


**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 1, 2022

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<b>District Goals</b>	
<p>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.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

**Consolidated Program Assurances**



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Marilyn Lopez-Cuevas	X				
2. Chairperson – Juan Lagarde		X			
3. Adrianna Bell		X			
4 .Erika Almaraz		X			
5. Eric Tovar			X		
6. Merlin Dimas				X	
7. Magdalena Jimenez				X	
8. Maricela Rivera				X	
9. Rudy Lopez		X			
10. Emmanuel Aguirre					X
11. Jireh Lacy					X
12. Itzel Cantano					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		4/6/22
SSC Chairperson	Juan Lagarde		4/6/22

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

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

FY 2022/23

Tehipite - 0440

**ON-SITE ALLOCATION**

3010	Title I	\$43,781 *
7090	LCFF Supplemental & Concentration	\$138,285
7091	LCFF for English Learners	\$53,016
3182	Comprehensive Support and Improvement	<b>\$169,990 **</b>
7099 ESSER III (learning loss/COVID impact, one-time funds)		<u>\$51,802</u>
<b>TOTAL 2022/23 ON-SITE ALLOCATION</b>		<b>\$456,874</b>

* 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		\$1,780
Remaining Title I funds are at the discretion of the School Site Council		<u>\$42,001</u>
Total Title I Allocation		\$43,781

\*\* Subject to change

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

- ❖ Coaching 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.
- ❖ Cross Functional (CF) Pivot Team/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site team and CF Pivot Team/Guiding Coalition (CSI) Team to 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 Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a “menu of options” for the Cross Functional Pivot Team 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 and support Team (Admin, site coach, lead teacher/s, CCT Lead, Supervisor of Schools, TST, RIM, CSI E&A, Department/s)
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - 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 identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book
  - i-Ready Teacher Toolbox
  - Restorative Practices New/Refresher Course(s)

## Tehipite Middle 2022-2023 - 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
i-Ready ELA D2 proficiency - percentage of students on/above	✓		12.69 %	2021-2022	15.79 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		5.84 %	2021-2022	10.94 %

**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.

#### I-Ready ELA D2 OnLevel

##### Reading On or Above Grade level for Rostered Students

	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
20-21:	1%	18%
21-22:	12%	11%

##### African American

20-21: 8%  
21-22: 8%

##### Hispanic

20-21: 12%  
21-22: 12%

##### EL

**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 ELA D2 OnLevel

##### Reading On or Above Grade level for Rostered Students

	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
20-21:	1%	18%
21-22:	12%	11%

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

\*More comprehensive ITSQ integration

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

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

\*Culturally responsive training and teaching practices.

#### I-Ready Math D2 OnLevel

##### African American

20-21: 8%

20-21: 12%

21-22: 12%

**Students identified with Special Needs**

20-21: 0%

21-22: 0%

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

\*More comprehensive ITSQ integration

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

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\*Culturally responsive training and teaching practices.

I-ReadyMathD2OnLevel

**Math On or Above Grade level- For Rostered Students**

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
20-21: 0%	16%
21-22: 6%	5%

**African American**

20- 21: 1%

21- 22: 1%

**Hispanic**

20-21: 4%

21-22: 4%

**EL**

20-21: 1%

21-22: 2%

**Students identified with Special Needs**

20-21: 0%

21-22: 0%

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

\*Continued MLD support

\*More comprehensive ITSQ integration

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

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

\*Culturally responsive training and teaching practices.

21- 22: 8%

**Hispanic**

20-21: 12%

21-22: 12%

**EL**

20-21: 12%

21-22: 12%

**Students identified with Special Needs**

20-21: 0%

21-22: 0%

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I-ReadyMathD2OnLevel

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**African American**

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20-21: 4%

21-22: 4%

**EL**

20-21: 1%

21-22: 2%

**Students identified with Special Needs**

20-21: 0%

21-22: 0%

\*Focus on Data Driven Cycle and follow cycle when creating lessons etc.

**EL Reclassification Rate (EnglishLearner)**

**20- 21 EL Reclassification was at .8%, 1 out of 120 students being reclassified.**

**21-22 EL Reclassification is at 12%, 15 out of 125 students being reclassified as of 3/11/22.**

Current SPSA implementation was as follow

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

\*Request to be considered as a designated site to accommodate trainings

\*More comprehensive ITSQ integration

Effectiveness:

last year to virtual, student engagement was lower than expected and percentage of students completing assessments and assignments was lower than previous academic year. Onsite instruction as well as EL supports for students through target specifications and literacy embedded through all content areas supported the growth.

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

\*Continued MLD support

\*More comprehensive ITSQ integration

\*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.

\*Focus on Data Driven Cycle and follow cycle when creating lessons etc.

**EL Reclassification Rate (EnglishLearner)**

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Effectiveness:

last year to virtual, student engagement was lower than expected and percentage of students completing assessments and assignments was lower than previous academic year. Onsite instruction as well as EL supports for students through target specifications and literacy embedded through all content areas supported the growth.

**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).

Feedback from staff showcased that we were able to:

- Instructional Leadership Teams (ILT) met to discuss alignment to target specs, with focus of target 9 and 11 as well as use of rubrics.
- PLC involvement in backwards maps to align to scope and sequence as well as CAASPP target specs along with blueprints demand.
- Change of our school's culture. Building trust and pride at Tehipite has allowed academics and other important factors to fall in place.
- Collect and utilize iReady to understand student levels and IAB work alignment to look at appropriate rigor.
- Creation of CFA's that are aligned to CAASPP release questions and utilizing informal CFU's that align.
- MLD coaching was provided on monthly basis.
- Collaborated around GVC curriculum alignment to rigor and provided support to manage student behavior challenges to allow for access to instruction.
- Provided students with multiple opportunities to demonstrate learning through CER process, RACES and CAASPP alignment rigorous questions.
- Cycle of continues improvement followed by some along with data discussions to analyze student work and gaps. Discussing students misconceptions to allow for reteaching.

**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 2022-23 SPSA.

Feedback from staff suggest this is what we will continue to build upon:

- Continue with ILT work around data driven cycles and CAASPP alignment.
- Provide cross curricular articulation time around target spec work.
- More consistency and alignment with CFA's and performance tasks schoolwide.
- RTI supports to meet students' needs when falling far below grade level.
- Developing meaningful learning aligned to real world experiences across content areas.
- Continue to get better at cross collaborating across content areas to support target spec rigor alignment for ELA, Math and Science assessments (CAST).
- Continue MLD for mathematics, add summer planning days with science departments to embed CAASPP target specs into curriculum.
- Build back the data discussions pertaining to student assessments in order pinpoint areas of improvement (Data Driven Cycles).
- Provide opportunities for staff to take the CAASPP practice test in order to ensure cross subject alignment to rigor in ELA and math.
- Improve staff communication across subject matter to ensure we collaborate around analyzing and reflecting on the needs of our student population and improve instruction.
- Reflecting as teachers and staff to better meet the needs of students and promote self-growth (Data Driven Cycles)

**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 that it was a good idea to keep consistency and continue with the work that was started last academic year. This goal and actions were kept with minimal changes and changes in budget were approved by the team.

**2** ELAC:

No ELAC feedback due to lack of attendance through the pandemic.

**3** Staff:

Feedback from staff suggest this is what we will continue to build upon:

- Continue with ILT work around data driven cycles and CAASPP alignment.
- Provide cross curricular articulation time around target spec work.
- More consistency and alignment with CFA's and performance tasks schoolwide.
- RTI supports to meet students' needs when falling far below grade level.
- Developing meaningful learning aligned to real world experiences across content areas.
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assessments (CAST).

-Continue MLD for mathematics, add summer planning days with science departments to embed CAASPP target specs into curriculum.

-Build back the data discussions pertaining to student assessments in order pinpoint areas of improvement (Data Driven Cycles).

-Provide opportunities for staff to take the CAASPP practice test in order to ensure cross subject alignment to rigor in ELA and math.

-Improve staff communication across subject matter to ensure we collaborate around analyzing and reflecting on the needs of our student population and improve instruction.

-Reflecting as teachers and staff to better meet the needs of students and promote self-growth (Data Driven Cycles)

## Action 1

Title: SBAC Math and iReady Math

### Action Details:

Tehipite Middle School will continue to refine and develop our academic Response to Intervention (RTI) program and core instruction rigorous and standards' aligned instruction as evidenced by on-going Professional Learning, data conversations, targeted interventions, data analysis through Professional Learning Communities (PLCs) and across content areas, PLC collaboration, classroom supports, and outside of school enrichment opportunities for students. Focus will be on increasing the percentage of students meeting and exceeding Math standards in District Interim Assessments, iReady Math 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 as well as intentional focus on meeting needs of disproportionate groups of students, such as African American, English Learners, students identified with SPED needs and economically disadvantaged, and foster care and homeless populations. Utilization of evidence-based strategies aligned to state identification to target instruction and RTI supports to meet needs of students. Two days per semester will be provided to work on backward maps and unit planning to 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- Gilbert Villarreal

GLA- Anna Leon

Instructional Coach- Erika Almaraz

Lead Teachers (ILT) All Teachers

All Teachers

#### Timeline:

-Ongoing

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

Rigorous and aligned first teaching will take place in every classroom by utilizing IPG, SBAC data to guide rigor discussion and alignment. Teachers will collaborate with PLC's to ensure CFAs and lessons align to the rigor demand of Common Core State Standards through their PLC's. CFA's will help drive instruction for the 3 week cycles. Goal of first teaching is to reach 70% or higher of students. Data from CFAs will also help with student data chats/goal-setting conferences and Response to Intervention supports.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
GLA- Anna Leon  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers

**Timeline:**

-Ongoing

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

Data will be collected and brought to 4th week DPLC- Data driven PLC to discuss and reflect with grade level team. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of the misconceptions. PLC may choose to reteach a standards or target instruction through level 2 Response to Intervention (RTI). Goal is that 70% of students are meeting or exceeding standards. Students will be identified in each achievement band, not meeting, nearly meeting, meeting, exceeding. Instructional strategies will focus on moving 100% of students a minimum of one achievement band and a minimum of 70% or higher meeting or exceeding standards. Students will create goals around pre RTI instruction data.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
GLA- Anna Leon  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers  
All Students

**Timeline:**

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

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

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 100% of students a minimum of one achievement band and reaching goal of 70% or higher students meeting or exceeding standards. Students will progress monitor by creating goals based on data from interims and blocks. Students monitor their progress and reflect with staff.

**Owner(s):**

Lead Teachers (ILT) All Teachers  
All Teachers

**Timeline:**

-Ongoing, based on identified needs and unit sequence

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

70% of 47 hours 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 standards, moving 100% of students a minimum of one grade level band with 70% or higher meeting, reflection of data to drive instruction or exceeding standards and creation of lessons which align in a backwards fashion to CFAs and meet rigor of common core standards.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
GLA- Anna Leon  
Instructional Coach- Erika Almaraz  
ILT members  
All Teachers

**Timeline:**

PL ongoing  
Data chats once per quarter

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

Reflection conversations based on data, feedback provided back to PLC teams, PLC reflect on best way to reach students and reflect on skills to target in future lessons. Data will be examined and instructional/school-wide moves will be re-examined by 100% of staff, admin team and principal in collaboration with CSI lead on 1x1 reflective meetings.

**Owner(s):**

Principal- Marilyn Lopez  
 Vice-Principal- Gilbert Villarreal  
 GLA- Anna Leon  
 Instructional Coach- Erika Almaraz  
 ILT members  
 All Teachers

**Timeline:**

PL ongoing  
 Data chats once per quarter

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

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.

**Owner(s):**

Principal- Marilyn Lopez  
 Vice-Principal- Gilbert Villarreal  
 GLA- Anna Leon  
 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 incentive system, 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, extra para professional that will work with our students receiving Special Education Services in the afternoon to ensure equity in allocation of services as they access academics. Para-professional Mild-moderate to serve for 3.5 hours in the afternoon. 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. Purchase of class kick license to facilitate instruction through virtual setting in order to prepare of instruction simultaneously. Purchase of Rosetta Stone to provide additional curriculum online for our LOTE class. Purchase of class kick license to facilitate instruction through virtual setting in order to prepare of instruction simultaneously. Purchase of Rosetta Stone to provide additional curriculum online for our LOTE class. Allocation of staffing to help with D.I pathway in math courses as well as Spanish instruction. 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. 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. 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 needs. Purchase orders generated for each teacher and social-emotional staff member to buy supplies for classroom instruction, one per semester. Lastly, purchase order for professional learning community to order supplies for each department as needed for cross collaboration, instructional needs and PLC unit creation.

**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 around reading intervention and lessons provided will align to rigor of ELPAC released questions. Staff PL around LAB school work 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 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 and updated in LAB school work. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards, notebooks and other materials

**Specify enhanced services for low-performing student groups:**

- Triage Center to provide adequate supports at level 1, 2 and 3 supports following the MTSS frame work.
- Home School Liaison Spanish Speaking to address student/parent/staff communication pertaining to MTSS tiered supports as well as data discussions and communication between school and parents.
- 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.
- Emphasis on school-wide culture by providing schoolwide data chats, goal setting and reward systems in place.
- Continued support of Criteria for success through CAT Pack system and Steve's Scholars program.

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. 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. Allocation of staffing to help with dual immersion pipeline, help provide D.I instruction in math classrooms as well as provide Spanish instruction from 7th through 8th grade.

- Mentoring opportunities for students in need of connecting with a caring adult on campus.
- Tier 2 specialist to target supports for students meeting criteria.
- TST and SST meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.
- extra paraprofessional support, 3.5 hrs to help provide supports to our students identified with SPED needs in the later hours of the school day.
- Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional.

## Action 2

**Title:** SBAC ELA and iReady ELA

### Action Details:

Tehipite Middle School will continue to refine and develop our academic Response to Intervention (RTI) program and core instruction rigorous and standards' aligned instruction as evidenced by on-going Professional Learning, data conversations, targeted interventions, data analysis through Professional Learning Communities (PLCs) and across content areas, PLC collaboration, classroom supports, and outside of school enrichment opportunities for students. Focus will be on increasing the percentage of students meeting and exceeding ELA standards in District Interim Assessments, iReady and SBAC; thereby, increasing the number of students who are college and career ready.

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

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

Backwards Maps created by all grade levels, which identify focus and essential target and standards as well as outline the sequence of lessons. 4 quarterly maps turned in with intent of obtaining a minimum of 70% or higher student success in meeting standards at their rigor level as well as intentional focus on meeting needs of disproportionate groups of students, such as African American, English Learners, students identified with SPED needs and economically disadvantaged, and foster care and homeless populations. Utilization of evidence-based strategies aligned to state identification to target instruction and RTI supports to meet needs of students. Two days per semester will be provided to work on backward maps and unit planning to 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- Gilbert Villarreal
- GLA- Anna Leon
- Instructional Coach- Erika Almaraz
- Lead Teachers (ILT) All Teachers
- All Teachers

#### Timeline:

-Ongoing

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

Rigorous and aligned first teaching will take place in every classroom by utilizing IPG, SBAC data to guide rigor discussion and alignment. Teachers will collaborate with PLC's to ensure CFAs and lessons align to the rigor demand of Common Core State Standards through their PLC's. CFAs will help drive instruction for the 3 week cycles. Goal of first teaching is to reach 70% or higher of students. Data from CFAs will also help with student data chats/goal-setting conferences and Response to Intervention supports.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
GLA- Anna Leon  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers

**Timeline:**

-Ongoing

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

Data will be collected and brought to 4th week DPLC- Data driven PLC to discuss and reflect with grade level team. Data will be analyzed using Data Analysis protocol and decisions on addressing students' misconceptions will be made based on data results and analysis of the misconceptions. PLC may choose to reteach a standards or target instruction through level 2 Response to Intervention (RTI). Goal is that 70% of students are meeting or exceeding standards. Students will be identified in each achievement band, not meeting, nearly meeting, meeting, exceeding. Instructional strategies will focus on moving 100% of students a minimum of one achievement band and a minimum of 70% or higher meeting or exceeding standards. Students will create goals around pre RTI instruction data.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
GLA- Anna Leon  
Instructional Coach- Erika Almaraz  
Lead Teachers (ILT) All Teachers  
All Teachers  
All Students

**Timeline:**

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

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

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 100% of students a minimum of one achievement band and reaching goal of 70% or higher students meeting or exceeding standards. Students will progress monitor by creating goals based on data from interims and blocks. Students monitor their progress and reflect with staff.

**Owner(s):**

Lead Teachers (ILT) All Teachers  
All Teachers

**Timeline:**

-Ongoing, based on identified needs and unit sequence

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

70% of 80 hours 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 standards, moving 100% of students a minimum of one grade level band with 70% or higher meeting, reflection of data to drive instruction or exceeding standards and creation of lessons which align in a backwards fashion to CFAs and meet rigor of common core standards.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
GLA- Anna Leon  
Instructional Coach- Erika Almaraz  
ILT members  
All Teachers

**Timeline:**

PL ongoing  
Data chats once per quarter

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

Reflection conversations based on data, feedback provided back to PLC teams, PLC reflect on best way to reach students and reflect on skills to target in future lessons. Data will be examined and instructional/school-wide moves will be re-examined by 100% of staff, admin team and principal in collaboration with CSI lead on 1x1 reflective meetings.

**Owner(s):**

Principal- Marilyn Lopez  
 Vice-Principal- Gilbert Villarreal  
 GLA- Anna Leon  
 Instructional Coach- Erika Almaraz  
 ILT members  
 All Teachers

**Timeline:**

PL ongoing  
 Data chats once per quarter

**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 incentive system, 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, extra para professional that will work with our students receiving Special Education Services in the afternoon to ensure equity in allocation of services as they access academics. Para-professional Mild-moderate to serve for 3.5 hours in the afternoon. 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. 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. Funds for extra compensation contracts for staff to ensure we meet once a week for professional learning community time as well as for professional learning opportunities at school to help drive vision and mission around school academics, social-emotional and culture/climate school

**Specify enhanced services for EL students:**

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 LAB school work 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 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 and updated in LAB school work. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards, notebooks 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. 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:**

- Triage Center to provide adequate supports at level 1, 2 and 3 supports following the MTSS frame work.
- Home School Liaison Spanish Speaking to address student/parent/staff communication pertaining to MTSS tiered supports as well as data discussions and communication between school and parents.
- 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.
- Emphasis on school-wide culture by providing schoolwide data chats, goal setting and reward systems in place.
- Continued support of Criteria for success through CAT Pack system and Steve's Scholars program.
- Mentoring opportunities for students in need of connecting with a caring adult on campus.
- Tier 2 specialist to target supports for students meeting criteria.
- TST and SST meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.
- extra paraprofessional support, 3.5 hrs to help provide supports to our students identified with SPED needs in the later hours of the school day.
- Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional.

### 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 continue the LAB school work at Tehipite.

**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- Anna Leon  
 Intervention Teacher- Jennifer Bacon  
 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- Anna Leon  
 Intervention Teacher- Jennifer Bacon  
 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 LAB school work. Creation of trainings will help communicate EL standards and best teaching practices to reach EL learners as well as EL instruction as well as continue to support population of students that has been reclassified and are being monitored as RFEP.

**Owner(s):**

GLA- Anna Leon  
 ELA, History and Science Departments to implement LAB school work and engage in planning of instructions and delivery.

**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 Intervention Teacher. 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- Anna Leon  
 Intervention Teacher- Jennifer Bacon  
 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. 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- Anna Leon  
 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, Tashiana Aquino. 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):**

Principal- Marilyn Lopez  
 Vice-Principal- Gilbert Villarreal  
 GLA- Anna Leon  
 Intervention Teacher- Jennifer Bacon  
 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 PL around LAB school work 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 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 and updated in LAB school work. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards, notebooks, graphic/printing, 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. 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. Extra para professional that will work with our students receiving Special Education Services in the afternoon to ensure equity in allocation of services as they access academics. Para-professional Mid-moderate to serve for 3.5 hours in the afternoon. Purchase of Spanish teacher's planning period to provide an elective LOTE class for native speakers which will make our elective courses equitable to our EL population. Purchase of class kick license to facilitate instruction through virtual setting in order to prepare of instruction simultaneously. Purchase of Rosetta Stone to provide additional curriculum online for our LOTE class. 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. 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. Funds for extra compensation contracts for staff to ensure we meet once a week for professional learning community time as well as for professional learning opportunities at school to help drive vision and mission around school academics, social-emotional and culture/climate school

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

-Triage Center to provide adequate supports at level 1, 2 and 3 supports following the MTSS frame work.

around reading intervention and lessons provided will align to rigor of ELPAC released questions. Staff PL around LAB school work 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 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 and updated in LAB school work. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards, notebooks 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. 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. Allocation of staffing to help with expansion of dual immersion pipeline and help provide Spanish dual immersion instruction in a Spanish class as well as Spanish for 7th through 8th grade students.

- 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.
- Emphasis on school-wide culture by providing schoolwide data chats, goal setting and reward systems in place.
- Continued support of Criteria for success through CAT Pack system and Steve's Scholars program.
- Mentoring opportunities for students in need of connecting with a caring adult on campus.
- Tier 2 specialist to target supports for students meeting criteria.
- TST and SST meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.
- extra paraprofessional support, 3.5 hrs to help provide supports to our students identified with SPED needs in the later hours of the school day.
- Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional.

# 2022-2023 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A2, G1A3, G2A1, G4A1 Para professional to support afternoon classroom instruction	12,481.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A2, Technology, and translating devices	18,337.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: G1A2, G1A3 Quarterly agendas and other printing material	8,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			G1A2, Subs for PLC (2 per year), quarterly data chats **No IEPs**	11,572.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			G1A2, G4A1 Supp contracts for PLC, RTI, Safe and Civil Team **No IEPs**	46,412.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: G1A2,G1A3, G2A1, G3A1, G4A1,G5A1 additional admin duty days to analyze data and plan instruction in support of exiting CSI **No food or incentives**	21,696.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G1A3, G2A3 POS for depts., teachers, music, CATPACK, ppirit wear, incentives	57,872.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student materials and supplies to support instruction	24,032.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2, G3A1 Repairs not covered by FUSD	8,628.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			G1A2, G1A3 Snacks for students during ELPAC, iReady and SBAC testing	5,000.00
G1A1	One-time School	Instruction	Bks & Ref			G1A3, G2A1, Subscriptions, Class Kick, Ripple Effect, Sound Trap, Smart Music, Rosetta Stone, Brain Pop, books	4,128.00
G1A1	One-time School	Instruction	Mat & Supp			: Student materials and supplies to support instruction- No Food/Incentives	17,770.00
G1A1	One-time School	Instruction	Direct Trans			G1A2, G1A3, G3A1 transportation and fees for student study trips	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher to provide RTI to ELL and ELPAC Assessors	14,856.00
G1A3	LCFF: EL	Instruction	Mat & Supp			food, celebrations, reclassification, supplies,	24,850.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology, software	12,810.00

**\$298,444.00**

**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	✓		80.66 %	2021-2022	85.76 %

**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 will be to start have 100% engagement of students in clubs and sports as well as students showing to feel connected to school and have a caring adult on campus rise to 80%.

**Survey data from panorama related to favorable responses for real world learning experiences at Tehipite for 2021- 2022 academic year.**

- Student Real World Experiences:  
77% favorable responses
- Parents Real World Experiences:  
95% favorable responses
- Staff Real World Experiences  
73% favorable responses

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

Suspension data from prior years, culture/climate survey as well as discipline data is taken into account when assessing the need for culturally proficient school practices to consider. School connectedness has a close correlation to discipline, misbehaviors, and grades. In order to increase positive behaviors, impact grades and target inequities we must continue on aligning to the needs of our students and community and adapt choices to match those needs, both academically and social-emotionally.

- Inequities arose with needs from the pandemic where students attended instruction virtually and perhaps lacked a connection to our site and staff on campus.
- Staff will continue to embed real world application to lessons to ensure student engagement is higher within classrooms as well as outside the classroom through events that are culturally relevant.

**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).

Feedback from staff showcased that we were able to:

- Acknowledge cultural events through announcements, lunch activities and student clubs.

- Continued to push involvement of students in clubs, performance arts, Black Student Union (BSU) and sports.
- Planning time provided to embed cultural demands of our students.
- Culturally informed adjustments to curriculum to make learning real world centered.
- Real world learning experiences for some in order to ensure students see real world application.
- Professional learning provided aligned in teaching to cultures within our campus.
- Adjusting curriculum to meet the cultural needs of students.
- One gap was missing of clear alignment to Roosevelt School of the Arts.

**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 2022-23 SPSA.

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Feedback from staff suggest this is what we will continue to build upon:

- More clear alignment to Roosevelt School of the Arts needs to help build feeder patten competency in those skills for our students.
- Continue to take into account student feedback when creating lessons, units, clubs, engagement opportunities.
- Need more cultural events, continue to push for cultural event involvement of our community/staff/students.
- Continue to increase student and parent involvement in arts and cultural events, as well as performances.
- Improve on student/staff/community relationships in order to increase involvement.
- Create cross-curricular tasks which engage students in meaningful, real-world learning opportunities.
- Continue focus on more specific tools for the classroom around Roosevelt School of the Arts alignment, VAPA alignment and cultural alignment in teaching.
- Use student cultural backgrounds and use that to make learning engaging as well as aligned to their interests.
- Create experiencing outside of classroom to engage in cultural events and experiencing, adding South-East Asian culture to our yearly celebrations.
- Opportunities to visit feeder schools and inviting our incoming students to events to help build community and rapport with feeder sites.
- American Sign Language clubs to be added and clubs around other cultures to include Latino Student Unions (MECHA Club) etc.
- Increase student voice to provide engagement opportunities.
- Increased fieldtrips or experiences for students to allow them to see professions where subject matter is applicable in the real world.
- Returning to on-site assemblies, rallies and activities done in person to build school spirit and culture.
- Creation of diverse elective selections to ensure student success in those subjects when they feel connected (buy-in)

**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.

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**1** SSC:

**2** ELAC:

**3** Staff:

SSC agreed that it was a good idea to keep consistency and continue with the work that was started last academic year. This goal and actions were kept with minimal changes and changes in budget were approved by the team.

No ELAC feedback due to lack of attendance through the pandemic.

Feedback from staff suggest this is what we will continue to build upon:

- More clear alignment to Roosevelt School of the Arts needs to help build feeder patten competency in those skills for our students.
- Continue to take into account student feedback when creating lessons, units, clubs, engagement opportunities.
- Need more cultural events, continue to push for cultural event involvement of our community/staff/students.
- Continue to increase student and parent involvement in arts and cultural events, as well as performances.
- Improve on student/staff/community relationships in order to increase involvement.
- Create cross-curricular tasks which engage students in meaningful, real-world learning opportunities.
- Continue focus on more specific tools for the classroom around Roosevelt School of the Arts alignment, VAPA alignment and cultural alignment in teaching.
- Use student cultural backgrounds and use that to make learning engaging as well as aligned to their interests.
- Create experiencing outside of classroom to engage in cultural events and experiencing, adding South-East Asian culture to our yearly celebrations.
- Opportunities to visit feeder schools and inviting our incoming students to events to help build community and rapport with feeder sites.
- American Sign Language clubs to be added and clubs around other cultures to include Latino Student Unions (MECHA Club) etc.
- Increase student voice to provide engagement opportunities.
- Increased fieldtrips or experiences for students to allow them to see professions where subject matter is applicable in the real world.
- Returning to on-site assemblies, rallies and activities done in person to build school spirit and culture.
- Creation of diverse elective selections to ensure student success in those subjects when they feel connected (buy-in)

## 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 utilized in band courses and clubs will be added to support use of coding and technology in order to ensure our students are prepared for Roosevelt's tech, VAPA and culturally influenced courses and pathways. The afterschool events will help students participate in cultural events with their families and build a strong cultural foundation for our school with pride and cultural competency of our community 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.

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

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

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. Students that select courses in band, Languages Other Than English will automatically receive use of technology that can help enhance their learning of Band and languages other than English. Some of these programs will be Beats, Smart Music and Rosetta Stone.

#### Owner(s):

School Counselor- Crystin Puentes  
 Vice-Principal- Gilbert Villarreal  
 Band and LOTE teachers

#### Timeline:

-Beginning of year students will be identified based on elective choices  
 -Ongoing, instruction to embed cultural learning opportunities or use of technology to access learning in band classes and LOTE classes.

#### 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- Hasmik Canas  
 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 as well as the Dual Immersion demands of our Roosevelt Region. Some events will include winter festivals with 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- Gilbert Villarreal  
 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 Mbreno  
School Counselor- Crystin Puentes  
Vice-Principal- Gilbert Villarreal  
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 and use of technology through band such as Beats and other programs to help engage students in purposeful use of technology. Materials and supplies to decorate for cultural events, Winter Festival 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 materials and supplies, Leadership class materials and supplies and Band materials and supplies as well as programs needed to run the technology pieces for music. 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 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. Administrative planning days to meet outside of workdays in order to support monthly events and instructional needs, totaling 11 days.

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 use of technology through band such as Beats and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events, and culture climate position for .6 FTE to help address culture building and engagement on campus.

Specify enhanced services for low-performing student groups:

- Triage Center to provide adequate supports at level 1, 2 and 3 supports following the MTSS frame work.
- Home School Liaison Spanish Speaking to address student/parent/staff communication pertaining to MTSS tiered supports as well as data discussions and communication between school and parents.
- 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.
- Emphasis on school-wide culture by providing schoolwide data chats, goal setting and reward systems in place.
- Continued support of Criteria for success through CAT Pack system and Steve's Scholars program.
- Mentoring opportunities for students in need of connecting with a caring adult on campus.
- Tier 2 specialist to target supports for students meeting criteria.
- TST and SST meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.
- extra paraprofessional support, 3.5 hrs to help provide supports to our students identified with SPED needs in the later hours of the school day.
- Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional.

## 2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Steve Scholars, Career Pathways, College Study Trips events	3,617.00
G2A1	Sup & Conc	Instruction	Travel			G1A1, G1A2, G3A1 CADA conference, registration fees, Scout Island, and travel	7,000.00
G2A1	Sup & Conc	Instruction	Dues And Mem			G3A1, CADA membership and dues	1,500.00

**\$12,117.00**

**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	✓		57.27 %	2021-2022	20 %
Suspension Rate - Semester 1	✓		10.21 %	2021-2022	5 %

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

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

**Data**

**Suspensions students with 1 or more per 100**

School-wide 19-20 Pre-Pandemic: 29.76%

School-wide 21-22 as of April 2022: 9.35%

African American 19-20 Pre-Pandemic: 78.85%

African American 21-22 as of April 2022: 16.33%

English language learners 19-20 Pre-Pandemic: 21.23%

English language learners 21-22 as of April 2022: 3.92%

SPED population 19-20 Pre-Pandemic: 64.42%

SPED population 21-22 as of April 2022: 7.62%

\*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 supports as reported to our student support center.

\*Use of clubs and sport engagement as well as schoolwide

**Chronic Absenteeism**

-Weekly attendance drawings

-Social-Emotional self-referral for students and parents

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

-Issues with quarantine which caused higher absenteeism rates due to pandemic.

-Clearing of absences for students not submitting packets due to inequities that were present at their homes due to pandemic.

-Lack of wifi connectivity at their homes to join wirelessly.

-Lack of knowledge of use of technology at home to access virtual instruction or submission of assignments as well as getting support with dealing with connectivity issues.

**Suspensions students with 1 or more**

-Inequities that arose were due to needs that were exemplified by the pandemic, students returning back on campus with higher SEL needs as well as in need of coping skills.

- 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 parents
- Triage Student Support Center Supports

**Suspensions students with 1 or more**

**African American**

**19-20 pre-pandemic:29.76%**

- 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.
- Triage Student Support Center Supports
- Restorative practices utilized to address needs

**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).

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Feedback from staff showcased that we were able to:

- 8 week plans were implemented to goal set with students showing high absenteeism and truancy.
- Daily calls home to remind parents relating to importance of attendance.
- Tardy sweeps during passing periods
- Attendance rewards/incentives, weekly and quarterly
- Social-emotional learning lessons and skill building opportunities through advisory lessons.
- Student Study team, Tier 2 support for students with specialist as well Resource Counseling Assistant support.
- Creating meaningful relationships with parents and their families.
- Weekly attendance raffle
- CAT pack incentives for students meeting criteria
- Student support center, tiered behavior support and interventions were clearly implemented.
- Student involvement in clubs and sports at 92% as of March 2022.
- Social worker and SEL team supporting site with tiered supports as identified by data school-wide.
- Home visits, parent involvement virtually
- Change of schedule to add advisory daily due to data presented from semester one.
- Staff connections with students, greeting at the door school norm started, classroom CHAMPs across school site, Tier 1 non-negotiables created this year and implemented.

**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 2022-23 SPSA.

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Feedback from staff suggest this is what we will continue to build upon:

- Continue to build on and implement student triage support center, consistent discipline and increase of parent communication.
- Grow the number of clubs accessible to students.
- Perfect attendance treat added to CAT pack.
- Continue with CAT pack as an incentive.
- Implementation of schoolwide PBIS point system.
- Provide an Art class/clubs
- Looking at transportation demands and aligning to our needs to reduce absenteeism and engagement in afterschool events/activities.
- Attendance rewards and system of tiered supports for students not coming to school or tardies. Some examples may include parent education relating to absenteeism.
- Include reading intervention opportunities for students reading below grade level so they feel they can access text.

**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 that it was a good idea to keep consistency and continue with the work that was started last academic year. This goal and actions were kept with minimal changes and changes in budget were approved by the team.

**2** ELAC:

No ELAC feedback due to lack of attendance through the pandemic.

**3** Staff:

Feedback from staff suggest this is what we will continue to build upon:

- Continue to build on and implement student triage support center, consistent discipline and increase of parent communication.
- Grow the number of clubs accessible to students.
- Perfect attendance treat added to CAT pack.
- Continue with CAT pack as an incentive.
- Implementation of schoolwide PBIS point system.
- Provide an Art class/clubs
- Looking at transportation demands and aligning to our needs to reduce absenteeism and engagement in afterschool events/activities.
- Attendance rewards and system of tiered supports for students not coming to school or tardies. Some examples may include parent education relating to absenteeism.
- Include reading intervention opportunities for students reading below grade level so they feel they can access text.

**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 utilized in band courses and clubs will be added to support use of coding and technology in order to ensure our students are prepared for Roosevelt's tech, VAPA and culturally influenced courses and pathways. The afterschool events will help students participate in cultural events with their families and build a strong cultural foundation for our school with pride and cultural competency of our community for both students and staff. Within the school day, we will use a student support center that help addresses student tiered needs as they arise and students needs will be triaged to appropriate personal that matches the needs presented by students.

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. Students that select courses in band, Languages Other Than English will automatically receive use of technology that can help enhance their learning of Band and languages other than English. Some of these programs will be Beats and Rosetta Stone.

**Owner(s):**

School Counselor- Crystin Puentes  
 Vice-Principal- Gilbert Villarreal  
 Band and LOTE teachers

**Timeline:**

-Beginning of year students will be identified based on elective choices  
 -Ongoing, instruction to embed cultural learning opportunities or use of technology to access learning in band classes and LOTE classes.

**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 as well as the Dual Immersion demands of our Roosevelt Region. Some events will include winter festivals with 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- Gilbert Villarreal  
 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  
 School Counselor- Crystin Puentes  
 Vice-Principal- Gilbert Villarreal  
 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 and use of technology through band such as Beats and other programs to help engage students in

purposeful use of technology. Materials and supplies to decorate for cultural events, Winter Festival 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 materials and supplies, Leadership class materials and supplies and Band materials and supplies as well as programs needed to run the technology pieces for music. 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 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. Administrative planning days to meet outside of workdays in order to support monthly events and instructional needs, totaling 11 days. Home school liaison to support with parent/teacher/student communication pertaining to social-emotional needs and academics. Safe and Civil team supplemental contracts to ensure we meet social-emotional needs at school site. DJ, photo booth services, bounce houses, safety lights, inflatables to use as reward systems as well as part of assemblies to help promote a positive school climate. Maintenance budget to help cover repairs for electrical and non-electrical equipment not covered by FUSD. Transportation and fees for student study trips. Funds for extra compensation contracts for staff to ensure we meet once a week for professional learning community time as well as for professional learning opportunities at school to help drive vision and mission around school academics, social-emotional and culture/climate school.

#### Specify enhanced services for EL students:

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.

#### Specify enhanced services for low-performing student groups:

- Various opportunities for students to engage in events through family event nights
- Home School Liaison Spanish Speaking to address student/parent/staff communication pertaining to MTSS tiered supports as well as data discussions and communication between school and parents.
- Culturally relevant teaching to promote student connectedness
- Culturally relevant events to help build connections from school to home.
- Ample choices of student created events and clubs to build a positive school culture and climate
- System of social-emotional support in place to ensure student SEL needs are assessed throughout the day through Triage center as well as through afterschool e-mentoring, mentoring opportunities.

## 2022-2023 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	Equip Rental			G2A1, G4A1, G5A1 DJ, photo booth, bounce houses, safety lights, inflatables	12,595.00

**\$12,595.00**

**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	✓		84.97 %	2021-2022	87 %

**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 Spring Survey Favorable Responses**

20-21 organizational culture: 96%

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

We have continued to implement culturally proficient trainings and system of support through triage center to help proactively attend to the diverse needs on our campus and help build a positive school culture and climate at Tehipite where both staff, students and parents feel accepted.

**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).

Feedback from staff showcased that we were able to:

- CAT Squad trainings
- Student support center to support with needs of students proactively
- High expectations given without staff feeling overworked or neglected. Use of staff appreciation acknowledgement and team building opportunities has improved school culture along with student and staff supports at all levels.
- administrative support for staff, open door policy
- family environment that is welcoming and inviting with common goal towards student achievement based on non-negotiables and tights presented at buyback and optional meetings provided for clarity. Team effort relating to accountability.
- New teacher support through instructional coaches, administrative team, MLD coaching, opportunities to observe others, time off to make school visits to learn from region, and planning allocation to all staff, paid, provided

teachers with supports as they arose during the pandemic.

-PL geared towards cultural proficiency and cycle of continuous improvement as well as PLCs and ILTs were implemented but needed more focus and time in order to fully live the core of professional learning communities.

-SEL and CHAMPs expectations and tiered levels of support for students was clearly discussed, implemented and differentiated based on 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 2022-23 SPSA.

Feedback from staff suggest this is what we will continue to build upon:

-Continue with students support center and reflect/revise with end year data.

-Clarify tiers of misbehaviors and supports for tiers 1-3 for staff/students/parents.

-Continue to push school culture through guidelines for success and build on Bobcat pride through events and activities.

-Retreats with students and staff to support SEL professional development as well as team building opportunities along with students.

-Staff gatherings to help build sense of family and positive staff culture.

-Continue assigning Ripple Effect lessons to target students social emotional learning needs as identified by behavior data and trends. Continue with restorative practices implementation for behaviors and assigning of lunch learning opportunities based on SEL needs.

-Continue upgrade technology to support access to SEL lessons and daily classroom meetings for students.

-Recruiting staff that align to our mission/vision and community culture and have a growth mindset mentality relating to student needs. Staff that can connect with our students, staff and community.

-Embed monthly management staff meetings to build clarity around campus goals and events that impact students and staff.

-Reinforcement and continuously build on prior trainings, professional development and initiatives.

**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 that it was a good idea to keep consistency and continue with the work that was started last academic year. This goal and actions were kept with minimal changes and changes in budget were approved by the team.

**2** ELAC:

No ELAC feedback due to lack of attendance through the pandemic.

**3** Staff:

Feedback from staff suggest this is what we will continue to build upon:

-Continue with students support center and reflect/revise with end year data.

-Clarify tiers of misbehaviors and supports for tiers 1-3 for staff/students/parents.

-Continue to push school culture through guidelines for success and build on Bobcat pride through events and activities.

-Retreats with students and staff to support SEL professional

development as well as team building opportunities along with students.

- Staff gatherings to help build sense of family and positive staff culture.
- Continue assigning Ripple Effect lessons to target students social emotional learning needs as identified by behavior data and trends. Continue with restorative practices implementation for behaviors and assigning of lunch learning opportunities based on SEL needs.
- Continue upgrade technology to support access to SEL lessons and daily classroom meetings for students.
- Recruiting staff that align to our mission/vision and community culture and have a growth mindset mentality relating to student needs. Staff that can connect with our students, staff and community.
- Embed monthly management staff meetings to build clarity around campus goals and events that impact students and staff.
- Reinforcement and continuously build on prior trainings, professional development and initiatives.

## Action 1

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

### Action Details:

This is a new area of focus school-wide 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. The needs will be met through RTI interventions in place to meet the needs of students at academic and social emotional levels of tier 2 and 3 during the day with RCA, Intervention Teacher, Triage center supports and coaching supports as well as afterschool supports. We will continue to use cycle of continuous improvement to monitor data on misbehaviors, suspensions, attendance and plan according to student needs. Staff will engage in professional development around tiers of intervention and supports for both academic and social-emotional supports, culturally responsive teaching and the brain as well as implicit and explicit bias, we will include trainings around restorative practices school wide and will create a pyramid system of supports for our school.

**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 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.

**Owner(s):**

Principal- Marilyn Lopez  
V.P.- Gilbert Villarreal  
GLA- Anna Leon  
Counselor- Crystin Puentes  
Activities Director- Claudia Moreno  
Intervention Teacher- Jennifer Bacon  
RCA- Durand Johnson  
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 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- Gilbert Villarreal  
GLA- Anna Leon  
Instructional Coach- Erika Almaraz  
All teachers  
Para professionals

**Timeline:**

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

**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 system. Data from Tenet 1 of IPG report will help create data chats with students and teachers as well as create goal-setting conferences. 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 pattern to collect pre-entry data for incoming 7th graders in order to pre-identify students that will be in need of structural, academic or social-emotional support and we will begin a system of support for the identified 7th and grade students as we open the year.

**Owner(s):**

Principal- Marilyn Lopez  
GLA- Anna Leon  
Counselor- Crystin Puentes  
Vice-Principal- Gilbert Villarreal  
School Social-Worker- Alva Madrigal  
School Therapist  
Intervention Teacher- Jennifer Bacon  
RCA- Durand Johnson  
All staff

**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.

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

Triage Center for student behavior support will be established, structures will be provided to all staff and routines will be created for pre-identified group of students. Supports will be implemented for students in need of tier 2 and tier 3 support with assistance of tier 2 specialist. 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 and ongoing support for staff pertaining to behavior management supports with assistance from intervention teacher in creation of behavior support plans for teachers.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
GLA- Anna Leon  
Intervention Teacher- Jennifer Bacon  
RCA- Durrand Johnson  
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.

**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. All teachers will have a classroom budget for rewards provided each semester to ensure they reward students meeting positive behavior expectations and school wide guidelines for success. Character counts golden ticket system schoolwide to be utilized for students where teachers acknowledge the positive characters exhibited daily by students. Students will submit their tickets to office, library or cafeteria Bobcat Box and a weekly drawing will be made with multiple winners for exhibiting the pillars of character. 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.

**Owner(s):**

Principal- Marilyn Lopez  
Vice-Principal- Gilbert Villarreal  
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  
-Monthly good character recognition

**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- Gilbert Villarreal  
GLA- Anna Leon  
School counselor- Crystin Puentes  
Activities Director- Claudia Moreno  
All staff

**Timeline:**

-Ongoing

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

Addition of .4 FTE to support literacy needs on campus and target students reading a grade 3 and below based on iReady data. Use of materials and supplies to help run efficiently our student responsibility center, target social-emotional supports through help of tier 2 specialist, use of Ripple Effects to provide additional social-emotional supports for tier 1/2/3 within class as well as through triage center supports, extra paraprofessional support, 3.5 hrs to help provide supports to our students as identified by our tiered support team (TST) in the later hours of the school day, funds to cover incentives for school-wide goal setting and for meeting the goals created. 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. Cell phones and cell phone service for paraprofessionals supporting students receiving services from Emotionally Disturbed program, this will ensure they collect adequate data while supporting students, also allows them to put the cell

phones in their pockets when supporting students that may have an outburst. classified social-emotional retreat to help build connections with students and staff prior to beginning of the year. 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. 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 Professional Development or Staff Services to support 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 LAB school work 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 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 and updated in LAB school work. Technology to access curriculum not to exclude maintenance, earphone splitters for ELPAC, paper, pencils, notebooks, highlighters, dry-erase markers, whiteboards, notebooks 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. 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. 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 Professional Development or Staff Services to support low-performing student groups:

- Triage Center to provide adequate supports at level 1, 2 and 3 supports following the MTSS frame work.
- Home School Liaison Spanish Speaking to address student/parent/staff communication pertaining to MTSS tiered supports as well as data discussions and communication between school and parents.
- 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.
- Emphasis on school-wide culture by providing schoolwide data chats, goal setting and reward systems in place.
- Continued support of Criteria for success through CAT Pack system and Steve's Scholars program.
- Mentoring opportunities for students in need of connecting with a caring adult on campus.
- Tier 2 specialist to target supports for students meeting criteria.
- TST and SST meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.
- extra paraprofessional support, 3.5 hrs to help provide supports to our students identified with SPED needs in the later hours of the school day.
- Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional.

## 2022-2023 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	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Addition of .4 FTE to support literacy needs and target students reading below third grade	34,972.00
G4A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	G1A1, G1A2, G2A1,G3A1, G4A1, G5A1 HSL student/parent/staff communication pertaining to MTSS tiered supports. Cannot use for translation of mandatory items (i.e., ELAC & IEP)	55,338.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			AT&T Cell phone service for ED Paras G2A1 G3A1 Power of 1, Box Out, and other assemblies	11,500.00
G4A1	One-time School	Instruction	Teacher-Supp			G1A1, G1A2, G1A3, G5A1 contracts for planning non duty days - scout Island	9,904.00
G4A1	One-time School	Instruction	Nc-Equipment			: Additional security cameras not funded by the district and staff radios for safety	10,000.00

**\$121,714.00**

**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	✓		90 %	2021-2022	93.1 %

**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 participation. Our goal will be to ensure that at a minimum 20% guardians/parents participate in school events.

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

Family Goal - Site Defined Keep current count of parents participating and create site goal for parent engagement as well as obtain survey that will determine best use of funds to build connections with families, community and students.

Pandemic:  
Inequities due to pandemic and health guidelines/restrictions hindered our onsite involvement for parents.

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

Feedback from staff showcased that we were able to:

- Increased communication to families and students through social-media, school messenger, flyers, monthly mailer Newsletter, home visits, parent phone calls, and email account communication.
- Parent teacher conferences with high turnout due to outdoor accessibility and virtual meeting option with specific staff.
- Coffee chats monthly and adapted time to meet parent needs, parent university classes virtual, afterschool parent meetings to help around community needs, and PIQUE meetings for parents.
- Student support center that helps provide communication to parents and collaborates with staff to meet students social-emotional needs.
- Home school liaison to help communicate and advocate for families in collaboration with staff.
- Drive through events for families to celebrate student achievements as well as engage with our school during pandemic.
- Creative ways to engage students in CAT pack events to recognize students meeting criteria for success.

- Steve's Scholars celebrations continued virtually with links to provide accessibility.
- Parent messenger sent out every Sunday to engage parents on weekly events and information about sports and activities.
- Provided technology for families at home to access our site and our staff.
- Provided home language translation to ensure all have access to information.

**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 2022-23 SPSA.

Feedback from staff suggest this is what we will continue to build upon:

- Continue providing technology for families at home to access our site and our staff.
- Continue with home language translation to ensure all have access to information.
- Starting cultural events quarterly for the community and families to engage outside of school hours.
- Start with quarterly awards open to families to attend.
- start ELD classes for parents
- Since parent classes will now be on campus, start childcare availability for them to provide access.
- More opportunities for staff to collaborate with the community, some examples are the Winter Festival and Spring Festival.
- Community outreach programs that provide supports to families in need.
- Start parent survey relating to needs they would like to be met by our school and use the feedback to help drive our events and school engagement opportunities.
- Events that provide opportunities for parents/guardians/community mentors to join our student population in celebrations.

**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 that it was a good idea to keep consistency and continue with the work that was started last academic year. This goal and actions were kept with minimal changes and changes in budget were approved by the team.

**2** ELAC:

No ELAC feedback due to lack of attendance through the pandemic.

**3** Staff:

Feedback from staff suggest this is what we will continue to build upon:

- Continue providing technology for families at home to access our site and our staff.
- Continue with home language translation to ensure all have access to information.
- Starting cultural events quarterly for the community and families to

engage outside of school hours.

- Start with quarterly awards open to families to attend.
- start ELD classes for parents
- Since parent classes will now be on campus, start childcare availability for them to provide access.
- More opportunities for staff to collaborate with the community, some examples are the Winter Festival and Spring Festival.
- Community outreach programs that provide supports to families in need.
- Start parent survey relating to needs they would like to be met by our school and use the feedback to help drive our events and school engagement opportunities.
- Events that provide opportunities for parents/guardians/community mentors to join our student population in celebrations.

## 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 and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

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 Direct Service and Opportunities for parents and families to support 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 Direct Service and Opportunities for parents and families to support low-performing student groups:

- Triage Center to provide adequate supports at level 1, 2 and 3 supports following the MTSS frame work.
- Home School Liaison Spanish Speaking to address student/parent/staff communication pertaining to MTSS tiered supports as well as data discussions and communication between school and parents.
- 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.
- Emphasis on school-wide culture by providing schoolwide data chats, goal setting and reward systems in place.
- Continued support of Criteria for success through CAT Pack system and Steve's Scholars program.
- Mentoring opportunities for students in need of connecting with a caring adult on campus.
- Tier 2 specialist to target supports for students meeting criteria.
- TST and SST meetings to collaborate with all stakeholders around supports for students and create plans to better service students based on their specific needs.
- extra paraprofessional support, 3.5 hrs to help provide supports to our students identified with SPED needs in the later hours of the school day.
- Response to Intervention program during afterschool hours as well within class to target identified student needs, academic or social-emotional.

## 2022-2023 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 participation	1,963.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G1A1, G1A2, G1A3 Increase parent communication, postage, newsletters, flyers **No food or incentives**	3,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			G5A1 - classified contracts Aug. Retreat	6,541.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL & SSW Local Mileage	500.00

**\$12,004.00**

# 2022-2023 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	G1A2, G1A3, G2A1, G4A1 Para professional to support afternoon classroom instruction	12,481.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			G1A2, Technology, and translating devices	18,337.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			: G1A2, G1A3 Quarterly agendas and other printing material	8,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			G1A2, Subs for PLC (2 per year), quarterly data chats **No IEPs**	11,572.00
G1A1	ESSA-CSI	Instruction	Teacher-Supp			G1A2, G4A1 Supp contracts for PLC, RTI, Safe and Civil Team **No IEPs**	46,412.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: G1A2,G1A3, G2A1, G3A1, G4A1,G5A1 additional admin duty days to analyze data and plan instruction in support of exiting CSI **No food or incentives**	21,696.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G1A3, G2A3 POS for depts., teachers, music, CATPACK, ppirit wear, incentives	57,872.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student materials and supplies to support instruction	24,032.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2, G3A1 Repairs not covered by FUSD	8,628.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			G1A2, G1A3 Snacks for students during ELPAC, iReady and SBAC testing	5,000.00
G1A1	One-time School	Instruction	Bks & Ref			G1A3, G2A1, Subscriptions, Class Kick, Ripple Effect, Sound Trap, Smart Music, Rosetta Stone, Brain Pop, books	4,128.00
G1A1	One-time School	Instruction	Mat & Supp			: Student materials and supplies to support instruction- No Food/Incentives	17,770.00
G1A1	One-time School	Instruction	Direct Trans			G1A2, G1A3, G3A1 transportation and fees for student study trips	10,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher to provide RTI to ELL and ELPAC Assessors	14,856.00
G1A3	LCFF: EL	Instruction	Mat & Supp			food, celebrations, reclassification, supplies,	24,850.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology, software	12,810.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Steve Scholars, Career Pathways, College Study Trips events	3,617.00
G2A1	Sup & Conc	Instruction	Travel			G1A1, G1A2, G3A1 CADA conference, registration fees, Scout Island, and travel	7,000.00
G2A1	Sup & Conc	Instruction	Dues And Mem			G3A1, CADA membership and dues	1,500.00
G3A1	Sup & Conc	Instruction	Equip Rental			G2A1, G4A1, G5A1 DJ, photo booth, bounce houses, safety lights, inflatables	12,595.00
G4A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Addition of .4 FTE to support literacy needs and target students reading below third grade	34,972.00
G4A1	ESSA-CSI	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.7500	G1A1, G1A2, G2A1,G3A1, G4A1, G5A1 HSL student/parent/staff communication pertaining to MTSS tiered supports. Cannot use for translation of mandatory items (i.e., ELAC & IEP)	55,338.00
G4A1		Instruction	Cons Svc/Oth				11,500.00

G4A1	Sup & Conc	Instruction	Cons Svc/Oth	AT&T Cell phone service for ED Paras G2A1 G3A1 Power of 1, Box Out, and other assemblies	11,500.00
G4A1	One-time School	Instruction	Teacher-Supp	G1A1, G1A2, G1A3, G5A1 contracts for planning non duty days - scout Island	9,904.00
G4A1	One-time School	Instruction	Nc-Equipment	: Additional security cameras not funded by the district and staff radios for safety	10,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Childcare for parent participation	1,963.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	G1A1, G1A2, G1A3 Increase parent communication, postage, newsletters, flyers **No food or incentives**	3,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup	G5A1 - classified contracts Aug. Retreat	6,541.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage	HSL & SSW Local Mileage	500.00
					<b>\$456,874.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$43,781.00
ESSA-CSI	3182	\$169,990.00
Sup & Conc	7090	\$138,285.00
LCFF: EL	7091	\$53,016.00
One-time School	7099	\$51,802.00
<b>Grand Total</b>		<b>\$456,874.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$298,444.00
G2 - Expand student-centered and real-world learning experiences	\$12,117.00
G3 - Increase student engagement in their school and community	\$12,595.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$121,714.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,004.00
<b>Grand Total</b>	<b>\$456,874.00</b>