engage in minimum day cross collaboration with supporting content areas to ensure target alignment schoolwide is implemented.

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.
*PLC may choose to reteach a standard or target instruction through level 2 Response to Intervention (RTI). Goal is that 70% of students are passing CFAs with 70% accuracy or higher. Students will create goals around pre RTI instruction data and post data, as well as engage in a reflection process through quarterly block data from CAASPP assessments.

Details: Explain the data which will specifically monitor progress toward each indicator target
*Re-teaching of standards will take place based on data and data analysis results with intentionality based on students' misconceptions as well as through interim data. Post assessment data should reflect moving 70% of students to the meeting standards band in the blocks and individual class scale score goal being met at each block given.
*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.

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
Lead Teachers (ILT) All Teachers
All Teachers

Owner(s):
Principal- Marilyn Lopez
Vice-Principal- Matthew Lopez
GLA- Daniel Rivera
Instructional Coach- Erika Almaraz
Lead Teachers (ILT) All Teachers
All Teachers
All Students

Owner(s):
Lead Teachers (ILT) All Teachers
All Teachers
All Students

Owner(s):
Principal- Marilyn Lopez
Vice-Principal- Matthew Lopez
GLA- Daniel Rivera
Instructional Coach- Erika Almaraz
ILT members
All Teachers

Timeline:
-Ongoing

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

Timeline:
-Ongoing, based on identified needs and unit sequence

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 8 week school plans.

Owner(s):

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Vice-Principal- Matthew Lopez
GLA- Daniel Rivera
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.

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

We will be utilizing CAASPP block assessment data once a quarter to track progress. We will utilize the California dashboard to identify groups of students that show low achievement and in red or orange tier to identify how they fare throughout the year as we take the block assessments for Mathematics and English.

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Instructional Coach- Erika Almaraz
ILT members
All Teachers

Timeline:

PL ongoing
PLC work ongoing

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, 2 days of paid planning or paid for substitutes support to ensure teachers can create common formative assessments and backwards maps to align to appropriate rigor as identified by CAASPP and targets, substitutes to cover for quarterly data chats with staff, funds to cover for technology in order to access online instruction. Funds allocated for technology maintenance and repairs to keep up with technology demands from student laptops and staff technology to access and provide instruction. Funds for extra paid contracts for teachers to help support students outside of school ours as well as contracts for professional learning communities to plan instruction and follow data driven cycle demands. Quarterly student agendas and planners through graphics department purchased to ensure students align their days accordingly and Social-Emotional Self-Management is taught. One day of planning day paid for teachers to collaborate around social-emotional needs of tier 2-3 students at Scout Island to open the academic year setting goals. Transportation for students to attend social-emotional trips and food to feed staff and students while at beginning of the year social-emotional learning day as well as for professional learning needs. Funds for extra compensation contracts for staff to provide optional professional learning opportunities extending outside of their duty day or time allotted by CBA, also contracts to support meet SPSA needs and ongoing changes to PLC CCI based on data. Pay for staff compensation for development days outside of their instructional duty days to attend UnboundEd conference and other professional development tied to CAASPP alignment, planning, and professional learning communities (PLC) learning opportunities.

Specify enhanced services for EL students:

- *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.

Specify enhanced services for low-performing student groups:

- 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.

- *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.
- 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 Response to Intervention (RTI) program and core instruction alignment to rigor and Target' alignment as evidenced by on-going Professional Learning, data conversations, targeted interventions, data analysis through Professional Learning Communities (PLCs) and across content collaboration, classroom supports, and outside of school enrichment opportunities for students and staff development. Focus will be on increasing the percentage of students meeting and exceeding and increasing scale score in ELA Targets through school site CAASPP block assessments, and SBAC; thereby, increasing the number of students who are college and career ready.

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. 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 CFA's, 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. Two days 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- Marilyn Lopez

Vice-Principal- Matthew Lopez

GLA- Daniel Rivera

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 by utilizing IPG, SBAC Target Specs to guide rigor discussion and alignment. 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. CFA's will help drive instruction for the 4-week cycles. Goal of first teaching is to reach 70% or higher of students passing CFA and if mark is not met, there will be a plan to re-teach through RTI tiers and re-assess. Data from CFA's will also help with student data chats/goal-setting conferences and Response to Intervention supports. Teachers will engage in minimum day cross collaboration with supporting content areas to ensure target alignment schoolwide is implemented.

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. PLC may choose to reteach a standard or target instruction through level 2 Response to Intervention (RTI). Goal is that 70% of students are passing CFA's with 70% accuracy or higher. Students will create goals around pre RTI instruction data and post data, as well as engage in a reflection process through quarterly block data from CAASPP assessments.

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

Re-teaching of standards will take place based on data and data analysis results with intentionality based on students' misconceptions as well as through interim data. Post assessment data should reflect moving 70% of students to the meeting standards band in the blocks and individual class scale score goal being met at each block given. Students will progress monitor by creating goals based on data from interims and blocks. Students monitor their progress and reflect with staff.

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
Lead Teachers (ILT)
All Teachers

Owner(s):

Principal- Marilyn Lopez
Vice-Principal- Matthew Lopez
GLA- Daniel Rivera
Instructional Coach- Erika Almaraz
Lead Teachers (ILT) All Teachers
All Teachers
All Students

Owner(s):

Lead Teachers (ILT) All Teachers
All Teachers
All Students

Owner(s):

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

Timeline:

-Ongoing

Timeline:

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

Timeline:

-Ongoing, based on identified needs and unit sequence

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 6-8 week school plans.

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
-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, 2 days of paid planning or paid for substitutes support to ensure teachers can create common formative assessments and backwards maps to align to appropriate rigor as identified by CAASPP and targets, substitutes to cover for quarterly data chats with staff, funds to cover for technology in order to access online instruction. Funds allocated for technology maintenance and repairs to keep up with technology demands from student laptops and staff technology to access and provide instruction. Funds for extra paid contracts for teachers to help support students outside of school ours as well as contracts for professional learning communities to plan instruction and follow data driven cycle demands. Quarterly student agendas and planners through graphics department purchased to ensure students align their days accordingly and Social-Emotional Self-Management is taught. One day of planning day paid for teachers to collaborate around social-emotional needs of tier 2-3 students at Scout Island to open the academic year setting goals. Transportation for students to attend social-emotional trips and food to feed staff and students while at beginning of the year social-emotional learning day as well as for professional learning needs. Funds for extra compensation contracts for staff to provide optional professional learning opportunities extending outside of their duty day or time allotted by CBA, also contracts to support meet SPSA needs and ongoing changes to PLC CCI based on data. Pay for staff compensation for development days outside of their instructional duty days to attend UnboundEd conference and other professional development tied to CAASPP alignment, planning, and professional learning communities (PLC) learning opportunities.

Specify enhanced services for EL students:

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.

Specify enhanced services for low-performing student groups:

-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 a co-teaching model and the ELA/ELD Framework (integrated and designated instruction), with an emphasis on increasing reclassification and proficiency levels on ELPAC, 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 afterschool. Tehipite Middle School will continue its partnership with English Learner Services, to create positive and culturally responsive learning environments, observe students closely, plan scaffolding in a Multi-Tiered System of Support, to foster collaborative academic conversations, and collaboration with instructional coach and English department as well as Science, and history to grow the implementation of the new LIFT program.

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 2020-2021 will be utilized to identify students that are not meeting reclassification criteria.

*Staff will be provided with training for designated and integrated ELD.

*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.

Owner(s):

GLA- Daniel Rivera
ELD Para (Teaching Fellow)
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

*GLA will meet with EL students identified as year 4 or long term ELs to create goals and plans with students around data chat and supports for students and an EL SST meeting will be held to document and plan for best supports to address individual student needs.

Owner(s):

GLA- Daniel Rivera
ELD Para (Teaching Fellow)
All Teachers- Perform EL SST Meetings
All Students Identified as English Learners
All parents of students identified as Long-Term English Learners to participate in SST meeting for ELs.

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 GLA or Intervention Teacher for students identified as Long Term EL.

Details: Explain the data which will specifically monitor progress toward each indicator target *Collaboration between EL services and GLA to examine our current EL system and how to best meet needs of students through Core classroom instruction with use of LIFT program. *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): GLA- Daniel Rivera ELA, History and Science Departments to implement LIFT school work and engage in planning of instructions and delivery of strategies to reach our ELL population.	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, GLA and ELD para (teaching Fellow, funded by EL services). *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 comment section.	Owner(s): GLA- Daniel Rivera ELD Para (Teaching Fellow) ELA Teachers to make progress comments on report card.	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): GLA- Daniel Rivera Teacher- TBD	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. *Progress monitoring and reflecting to continue as well with CSI coalition team and support from Tashiana Aquino (CSI Manager) around problem solving to meet gaps and promote movement of reclassifications and CAASPP growth.	Owner(s): GLA- Daniel Rivera ELD Para (Teaching Fellow) CSI Coalition Team- PLC Lead Teachers CSI Manager- 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 LIFT school work and cycle of continuous improvement. Guidance Learning Advisor and paraprofessional funded by EL services will help support the work around data chats in classrooms for ELL population. EL progress monitoring will be provided to all students through advisory teachers. LIFT school trainings will be provided, GLA and EL services will collaborate in ensuring all staff that teach ELA, Social Studies and Science is trained. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, graphic/printing for organizing/planning/goal setting/Assessment monitoring through the use of a quarterly agenda. Mailing services and postage to help with progress communication and collaboration, and other materials and supplies not listed, incentives for progress including fieldtrips for students. 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 assessment. 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, and celebration ceremony for EL reclassification. 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. Purchase of Rosetta Stone to provide additional curriculum online for our LOTE class and ELD class.

Specify enhanced services for EL students:

- *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.

Specify enhanced services for low-performing student groups:

- 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).

2023-2024 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-Supp			Supplemental Contracts for PLCs, RTI support, and CAT squad Contracts. Non-Duty Day Training for teachers. Supports G1-A2 G1-A3 G2-A1. **No IEPs**	21,713.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Hardware/Software/Technology/Computer Carts to support G1, A1, A2, A3	1,287.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Quarterly agendas and other printing materials to support G1 A2 and G1 A3.	21,396.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for PLCs 2 per year and quarterly data chats. It also supports G1-A2 and G1-A3. **No IEPs**	13,646.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts for PLCs, RTI support, and CAT Squad Contracts. Non-Duty Day Training for teachers. Supports G1-A2 G1-A3 G2-A1. **No IEPs**	33,810.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Non-Duty planning days for admin (10 days total) It Supports All Goals and Actions. **No incentives or food**	12,488.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for PLCs, RTI support and CAT Squad Contracts. Non-Duty Day Training for teachers. Supports G1-A2 G1-A3 G2-A1	18,481.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of Facilities not covered by district in support of G1 -A2 and G1-A3	12,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher planning nonduty days to support with G1-A2 and G1-A3.	3,452.00
G1A2	One-time School	Instruction	Bks & Ref			Subscriptions, books, licenses, and Spanish Class Software. Ripple Effect and Five Star.	4,376.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher to Support with RTI for ELL (2 hrs. per week)	18,481.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Redesignation Support and Celebrations ,Food, and ELAC	16,527.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology and Equipment such as computers od devices to support student in the learning.	18,500.00

\$196,157.00

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	✓	85.76 %	64.44 %	2022-2023	70 %

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.

Student Spring Panorama Survey Results for real world experiences

21-22: 77%

22-23: 68%

Student Spring Panorama Survey Results for opportunities for clubs and sports

21-22: 91%

22-23: 90%

Parent Spring Panorama Survey Results for real world experiences

21-22: 95%

22-23: 95%

Parent Spring Panorama Survey Results for Student Engagement

21-22: 90%

22-23: 89%

Teacher Spring Panorama Survey Results for real world experiences

21-22: 73%

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.

22-23: 79%

Teacher Spring Panorama Survey Results for Student Engagement

21-22: 100%

22-23: 100%

Student Suspensions

21-22: 9.4% by approximately by EOY

22-23: 10.8% as of March 29th, 2023

*Despite the fact that about 50-60% of students were on campus during the pandemic year 21-2, our 22-23 did not show significant drop in the areas identified with exception of student survey results around real world experiences.

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.

*This action will go along with the Teacher Retention action. The MTSS framework will support with meeting both students and staff climate and culture needs, therefore addressing our suspension rate proactively.

The goal is that the changes adapted will support with increasing a positive school climate and culture as well as drop student suspensions.

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.

*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 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 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 redesignation. -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: Parents reviewed the proposed goals and actions and were in agreement staff and SSC feedback. Parents want to continue to parent involvement and would like to have more opportunities to meet teachers. Parents support the idea of providing social emotional support for all students.	3 Staff: Staff ranked to continue to keep community events in alignment to community needs and Roosevelt School of the Arts as a priority. Staff ranked Student Involvement celebrations as well as parent events as a high priority.
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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 Folklorico 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- Marilyn Lopez

Vice-Principal- Matthew Lopez

Counselor- Crystin Puentes

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 through our CTE courses as well as Mariachi elective and clubs.

Owner(s):

Activities Director- Claudia Moreno

School Counselor- Crystin Puentes

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- Claudia Moreno

School Counselor- Crystin Puentes

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):

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. 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. Malage reimbursement has been created for administrators and counselors to support 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:

- *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.

Specify enhanced services for low-performing student groups:

- 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).

2023-2024 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	Title 1 Basic	Attendance & Social Work Service	Local Mileage			: HSL - Mileage for parent home visits.	1,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Art Teacher	18,192.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Buying out a prep for Men's Alliance	11,369.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Steve Scholars, Career Pathways and College Study Fieldtrips	4,342.00
G2A1	Sup & Conc	Instruction	Travel			CADA Conference Reg. /Travel/Scout Island and also support G1-A1 and G1-A2	7,000.00
G2A1	Sup & Conc	Instruction	Travel			: Also supports G5A1 - Local Mileage for staff.	2,500.00
G2A1	Sup & Conc	Instruction	Dues And Mem			CADA Memberships and Dues and support G3A1	1,500.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Create positive environment and culture events for all student with assemblies. Also supports G3 A1 and G4-A1	9,500.00
G2A1	One-time School	Instruction	Direct Trans			Transportation and fees for student events.	3,500.00

\$58,903.00

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	✓	20 %	43.13 %	2022-2023	30.53 %
Suspension Rate - Semester 1	✓	5 %	6.88 %	2022-2023	5.55 %

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

21-22: 10.21%

22-23: 6.88%

Chronic Absenteeism for Semester 1 by Year

21-22: 57.27%

22-23: 43.13%

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 weekly meetings

*Tier 2 Specialist

*RCA

*Use of clubs and sport engagement as well as schoolwide

Chronic Absenteeism

*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 trancies 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

-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

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-Home School Liaison outreach to students and home visits for trancies and behaviors

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-reminders through weekly announcements about importance of good attendance and expectations.

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-Home School Liaison outreach to students and home visits for trancies 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

-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 trancies and behaviors

-Character awards

-reminders through weekly announcements about importance of good attendance and expectations.

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.

*This action will go along with the Teacher Retention action as well as real world experiences for students' action. The MTSS framework will support with meeting both students and staff climate and culture needs, therefore addressing our suspension rate proactively.

The goal is that the changes adapted will support with increasing a positive school climate and culture as well as drop student suspensions.

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.

*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 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 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 redesignation. -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	2 ELAC: Parents reviewed the proposed goals and actions and were in agreement staff and SSC feedback. Parents want to continue to parent involvement and would like to have more opportunities to meet teachers. Parents support the idea of providing social emotional support for all students.	3 Staff: -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.
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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.

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- Marilyn Lopez
Vice-Principal- Matthew Lopez
Counselor- Crystin Puentes

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- Claudia Moreno
School Counselor- Crystin Puentes
Vice-Principal- Gilbert Villarreal

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- Claudia Moreno
School Counselor- Crystin Puentes
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- 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 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:

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.

Specify enhanced services for low-performing student groups:

- 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).

2023-2024 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	Bks & Ref			: Subscription and software.	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to also support G4-A1 and G1-A1 Rewards, Spirit Wear, Music supplies, Teacher and Department Chair PO's	54,589.00
G3A1	Sup & Conc	Instruction	Equip Rental			Rental of Equipment for CATPACK or other School Activities to also support G2-A1 and G4-A1.	8,180.00

\$67,769.00

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 %	88.55 %	2022-2023	89.65 %

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.

Site Defined: As a site, we decided to focus on practices and systems that help staff feel supported, systems that have been re-created to help address student discipline, staff budget for school supplies, schoolwide system for positive behavior rewards and goal setting and cultural proficiency training to help grow as educators. We will use the staff survey data to measure our goal relating to safety on campus and school connectedness and feeling supported. In these areas we will look for 87% or higher of staff responding favorably.

Staff Survey Data pertaining to School Environment by Spring of each year

21-22: 92%

22-23: 79%

Staff Survey Data pertaining to Organizational Environment by Spring of each year

21-22: 89%

22-23: 92%

The culturally responsive MTSS triage support has been a change agent in supports for students as well as for students. This has supported the site with reducing suspensions significantly as well as increase in survey responses when comparing data to pre-program implementation 2019-2020 data.

All items discussed in the plan were carried out as proposed with exception of the changes discussed in step 2 where contributing factors for disproportionality are discussed.

2

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

Key Factors contributing to the disproportionality:

*Adapting of structures with feedback from teachers as part of the CCI cycle, many teachers new within the last two years to Tehipite. This requires learning, adapting and their needs being met through site supports as well as admin support in their initial teaching years. 15 out of 24 staff is new to Tehipite or New to the teaching profession which will require supports that may be lacking. Survey will be completed by the end of the academic year to get feedback on what needs were not met and foundational MTSS understanding that may help address gaps.

*New admin helping drive the MTSS frameworks, requires training and support with follow through on a site with high needs as identified by data on academics and suspension/misbehaviors. One VP position was unfilled from October until February. This new consistency after the hiring of this essential role will help carry out plan more efficiently.

*We lacked two essential personnel in the Triage Support center which help provide students with tiered supports. When supports go unmet and MTSS system can't function effectively due to missing supports that were designed by the site, it may experience a negative impact as site revamps the system, which is also what took place this year. The MTSS pyramid had to go through adaptations from prior year while we figured out RCA and Tier 2 supports.

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).

Differences Between Intended and Actual Implementation:

- *Adapting of structures with feedback from teachers as part of the CCI cycle, many teachers new within the last two years to Tehipite. This requires learning, adapting and their needs being met through site supports as well as admin support in their initial teaching years. 15 out of 24 staff is new to Tehipite or New to the teaching profession which will require supports that may be lacking. Survey will be completed by the end of the academic year to get feedback on what needs were not met and foundational MTSS understanding that may help address gaps.
 - *New admin helping drive the MTSS frameworks, requires training and support with follow through on a site with high needs as identified by data on academics and suspension/misbehaviors. One VP position was unfilled from October until February. This new consistency after the hiring of this essential role will help carry out plan more efficiently.
 - *We lacked two essential personnel in the Triage Support center which help provide students with tiered supports. When supports go unmet and MTSS system can't function effectively due to missing supports that were designed by the site, it may experience a negative impact as site revamps the system, which is also what took place this year. The MTSS pyramid had to go through adaptations from prior year while we figured out RCA and Tier 2 supports.
 - *This action will go along with the Teacher Retention action as well as real world experiences for students action. The MTSS framework will support with meeting both students and staff climate and culture needs, therefore addressing our suspension rate proactively.
- The goal is that the changes adapted will support with increasing a positive school climate and culture as well as drop student suspensions.**

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.

- *Use teacher feedback from end of 22-23 academic year around MTSS framework and follow CCI cycle to modify and revamp.
- *Use of Smart Goals to drive change and supports for all teachers.
- *Filled positions such as VP, Tier 2, RCA will support driving the MTSS framework effectively.
- *The fact that this year the MTSS system of support was revamped through data and feedback will support 23-24 implementation.
- *Continue with 8 week plans that are guided by staff and data and clearly communicated to all staff.

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 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 redesignation. -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.	2 ELAC: Parents reviewed the proposed goals and actions and were in agreement staff and SSC feedback. Parents want to continue to parent involvement and would like to have more opportunities to meet teachers. Parents support the idea of providing social emotional support for all students.	3 Staff: -Staff feedback approved new plan -Allocation of funds to improve cross collaboration, planning and support, data chats and RTI supports was agreed cohesively. -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.
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-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.

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- Marilyn Lopez
V.P.- Matthew Lopez
Counselor- Crystin Puentes
Counselor- Anna Leon
Activities Director- Claudia Moreno
Intervention Teacher- Jennifer Bacon
RCA- TBD
Tier 2 Specialist- TBD
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- Marilyn Lopez
Vice-Principal- Matthew Lopez
GLA- Daniel Rivera
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 Tenet 1 of IPG report will help create data chats with students and teachers as well as create goal-setting conferences around SEL needs. 3 Tier level of support will be established, level 1 classroom interventions, level 2 RCA/Intervention teacher support, level 2/3 therapy/social worker, intervention teacher and Tier 2 specialist support, supports possibly outside of school are also considered and SST referral. 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 patten 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.

Owner(s):

Principal- Marilyn Lopez
TST team which consists of:
Vice-Principal- Matthew Lopez
Counselor- Crystin Puentes
Counselor- Anna Leon
School Social-Worker- Alva Madrigal
School Psychologist
Intervention Teacher- Jennifer Bacon
RCA- TBD
Tier 2 Specialist- TBD

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- Marilyn Lopez
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- Marilyn Lopez
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, Fish Philosophy recognition 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 Services to Staff in support of 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, RCA, 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. Use of funds to purchase school radios to use for communication between staff members to ensure safety of students at all times and supports to classrooms when needed. Allocations of funds to update phone systems in classrooms to ensure safe communication takes place.

Specify enhanced services for Staff in support of EL students:

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 PL around LIFT school work and cycle of continuous improvement. Guidance Learning Advisor and paraprofessional 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 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

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

-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.

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.

- 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).

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Food			Snacks for Students from Nutrition Center and support G5-A1, G1-A1/A2/A3.	3,500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Contracts for August Retreat. Also supports G1-A1 and G1-A2	8,575.00

\$12,075.00

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	✓	93.1 %	92.74 %	2022-2023	94 %

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 school culture and climate. Include families in activities, clubs, learning opportunities and advancing needs by providing English classes, parent university, parent coffee chat and school parent-teacher conferences. We will measure our goal of parent and family engagement by tracking parent and student survey responses around family and student engagement.

Parent Survey Responses for Family Engagement for Spring by year

21-22: 89%

22-23: 91%

Parent Survey Responses for Student Engagement for Spring by year

21-22: 90%

22-23: 89%

*Data has remained similar to that of prior year with new implementation, key factors that contributed to it will be described in part 2.

2

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

Key Factors that contributed to the data outcome:

*The plan was not implemented as designed; we were able to hold only 3 events compared to the 5 cultural events planned.

*We are looking at ways to ensure the plan is followed with fidelity with the addition of staff into the admin team to help coordinate and run the events. Admin team is now fully staffed.

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).

Key Factors that contributed to the data outcome:

*The plan was not implemented as designed; we were able to hold only 3 events compared to the 5 cultural events planned.

*We are looking at ways to ensure the plan is followed with fidelity with the addition of staff into the admin team to help coordinate and run the events. Admin team is now fully staffed.

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.

*The plan was not implemented as designed; we were able to hold only 3 events compared to the 5 cultural events planned.

*We are looking at ways to ensure the plan is followed with fidelity with the addition of staff into the admin team to help coordinate and run the events. Admin team is now fully staffed.

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 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 redesignation. -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: Parents reviewed the proposed goals and actions and were in agreement staff and SSC feedback. Parents want to continue to parent involvement and would like to have more opportunities to meet teachers. Parents support the idea of providing social emotional support for all students.	3 Staff: -Staff feedback approved new plan -Allocation of funds to improve cross collaboration, planning and support, data chats and RTI supports was agreed cohesively. -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.
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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 Services to Families in support of students, including materials and supplies required (curriculum and instruction):

Babysitting 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 Families of EL students:

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 Families of low-performing student groups:

- 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).

2023-2024 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	Cls Sup-Sup			Childcare for parent Events or Meetings	5,244.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Support with increasement of Parent Communication. **No incentives or food**	6,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL & SSW to support parent participation and increase attendance rate.	1,980.00

\$13,224.00

2023-2024 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-Supp			Supplemental Contracts for PLCs, RTI support, and CAT squad Contracts. Non-Duty Day Training for teachers. Supports G1-A2 G1-A3 G2-A1. **No IEPs**	21,713.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Hardware/Software/Technology/Computer Carts to support G1, A1, A2, A3	1,287.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Quarterly agendas and other printing materials to support G1 A2 and G1 A3.	21,396.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Subs for PLCs 2 per year and quarterly data chats. It also supports G1-A2 and G1-A3. **No IEPs**	13,646.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Contracts for PLCs, RTI support, and CAT Squad Contracts. Non-Duty Day Training for teachers. Supports G1-A2 G1-A3 G2-A1. **No IEPs**	33,810.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: Non-Duty planning days for admin (10 days total) It Supports All Goals and Actions. **No incentives or food**	12,488.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for PLCs, RTI support and CAT Squad Contracts. Non-Duty Day Training for teachers. Supports G1-A2 G1-A3 G2-A1	18,481.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair of Facilities not covered by district in support of G1 -A2 and G1-A3	12,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher planning nonduty days to support with G1-A2 and G1-A3.	3,452.00
G1A2	One-time School	Instruction	Bks & Ref			Subscriptions, books, licenses, and Spanish Class Software. Ripple Effect and Five Star.	4,376.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher to Support with RTI for ELL (2 hrs. per week)	18,481.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Redesignation Support and Celebrations ,Food, and ELAC	16,527.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			Technology and Equipment such as computers od devices to support student in the learning.	18,500.00
G2A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: HSL - Mileage for parent home visits.	1,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Art Teacher	18,192.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Buying out a prep for Men's Alliance	11,369.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Steve Scholars, Career Pathways and College Study Fieldtrips	4,342.00
G2A1	Sup & Conc	Instruction	Travel			CADA Conference Reg. /Travel/Scout Island and also support G1-A1 and G1-A2	7,000.00
G2A1	Sup & Conc	Instruction	Travel			: Also supports G5A1 - Local Mileage for staff.	2,500.00
G2A1	Sup & Conc	Instruction	Dues And Mem			CADA Memberships and Dues and support G3A1	1,500.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Create positive environment and culture events for all student with assemblies. Also supports G3 A1 and G4-A1	9,500.00
G2A1	One-time School	Instruction	Direct Trans			Transportation and fees for student events.	3,500.00
G3A1		Instruction	Bks & Ref				5,000.00

G3A1	Sup & Conc	Instruction	Bks & Ref	: Subscription and software.	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp	Materials and supplies to also support G4-A1 and G1-A1 Rewards, Spirit Wear, Music supplies, Teacher and Department Chair PO's	54,589.00
G3A1	Sup & Conc	Instruction	Equip Rental	Rental of Equipment for CATPACK or other School Activities to also support G2-A1 and G4-A1.	8,180.00
G4A1	Sup & Conc	Instruction	Direct-Food	Snacks for Students from Nutrition Center and support G5-A1, G1-A1/A2/A3.	3,500.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup	Classified Contracts for August Retreat. Also supports G1-A1 and G1-A2	8,575.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Childcare for parent Events or Meetings	5,244.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Support with increase of Parent Communication. **No incentives or food**	6,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag	HSL & SSW to support parent participation and increase attendance rate.	1,980.00
					\$348,128.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,640.00
ESSA-CSI	3182	\$59,944.00
Sup & Conc	7090	\$164,728.00
LCFF: EL	7091	\$55,488.00
One-time School	7099	\$11,328.00
Grand Total		\$348,128.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$196,157.00
G2 - Expand student-centered and real-world learning experiences	\$58,903.00
G3 - Increase student engagement in their school and community	\$67,769.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$12,075.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,224.00
Grand Total	\$348,128.00