

Tenaya Middle

10621666057343

Principal's Name: Ryan Duff

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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

Consolidated Program Assurances

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

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

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

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

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

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

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

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

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Ryan Duff	X				
2. Chairperson - Kevin McGensy		X			
3. Anna Torres			X		
4. Charla Pierson-Amezugbe		X			
5. Claire Barrios					X
6. Dominic Cholakian					X
7. Angelique Flores					X
8. Hailey Olivares					X
9. Angelo Turri Zanoni					X
10. Lauren Owens					X
11. Michelle McGaughy				X	
12. Veronica Padilla-Gonzalez				X	
13. Karin Roux				X	
14. Jennifer Soto				X	
15. Abbe Swartz				X	

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Tenaya Middle

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

Title	Print Name Below	Signature Below	Date
Principal	Ryan Duff		3/11/25
SSC Chairperson	Kevin McGensy		3/12/25

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

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

FY 2025/26

Tenaya - 0445

ON-SITE ALLOCATION

3010	Title I	\$72,964 *
7090	LCFF Supplemental & Concentration	\$226,206
7091	LCFF for English Learners	\$27,594

TOTAL 2025/26 ON-SITE ALLOCATION	\$326,764
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,516
Program Budget	\$70,448
Total Title I Allocation	\$72,964

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Tenaya Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓	33.1 %	22.7 %	2023-2024	31.8 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		22.2 %	2023-2024	27.3 %
SBAC ELA- Average distance from standard	✓	-29 pts	-47.7 pts	2023-2024	-32.7 pts
SBAC ELA- Average distance from standard (African American)	✓	-89 pts	-101.3 pts	2023-2024	-86.3 pts
SBAC ELA- Average distance from standard (English Learner)	✓	-90 pts	-109.6 pts	2023-2024	-94.6 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓		-147.8 pts	2023-2024	-132.8 pts
SBAC ELA- percentage of students met/exceeded standard	✓	43.2 %	36.2 %	2023-2024	41.3 %
SBAC Math - Average distance from standard	✓	-68 pts	-87.6 pts	2023-2024	-72.6 pts
SBAC Math - Average distance from standard (African American)	✓	-115 pts	-147 pts	2023-2024	-132 pts
SBAC Math - Average distance from standard (English Learner)	✓	-125 pts	-144.9 pts	2023-2024	-129.9 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✓		-102.2 pts	2023-2024	-87.2 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-173.6 pts	2023-2024	-158.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	27 %	22.5 %	2023-2024	27 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- 1. There are a large percentage of students in grades 7-8 that are not reading on grade level.
- 2. There are a large percentage of students in grades 7-8 that are not on grade level in math.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. **Insufficient Literacy Interventions for Struggling Readers**
 - **Lack of Targeted Interventions:** Many students who are behind in reading require specialized interventions that are not currently being delivered effectively.
 - **Limited Access to Evidence-Based Reading Strategies:** Teachers may not have the tools, strategies, or curriculum that specifically address the needs of struggling readers, especially for those multiple grade levels behind.
- 2. **Inadequate Teacher Training & Professional Development**
 - **Lack of Training on Literacy Instruction:** The majority of middle school teachers have not received adequate training in delivering literacy interventions for students reading below grade level.
 - **Limited Professional Development on Differentiation:** Teachers have not been trained in differentiated instructional strategies to meet the diverse needs of their students, hindering their ability to effectively support students at varying reading levels.
 - **Co-Teaching Model Not Effective:** The current co-teach model is not adequately addressing students' needs, possibly due to lack of training, misalignment of teaching strategies, or insufficient collaboration between teachers.
- 3. **Instructional Practices & Classroom Structure**
 - **One-Size-Fits-All Approach:** There is a lack of targeted, individualized reading instruction within the general classroom setting, which leads to gaps for students who need personalized support.
 - **Ineffective Grouping Practices:** The practice of placing students in ability-based cohorts could exacerbate achievement gaps, create equity issues, and potentially increase behavior challenges, making it harder for teachers to deliver high-quality instruction.
- 4. **Student Motivation & Engagement**
 - **Low Motivation and Confidence:** Students who are behind in reading may struggle with motivation due to years of academic failure, resulting in a lack of self-confidence and disengagement from reading tasks.
 - **Negative Self-Perception:** Struggling readers may internalize their academic struggles, developing a fixed mindset that they are not capable of improving their reading skills, further discouraging effort and progress.
- 5. **External Factors**
 - **Limited Home Literacy Support:** Students from homes with fewer literacy resources (e.g., access to books, time for reading practice) may enter school already behind in reading and struggle to catch up.
 - **Social and Emotional Factors:** Issues such as trauma, anxiety, or other personal struggles can affect a student's ability to focus on or feel confident in reading tasks, impacting their academic performance.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- 1. **High-Quality First Instruction Across All Content Areas**
 - **Explicit integration of literacy skills (reading, writing, listening, speaking) across disciplines:** Ensure all teachers, regardless of subject, explicitly teach literacy skills in a way that is relevant to their content. This could include reading comprehension strategies in science, writing techniques in history, or oral communication skills in math.
 - **Facilitating productive struggle:** Teachers should design lessons that challenge students intellectually, encouraging them to work through difficulties and think critically, which improves problem-solving and

analytical skills.

- **Focus on critical thinking:** Foster inquiry-based learning and provide students with opportunities to think deeply, analyze texts, and engage in discussions that require them to use evidence to support their ideas.
- 2. **Alignment of Instruction and Assessments Across All Departments**
- **Curriculum alignment with grade-level standards:** Ensure that every department and PLC is using grade-level standards to guide lesson planning and assessment design. This alignment ensures consistency across all subjects and provides students with a coherent learning experience.
- **Collaborative assessment design:** Departments should work together to create assessments that are aligned with the standards, providing meaningful data that can inform instruction.
- **Use of the PLC cycle:** Ensure that teachers are using the cycle of continuous improvement in their PLCs to analyze student work, adjust instructional practices, and focus on student outcomes. This should include data from formative assessments, summative assessments, and observational data.
- 3. **School-Wide Culture of Literacy as a Shared Responsibility**
- **Fostering a school-wide literacy culture:** Create a culture where literacy development is prioritized across all disciplines. Encourage teachers to view literacy as integral to every subject, not just ELA. This can be done through school-wide literacy initiatives, common language for teaching literacy, and shared goals.
- **Cross-curricular collaboration on literacy practices:** Encourage all departments to collaborate on strategies that promote literacy, such as reading comprehension in math, writing summaries in science, and discussion techniques in social studies.
- 4. **Deep Reading, Writing, and Thinking Across Content Areas**
- **Sustaining deep literacy practices:** Encourage strategies that promote deep engagement with texts, such as close reading, annotating texts, and writing summaries. This should be emphasized across all subjects, not just in ELA classes.
- **Critical thinking skills:** Teachers should incorporate more tasks that promote higher-order thinking, such as analysis, evaluation, and synthesis of information across all content areas.
- 5. **Increase High-Quality Instruction in All Classrooms**
- **Grade-level standards for all students:** Ensure that all students are exposed to grade-level content, not just students in GATE (Gifted and Talented Education) classes. This includes scaffolding and differentiation strategies that allow all students to access grade-level content and standards.
- **Rigorous instruction:** Focus on rigorous, high-quality lessons that challenge students while also providing the necessary support for struggling learners.
- 6. **Differentiated Instruction for All Learners**
- **Small group instruction:** Regularly use small groups to provide targeted instruction based on students' needs, whether for remediation or enrichment.
- **Cooperative learning:** Implement strategies like jigsaw activities, peer tutoring, and collaborative group work to allow students to learn from one another and work on their literacy skills in a supportive environment.
- **Flexible grouping:** Regularly adjust student groupings based on data from assessments to provide more targeted support, whether it's for enrichment or remediation.
- **Learning stations and project-based learning:** Use learning stations where students can rotate through different activities to engage with content in diverse ways. Project-based learning allows students to work on long-term tasks that promote deep thinking and collaboration.
- 7. **Increase Student Engagement in Literacy Activities**
- **School-wide writing prompts:** Incorporate writing prompts across all subjects to engage students in reflective and analytical writing. These prompts can be discussed in PLC meetings to analyze student writing, assess progress, and adjust instruction.
- **Engage students in discussions and inquiry:** Increase time spent on student-led discussions, debates, and inquiry-based learning, where students can engage with content in more interactive ways. This encourages them to think critically, listen actively, and communicate effectively.
- 8. **Professional Learning Opportunities for All Staff**
- **Training on research-based instructional strategies:** Provide professional development for teachers on strategies to differentiate instruction, such as using the Universal Access Model, incorporating talk moves in the classroom, and utilizing small group instruction. This training will ensure that teachers can meet the diverse needs of their students.
- **Instructional strategies for daily grade-level teaching and intervention:** Ensure that teachers are equipped to teach grade-level content while also providing interventions for students who have gaps in foundational skills. This includes targeted small-group instruction during lessons, using formative assessments to guide instruction, and providing scaffolding where necessary.
- **Ongoing collaboration:** Promote continuous learning among staff by providing opportunities for teachers to share best practices, analyze student work, and reflect on their teaching practices through regular PLC meetings.
- 9. **Creating More Heterogeneous Classrooms**
- **Promote inclusivity:** Move away from ability-based grouping and create more heterogeneous classrooms where students with varying academic levels can collaborate, learn from each other, and support one another. This can promote a more inclusive learning environment.
- **Encourage collaborative learning:** In heterogeneous classrooms, cooperative learning can foster peer support and help lower-performing students access more rigorous content with the help of higher-performing peers. This collaborative environment can be beneficial for developing literacy skills in all students.

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Improve ELA & Math Performance

Partially Implemented

Challenges and Areas for Improvement:

1. Equity in Intervention Access:

- While interventions have been provided, they have not been accessible to all students in need. This lack of equity—due to constraints like scheduling conflicts, transportation issues, or limited intervention times—has created gaps in access.
- Interventions provided only during zero period or after school limit the reach to only those students who can attend, leaving out those who may be unable to participate.

2. Challenges in the 7th Grade Reading Intervention:

- The new reading intervention plan for 7th-grade students did not achieve the desired outcomes. While the plan was based on data, it faced obstacles that hindered its effectiveness (e.g., potential misalignment between the vendor's approach and the students' specific needs, inconsistent implementation, or lack of follow-through).

3. Limited Professional Development (PD):

- Professional development was not fully implemented as planned, with only one hour per month allocated for PD. Given the competing priorities and limited time, this PD schedule has not allowed teachers to effectively engage with and implement new strategies for differentiated instruction and intervention.

4. Consistency in the PLC+ Process:

- Although some PLC teams are working on aligning instruction and assessments, ensuring consistent implementation of the PLC+ process school-wide is still a work in progress. Not all teams may be using the data effectively or following the cycle of continuous improvement in the same way.

Action 2: Students with low GPA's D and F Data

Partially Implemented

1. Challenges and Areas for Improvement:

1. Equity of Intervention Access:

- Limited Access to Interventions:** While interventions were offered during zero period and after school, not all students were able to access these options due to scheduling conflicts, transportation issues, or other barriers. This led to inequities in the distribution of academic support.

2. Challenges with 7th Grade Reading Intervention:

- Inconsistent Tutor Availability:** The failure to fully hire tutors and ensure consistency in the push-in model undermined the intervention's effectiveness. Without stable and qualified tutors, the intervention could not be implemented at the desired level of impact.

3. Lack of Professional Learning for Teachers:

- Limited Support for Differentiated Instruction:** Teachers did not receive the necessary professional development to effectively run small group instruction and differentiate for students at different levels. This gap in professional learning led to a lack of capacity among teachers to meet the diverse needs of students.

4. Incomplete Alignment of Standardized Grading Across Teachers and Subjects:

- While there have been improvements in aligning grading practices, full alignment across all subjects and teachers has not yet been achieved. This inconsistency can create confusion for students and parents about expectations and grading criteria.

Action 3: EL Student Supports

Fully Implemented

Challenges and Areas for Improvement:

1. Equity in Support Across Content Areas:

- While professional learning was provided for all teachers, ensuring consistent application of ELD strategies across all classrooms can sometimes be a challenge. Some teachers may struggle with

implementing these strategies effectively, particularly in content-heavy subjects like math or science.

- 2. **Consistency of ELD Instruction Across Teachers:**
 - While the two teachers who specialize in ELD received four days of professional development, it's important to ensure that this expertise translates to other teachers who interact with EL students in non-ELD classrooms.
- 3. **Additional Support Beyond Daily ELD Classes:**
 - While EL students received daily ELD instruction, there may still be gaps in academic skills or content understanding, especially in areas like reading comprehension, writing, or speaking in specific content areas.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Improve ELA & Math Performance

Partially Effective

- **Limited Scope of Reading Intervention:**
 - Issue:** While the reading intervention plan had a positive impact on a small group of students, it did not reach all students who needed it. The limited scope means that students who would have benefitted from additional support were not provided with the resources they needed.
 - Impact on Effectiveness:** The limited scope of the intervention prevented it from having a widespread impact on student achievement. More students would need support to see an overall improvement in reading skills and academic performance across the board.
- **Barriers to Accessing Zero Period and After-School Tutoring:**
 - Issue:** Not all students below grade level in reading and math had access to the Zero Period and after-school tutoring programs. Factors such as scheduling conflicts, transportation issues, and other personal challenges prevented some students from taking advantage of these opportunities.
 - Impact on Effectiveness:** Since not all students who needed support could attend these programs, the impact on overall student achievement was limited. These barriers created inequities in access to the additional support that could have helped students improve their grades.
- **Need for Consistent Support During the School Day:**
 - Issue:** There was a gap in providing consistent, in-class support to all students who needed it during regular school hours. While interventions like Zero Period and after-school tutoring were beneficial for some students, students still faced challenges during the school day without additional support.
 - Impact on Effectiveness:** The lack of in-class support meant that some students continued to struggle during regular classes without the help they needed to succeed. This affected their ability to apply reading and math skills in their coursework, which ultimately impacted their grades.

Action 2: Students with low GPA's D and F Data

Partially Effective

- **Limited Access to Interventions for All Students:**
 - Issue:** Not all students with D/F grades had access to Zero Period or after-school tutoring. Factors such as scheduling conflicts, transportation issues, or lack of awareness about these opportunities may have prevented some students from attending.
 - Impact on Effectiveness:** The limited accessibility of these programs means that the overall impact on decreasing D/F grades was not as widespread as it could have been. If only a subset of students had access to the support, the effectiveness of these programs was diminished.
- **Disconnection Between Reading Improvement and Grade Improvement:**
 - Issue:** While students made progress in their reading skills, this did not necessarily translate into better grades. This suggests that the reading intervention, while addressing foundational skills, may not have been enough to help students apply those skills effectively in content area courses.
 - Impact on Effectiveness:** The gap between reading improvement and grade improvement indicates that additional support may be needed to help students transfer their reading skills into other areas of learning,

such as writing, comprehension of math problems, or understanding content in other subjects.

Lack of Consistent Support During the School Day:

- **Issue:** Although interventions were provided outside of regular class time, there was no consistent in-class support available to all students during the school day.
- **Impact on Effectiveness:** The lack of in-school support meant that students were expected to manage their academic challenges during class time without additional help. This likely contributed to some students continuing to struggle despite receiving tutoring outside of school hours.

Action 3: EL Student Supports

Partially Effective

Limited Access to After-School Programs:

- **Issue:** While the after-school program was offered to EL students not making progress, not all students were able to participate. Factors such as scheduling conflicts, transportation, or other personal challenges may have prevented some students from taking advantage of this opportunity.
- **Impact on Effectiveness:** The limited access to the after-school program means that not all EL students who needed additional support had the opportunity to benefit from it. This could have restricted the overall impact of the intervention.

Partial Impact on EL Designation Progress:

- **Issue:** While some students showed progress in their EL designation status, there is still a need for more widespread improvement across the entire group. The 22% progress rate indicates that there is room for more students to make gains.
- **Impact on Effectiveness:** Although progress has been made, a larger portion of EL students may need more intensive or sustained support to achieve re-designation as fluent English speakers.

Consistency and Continuity of Support:

- **Issue:** The effectiveness of interventions may be limited by the consistency and continuity of support provided to EL students. While there were efforts made to support EL students through various programs, the implementation may not have been consistently applied across all grade levels or content areas.
- **Impact on Effectiveness:** Without consistent and continuous support, some students may not receive the sustained attention they need to make significant progress in both language acquisition and academic achievement.

Differentiation of Support Across Student Needs:

- **Issue:** The support provided may not have been fully differentiated to meet the diverse needs of all EL students. Some students may require more intensive support than others based on their language proficiency and academic needs.
- **Impact on Effectiveness:** A one-size-fits-all approach may not be effective for all EL students, particularly those at different stages of language acquisition or those facing additional academic challenges.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Build Student Literacy.

Action Steps Moving Forward:

1. **Expand Access to Interventions:**
 - To maximize the impact of interventions, provide more access to support for all students in need. This can include offering multiple pathways for tutoring (e.g., digital platforms, peer tutoring, and varied times) and addressing logistical barriers like transportation. Explore flexible scheduling options, such as intervention time during study halls or integrated within regular classes.
2. **Connect Reading Interventions to Course Content:**
 - To ensure that reading interventions translate into improved grades, provide more opportunities for students to apply their reading skills in context. This might include co-teaching opportunities, where reading

specialists work alongside subject teachers to help students apply reading strategies in their academic work. Also, encourage teachers to reinforce reading strategies within their content areas, such as using reading comprehension techniques in math or science.

- 3. **Increase In-Class Support:**
 - Increase the amount of support available to students during the school day by incorporating more differentiated and small-group instruction in regular classes. Peer tutoring, collaborative learning, and differentiated assignments could be ways to support struggling students in real-time, allowing them to address gaps in understanding while engaging with grade-level content.
- 4. **Monitor Progress More Regularly:**
 - Implement a more frequent system of formative assessments and progress monitoring to better understand which students need intervention and which areas are most in need of support. This data can guide decisions about which students should participate in tutoring programs or which foundational skills need to be reinforced in class.

ELD Support:

- **Access to ELPAC Scores for All Teachers:**
 - **Data Availability:** Providing teachers with ELPAC scores for all EL students they serve enables teachers to make data-driven decisions in their instruction. This ensures that teachers can tailor their teaching strategies to meet the needs of individual students.
- **Intensive Data Chats for Goal Setting:**
 - **Focused Conversations with Students:** Engaging in **intensive data chats** with EL students helps foster ownership of their learning. By reviewing **grades, ELPAC scores, and state and district assessments**, students can set specific academic goals and track their progress over time.
- **Ongoing Professional Development for Teachers:**
 - Provide continuous professional development on how to interpret and use ELPAC scores effectively, as well as strategies for differentiating instruction based on these data. Equip teachers with the tools they need to adjust instruction to best support their EL students.
- **Awards and Recognition for Progress:**
 - **Acknowledging Achievement:** Recognizing students' progress in language development and academic achievement through **awards and medallions at semester and end-of-year ceremonies** provides students with positive reinforcement and encourages continued effort.

Section D: 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.

SSC:	ELAC:	Staff:
• Multicultural books should be purchased and used to support students interest. • Teachers reaching out to parents of struggling students to inform them of why and what is being tried. •	• Continue to provide professional learning for all staff to provide instructional strategies that support EL students growth. • We appreciate the HSL communication with us since she started working at Tenaya.	• Need to establish collective efficacy in all staff being teachers of literacy. • Professional learning on instructional strategies to differentiate to better meet wide range of needs. • Time to plan instruction with PLC teams.

Action 1 :

Proficiency in Literacy

Action Details:

Based on the current needs assessment metrics, where only 36.2% of students met or exceeded standards in SBAC ELA, our goal is to decrease the average Distance From Standards (DFS) by 15 points over the next two years. Additionally, we aim to increase our SBAC ELA scores by 5%, bringing our site's performance to 41.2% by the end of the 2025-26 school year.

To achieve this, we will continue to build a **Culture of Achievement**, focusing on improving classroom culture, student engagement, and instructional practices. At the core of our approach will be the delivery of **High-Quality First Instruction**, emphasizing the integration of reading, writing, listening, and speaking skills across all content areas. We are committed to ensuring that every classroom, beyond just GATE classes, provides high-quality, grade-level appropriate instruction for all students.

To support these efforts, we will offer ongoing **professional learning** opportunities for teachers and staff to enhance their use of differentiated instructional strategies. This will ensure that we meet the diverse learning needs of our students and create an environment where all learners can thrive. Furthermore, we will provide **targeted professional learning** and **coaching** for both teachers and administrators, focusing on the improvement of classroom culture, student engagement, and the implementation of instructional best practices.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Tier 1 Instruction:** All students will receive high-quality first instruction, supported by collaboration and professional learning communities (PLCs). Teachers will use PLC time to analyze student learning, share best practices, and ensure consistent implementation of the Guaranteed and Viable Curriculum (GVC). Department and PLC goals will include embedding targeted interventions within instructional time, guided by formative assessment data. Literacy instruction will be integrated across all subject areas, with a focus on subject-specific literacy skills. Technology tools like Springboard will be used to enhance teacher feedback on student writing.
Differentiated Instruction: We will tailor instruction to meet the diverse learning needs of all students, using strategies such as small group work, cooperative learning, flexible grouping, learning stations, project-based learning, and other research-based practices. Teachers will provide direct, explicit instruction in reading comprehension, vocabulary development, and writing skills across all content areas.
Increased Student Engagement: In every classroom, students will engage in daily activities involving reading, writing, listening, discussing, inquiring, evaluating, and demonstrating their understanding. Teachers will plan lessons that involve reading grade-level appropriate complex texts and tasks, ensuring a balanced literacy approach.
- **Classroom Culture:** Ensure students class schedules places them in heterogenous classroom settings to ensure a more inclusive and collaborative learning environment that fosters a range of perspectives and skills, and deepens high-quality learning for all students.
- **Tier 2- Targeted Interventions:** Department and PLC goals will include targeted interventions during instructional time based on formative assessment results. Low-performing students will have access to additional support, such as before school Zero Period or afterschool tutoring for literacy and math.
- **Tier 3 - Additional Support:** Students requiring further intervention will be referred to the Student Success Team for Tier 3 support.

We will prioritize **effective first instruction, professional development, collaborative planning, backward mapping with common formative assessments, equitable grading practices, performance tasks**, and a range of intervention strategies.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Improve English Proficiency levels:

- EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Any students scoring a one on their ELPAC and is not already enrolled in a ELD class will be enrolled in Advanced ELD as their elective.
- Any student who scored a two or three on the ELPAC will be enrolled in ELALIF (language intensive focus) as their elective.
- Teachers will receive ELPAC scores for all EL students they serve.
- More intensive data chats with students for goal setting, reviewing grades, ELPAC scores and state and district assessments.
- ELD students will have first priority to before and after school tutoring services.
- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.

- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.
- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Present awards/medallion at semester and end of year awards ceremonies.

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

- 0.2 FTE prep buyout to provide additional literacy instruction support to students struggling academically.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.

African American (AA):

- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.
- Pay certificated teachers to provide academic support during the school day to low performing student groups.

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

Students with Disabilities (SWD):

English Learner (EL):

- 0.2 FTE prep buyout to provide additional ELD literacy instruction from highly qualified ELD teacher.
- Supplemental tutoring contracts to provide zero period and/or after school tutoring.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Fund field trips to increase motivation and relevance.

African American (AA):

- Supplemental tutoring contracts to provide zero period and/or after school tutoring.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Fund field trips to increase motivation and relevance.
- Hire an additional RCA to meet regularly to set goals with students and track progress.
- Pay certificated teachers to provide academic support during the school day to low performing student groups.

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

English Learner (EL):

- **Data Chats and Goal Setting:** Teachers will engage in more intensive data chats with EL students for goal setting, reviewing grades, ELPAC scores, and state/district assessments. This will help monitor progress and target areas for improvement.
- **Tutoring Services:** EL students will have **first priority** for before and after-school tutoring services to support literacy and academic growth.
- **Elevation Platform Usage:** The **Elevation** platform will be used to identify EL students and focus on those who are underperforming in core subjects. Teachers will ensure that all EL students' progress is tracked through **EL Progress Monitoring** and **RFP** forms. Students needing additional academic support will be referred to tutoring services.
- **Support for Parent Communication:** The **HSL (Home School Liaison)** will assist with communication to parents regarding their child's academic and behavioral performance, ensuring families are involved in the learning process.
- **Collaboration and Curriculum Development:** Teachers will work in **PLC teams** to build grade-level and standards-based units that integrate evidence-based practices to support literacy development. They will use data from formal and informal assessments to design initial instruction and interventions for students who are not meeting standards.
- **Professional Learning:** Teachers will use **professional learning time** to identify EL students in their classrooms and assess their individual academic needs. This time will also be used to develop strategies for supporting their progress.
- **Ongoing Review and Planning:** Administration will continue to designate time for staff to review **CAASPP** and **ELPAC** scores and test formats. This will enable teachers to design lessons that are tailored to support the specific needs of EL students.
- **Classroom Culture:** Ensure students class schedules places them in heterogenous classroom settings to ensure a more inclusive and collaborative learning environment that fosters a range of perspectives and skills, and deepens high-quality learning for all students.

African American (AA):

- **Intervention Tutorials:** Low-performing students will have access to **intervention tutorials** for Literacy and Math. Students will be invited to tutoring sessions based on **teacher recommendations** to provide targeted support.
- **RCA Support:** An additional **RCA (Resource Classroom Assistant)** will be hired to meet regularly with students to set goals, track progress, and monitor student achievement. The RCA will provide incentives for students who meet their goals, helping to motivate continued improvement.
- **Data Monitoring and Targeted Support:** **iReady**, **District Interim Assessments**, **SBAC**, and previous **grades performance** data will be used to identify African American students struggling academically. This data will be shared with content area PLCs to track progress and ensure that effective interventions are implemented.
- **Parent Communication and Student Incentives:** Regular **parent calls/texts** and **student incentives** will be used to support academic progress. Teachers or staff mentors will check in weekly with struggling students, focusing on **attendance**, **work completion**, and building **confidence in literacy skills**.
- **Data Analysis and Intervention Adjustments:** PLC teams will **regularly analyze data** on African American student performance and adjust interventions as necessary to meet student needs.
- **Vertical Articulation:** **Strengthening vertical articulation** between grade levels will be a priority to improve transitions and prevent skill gaps, particularly those that disproportionately affect African American students.
- **Peer Tutoring:** High-performing students will be **trained and recognized** as **peer tutors** for struggling students, fostering collaboration and academic support from within the student body.
- **Classroom Culture:** Students will be placed in **heterogeneous classroom settings** to ensure an **inclusive and collaborative learning environment**. This will provide a range of perspectives and skills, enhancing high-quality learning for all students.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs. - PLC teams will continue identifying essential standards for their units that support student proficiency/met standards in CAASPP and ELPAC. Outcomes monitored by Principal and VPs. - Administration will conduct classroom observations and provide feedback and coaching to support teachers improving culture of achievement within their classrooms and PLC teams. Outcomes monitored by Principal and VPs. - PLC teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results and Essential Standards to inform instruction, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP. - Administration will collect baseline data on percentage of instruction being delivered to students is at grade level standard or above. Outcomes monitored by Principal, VP's, and ILT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - High Quality First instruction at or above grade level standard will increase across all content areas by 25%. Outcomes monitored by Principal, VP's, and ILT. - D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration pull Atlas Gradebook Snapshot reports. Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs. - EL student progress will be monitored after each assessment period (ELPAC, i-Ready, Interim) to ensure that students are making adequate progress, towards one ELPI level growth each year and be reclassified on time. - Outcomes will be monitored by teachers, counselors, EL coordinator. - Counselors will meet with EL students quarterly for Goal setting and monitoring progress.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC Results: Decrease the distance from meeting standards in ELA from -47.7 to -32.7. Improve from 36.2% to 41.2% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. - SBAC Results: Decrease the distance from meeting standards in Math from -87.6 to -72.6. Improve from 22.5% to 27.5% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. - ELPI Results: (EL) Percentage of students who improved at least one ELPI level from 22.7% to 32.7%. - Long-Term EL - Percentage of students who improved at least one ELPI level from 22.2% to 32.2%.

Action 2 :

EL Student Supports

Action Details:

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

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Teachers will integrate the CAELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language. Teacher release period, teacher and staff supplemental contracts, and materials and supplies.
- EL students will receive targeted instruction aligned to the CAELD Standards daily through integrated and designated ELD instruction.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).

- 4. Teachers/PLCs/site leadership will analyze SBAC and ELPAC results as well as quarterly CFAs and Interim assessments and disaggregate data to monitor and track EL student progress to assess and respond to instructional needs.
- 5. EL student progress will be monitored after each assessment period (ELPAC, i-Ready) to ensure that students are making adequate progress towards one ELPI level growth each year and be reclassified on time.
- 6. Reclassified students will be celebrated and recognized during quarterly award assemblies.
- 7. EL students will be encouraged to participate in Activities, Arts and Athletics in order to help build social relationships, foster oral language acquisition and feel a member of the school community
- 8. EL students will be provided educational trips to help foster language acquisition and understanding the communityand culture of our community.
- 9. Students will receive intensive intervention supports through instruction with EL designated teacher in support of learning COREcurriculum (Guaranteed Viable Curriculum) and teacher will advocate for students as needed for clarityand inclusion of learning.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Improve English Proficiency levels:

- EL students will receive targeted instruction aligned to the CAELD Standards dailythrough integrated and designated ELD instruction.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Anystudents scoring a one on their ELPAC and is not alreadyenrolled in a ELD class will be enrolled in Advanced ELD as their elective.
- Anystudent who scored a two or three on the ELPAC will be enrolled in ELALIF (language intensive focus) as their elective.
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- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Present awards/medallion at semester and end of year awards ceremonies.

Student Groups

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

Long Term English Learner (LTEL):

Pay certificated teachers to provide academic support during the school day to low performing student groups.

Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History.

English Learner (EL):

Pay certificated teachers to provide academic support during the school day to low performing student groups.

Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History.

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

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Pay certificated teachers to provide academic support during the school day to low performing student groups.

Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History..

As a site: What are the planned actions to support this student group?

- **Data Chats and Goal Setting:** Teachers will engage in more intensive data chats with EL students for goal setting, reviewing grades, ELPAC scores, and state/district assessments. This will help monitor progress and target areas for improvement.
- **Tutoring Services:** EL students will have **first priority** for before and after-school tutoring services to support literacy and academic growth.
- **Elevation Platform Usage:** The **Elevation** platform will be used to identify EL students and focus on those who are underperforming in core subjects. Teachers will ensure that all EL students' progress is tracked through **EL Progress Monitoring** and **RFP** forms. Students needing additional academic support will be referred to tutoring services.
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- **Professional Learning:** Teachers will use **professional learning time** to identify EL students in their classrooms and assess their individual academic needs. This time will also be used to develop strategies for supporting their progress.
- **Ongoing Review and Planning:** Administration will continue to designate time for staff to review **CAASPP** and **ELPAC** scores and test formats. This will enable teachers to design lessons that are tailored to support the specific needs of EL students.
- **Classroom Culture:** Ensure students class schedules places them in heterogenous classroom settings to ensure a more inclusive and collaborative learning environment that fosters a range of perspectives and skills, and deepens high-quality learning for all students.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
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2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions & Site Licenses	7,372.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly planning days ELA 8 Teachers x4 days Math 8 Teachers x4days History 6 Teachers x4 days Science 6 Teachers x4 days PE Teachers 2 days Coteach 2 days	44,127.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material & Supplies	42,233.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier Leases	18,120.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	ELD Instruction Prep buyout	13,957.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	1,790.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELD Tutoring	6,131.00
G1A2	LCFF: EL	Instruction	Mat & Supp			ELD Materials & Supplies	4,966.00

\$140,196.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	73.9 %	68.8 %	2024-2025	69.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

At Tenaya only 68.8% of student survey's showed students felt they received a student-centered/real-world experiences at school.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- only 52% of students responded favorably to my school teaches lessons that connect to my life.
- only 56% of students responded favorably to my school prepares me for life with real world experiences.
- Lack of Real-World Relevance:** The curriculum might be perceived as disconnected from real-world applications. If students don't see how what they're learning applies outside of school (e.g., in careers or everyday life), they may not feel that their education is student-centered or relevant.
- Limited Opportunities for Exploration:** If students don't have opportunities to explore their own interests and passions within the school environment, it could reduce their sense of connection to real-world experiences
- Teacher Beliefs and Practices:** Some educators may still prioritize traditional methods over more innovative, student-centered practices. These beliefs can influence the types of experiences students are exposed to.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Integrating more project-based and inquiry-based learning opportunities.
- Developing stronger connections with local businesses, universities, or community organizations to offer internships or real-world experiences.
- Offering professional development to teachers on student-centered pedagogies.
- Giving students more voice in their learning and offering choices for projects or topics.

- Building a school culture that encourages hands-on, interdisciplinary learning and real-world problem-solving

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Zero Period PE to Allow Students to Take an Extra Elective

Fully Implemented

- **Impact on Student-Centered Learning:**
- By freeing up time for other electives, students can choose courses that align with their personal interests, promoting more choice and autonomy in their learning.
- All students completed Xello career exploration, a platform that helps students assess their skills, interests, and values to explore potential career paths. This activity encourages self-reflection and allows students to take a proactive approach in planning their futures. It also helps students make connections between their education and potential careers, enhancing the real-world relevance of their academic experience.
- This activity encourages self-reflection and allows students to take a proactive approach in planning their futures. It also helps students make connections between their education and potential careers, enhancing the real-world relevance of their academic experience. Offering a variety of electives supports personalized learning by giving students the freedom to choose courses that interest them. It also helps them develop skills that could be valuable in real-world settings, such as creative thinking, problem-solving, or technical proficiency.
- The school hosted several career fairs on campus to expose students to a wide variety of careers and industries. Career fairs provide a tangible connection between education and the workforce. They expose students to potential career paths, help them understand the qualifications needed for those careers, and give them insight into the realities of various professions. This helps students see the relevance of their education in the real world.

Action 2: After School Intervention

Fully Implemented

- A total of 150 students participated in the after-school intervention program, which aimed to provide academic support, personalized tutoring, and enriching extracurricular activities. The program was designed to enhance both the academic and personal growth of students, ensuring they had a balanced and supportive learning environment outside of regular school hours.
- **Tutoring Sessions:**
The program provided students with focused tutoring in subjects where they needed support, including Math, English, Science, and Social Studies. Experienced teachers and tutors worked with students individually or in small groups, addressing specific academic challenges and reinforcing concepts that were difficult for them to grasp in regular classroom settings.
 - **Homework Completion Time:**
Each student was given dedicated time during the program to complete homework assignments. This was a structured block, where tutors were available to guide students through their homework and offer assistance with difficult tasks, ensuring that students were not only completing their work but also understanding it.
 - **GPA Monitoring:**
To track student progress and academic improvement, weekly GPA checks were conducted. Each student's GPA was reviewed every week to identify those who were making significant progress and those who might need additional academic support. This allowed the program to monitor the effectiveness of the tutoring sessions and provided valuable data to adjust support strategies as needed.
 - Enrichment activities were scheduled after homework time, giving students a balanced experience in both academic and recreational pursuits:
 - **Arts & Crafts:**
Students participated in creative arts, including drawing, painting, and sculpture, which allowed them to express themselves and develop new skills.
 - **Sports & Physical Activities:**
Students engaged in a variety of sports and physical activities such as basketball, soccer, and team-building exercises, promoting physical fitness and collaboration.
 - **Music & Performing Arts:**
Some students participated in music lessons, drama exercises, or talent showcases that encouraged confidence, self-expression, and teamwork.

- **STEM Challenges:**
Hands-on projects focused on Science, Technology, Engineering, and Mathematics (STEM) helped students build problem-solving skills and foster creativity in these important fields.
- **Team-building Games:**
Group activities and games were included to promote social interaction, communication, leadership skills, and peer collaboration.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Zero Period PE to Allow Students to Take an Extra Elective

Partially Effective

Zero Period PE and Extra Elective Course:

- **Impact on 40 Students:**
Offering the opportunity for 40 students to enroll in zero period PE and take an additional elective course proved to be highly effective for those who were able to participate. This allowed these students to free up additional time during the day to explore more academic or creative electives, expanding their educational experience and broadening their skill sets. For example, students who enrolled in additional elective courses had the chance to develop interests in areas such as art, music, technology, or other fields that may not have been available through their regular class schedule.
- **Limited Access:**
However, while this opportunity benefited 40 students, it did not provide access to the same experience for all students. Only a select group was able to enroll in zero period PE, meaning that a large portion of students missed out on this expanded academic opportunity. Although it was effective for the students who participated, the limited scope of the program means that broader access could further enhance its overall impact.

Action 2: After School Intervention

Partially Effective

Effectiveness of After-School Academic Support

1. Homework Support in Math, Science, History, and English:

- **Academic Assistance Provided:**
The after-school program enrolled 150 students, providing targeted homework support in core subjects such as Math, Science, History, and English. Students received personalized tutoring and assistance tailored to their individual needs. Tutors and academic support staff worked closely with students to clarify challenging concepts, assist with assignments, and ensure they understood the material thoroughly.
- **Impact on Grades:**
This focused academic support helped a majority of students in maintaining or improving their academic performance. For many students, the additional time and individualized attention they received during the after-school program played a crucial role in preventing grade decline and allowed them to stay on track with their schoolwork.

2. Maintaining GPA Above 2.0:

- **Majority of Students Benefited:**
One of the most significant outcomes of the after-school program was that it helped the majority of students keep their GPA above a 2.0. By offering assistance with homework and reinforcing key concepts in Math, Science, History, and English, students were able to improve their academic performance, raise their grades, and stay eligible for extracurricular activities, honors programs, and other school opportunities.
- **GPA Improvement:**
The program provided consistent support, especially for students who may have struggled with certain subjects or faced challenges keeping up with their coursework. By addressing these academic gaps, the

program supported students in meeting minimum GPA requirements and boosted their overall confidence in their ability to succeed academically.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- All students will be exposed to college and career explorations through the work of site counselors. Students will increase self-awareness as they learn about themselves, interest, and skills that are a right fit for them.
- Tenaya will offer a variety of academic and elective courses that expose students to a variety of career pathways.
 - Several different career fairs will be held on campus to expose students to different career options.
 - Bullard High Counselors will present different career pathway options students can enroll in when they attend Bullard High School.
 - Eighth grade students will be invited to attend college/university trips based on course level and GPA.
 - Eighth grade students will participate in Career Cruising under the direction of Academic Counselors.
 - Eighth grade students will participate in transition opportunities specific to Bullard High School and specialty schools.
 - 7th and 8th grade students will be invited to participate in the After School Program (ASP) in order to further develop both academic and soft skills that will increase their success rate when entering high school and their future careers.

Section D: 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.

SSC:

- We should hold career fairs prior to BHS 8th grade Move Up Day. This will provide students valuable information that might interest them more in different pathways Bullard has to offer them.

ELAC:

- Continue with exposing students to different career pathways.

Staff:

- Build more community partnerships for field trips and other ways for more real-world experiences.
- Utilize after school program time to expand student center and real world learning experiences.
- Have CCD bring in presenters at lunch times more frequently over the school year.

Action 1 :

California Colleges/Career Readiness

Action Details:

By June 2026, the amount of Students responding favorably in domain student-centered and real world experiences will increase from 68.8% to 75.8% as measured by the spring student climate and culture survey. All Tenaya students will be provided early exposure to college and career exploration through multiple opportunities in their core classes. As a component of our culture of connectedness and collaboration, students will use technology in meaningful ways

and will review results as a way to increase student self awareness as they learn about their developing interests and skills as they explore opportunities that are right for them. This will promote an increase of students who participate and continually access the California Colleges curriculum the 2025-26 school year as measured by ongoing data collection.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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

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

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

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

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

At Tenaya, teachers utilize assessment data to guide their instruction. Staff will receive professional learning in EL strategies that they can immediately implement in their classroom. Staff will identify EL students in their classes and provide targeted support to them in increasing their proficiency levels. ILT will continue to focus efforts in improving practice as a Professional Learning Community that regularly examines assessment and grades data to determine instructional strategies needed for increased student success.

Increase in English Proficiency Levels:

- Implement a structured English Language Development (ELD) program that focuses on language acquisition, vocabulary development, grammar skills, listening, speaking, reading, and writing proficiency.
- Provide targeted interventions and differentiated instruction based on EL students' English proficiency levels as assessed by standardized language proficiency tests (e.g., ELPAC).
- Offer small-group instruction, language labs, peer tutoring, language-rich activities, and English language support classes to accelerate language acquisition and mastery.

Reduction in Long-Term EL Status:

- Develop and implement a Long-Term English Learner (LTEL) support program that addresses the specific needs of students who have been classified as LTEL based on established criteria and language proficiency benchmarks.
- Provide intensive language support, academic interventions, personalized learning plans, progress monitoring, and collaboration with parents/guardians to help LTEL students progress toward English proficiency and academic success.

Student Groups

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

English Learner (EL):

- 0.2 FTE prep buyout to provide additional literacy instruction support to students struggling academically.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.

African American (AA):

- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.
- Pay certificated teachers to provide academic support during the school day to low performing student groups.

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

English Learner (EL):

- 0.2 FTE prep buyout to provide additional ELD literacy instruction from highly qualified ELD teacher.
- Supplemental tutoring contracts to provide zero period and/or after school tutoring.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Fund field trips to increase motivation and relevance.

African American (AA):

- Supplemental tutoring contracts to provide zero period and/or after school tutoring.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Fund field trips to increase motivation and relevance.
- Hire an additional RCA to meet regularly to set goals with students and track progress.
- Pay certificated teachers to provide academic support during the school day to low performing student groups

As a site: What are the planned actions to support this student group?

English Learner (EL):

- **Data Chats and Goal Setting:** Teachers will engage in more intensive data chats with EL students for goal setting, reviewing grades, ELPAC scores, and state/district assessments. This will help monitor progress and target areas for improvement.
- **Tutoring Services:** EL students will have **first priority** for before and after-school tutoring services to support literacy and academic growth.
- **Elevation Platform Usage:** The **Elevation** platform will be used to identify EL students and focus on those who are underperforming in core subjects. Teachers will ensure that all EL students' progress is tracked through **EL Progress Monitoring** and **RFP** forms. Students needing additional academic support will be referred to tutoring services.
- **Support for Parent Communication:** The **HSL (Home School Liaison)** will assist with communication to parents regarding their child's academic and behavioral performance, ensuring families are involved in the learning process.
- **Collaboration and Curriculum Development:** Teachers will work in **PLC teams** to build grade-level and standards-based units that integrate evidence-based practices to support literacy development. They will use data from formal and informal assessments to design initial instruction and interventions for students who are not meeting standards.
- **Professional Learning:** Teachers will use **professional learning time** to identify EL students in their classrooms and assess their individual academic needs. This time will also be used to develop strategies for supporting their progress.
- **Ongoing Review and Planning:** Administration will continue to designate time for staff to review **CAASPP** and **ELPAC** scores and test formats. This will enable teachers to design lessons that are tailored to support the specific needs of EL students.
- **Classroom Culture:** Ensure students class schedules places them in heterogenous classroom settings to ensure a more inclusive and collaborative learning environment that fosters a range of perspectives and skills, and deepens high-quality learning for all students.

African American (AA):

- **Intervention Tutorials:** Low-performing students will have access to **intervention tutorials** for Literacy and Math. Students will be invited to tutoring sessions based on **teacher recommendations** to provide targeted support.
- **RCA Support:** An additional **RCA (Resource Classroom Assistant)** will be hired to meet regularly with students to set goals, track progress, and monitor student achievement. The RCA will provide incentives for students who meet their goals, helping to motivate continued improvement.
- **Data Monitoring and Targeted Support:** **iReady, District Interim Assessments, SBAC**, and previous **grades performance** data will be used to identify African American students struggling academically. This data will be shared with content area PLCs to track progress and ensure that effective interventions are implemented.
- **Parent Communication and Student Incentives:** Regular **parent calls/texts** and **student incentives** will be used to support academic progress. Teachers or staff mentors will check in weekly with struggling students, focusing on **attendance, work completion**, and building **confidence in literacy skills**.
- **Data Analysis and Intervention Adjustments:** PLC teams will **regularly analyze data** on African American student performance and adjust interventions as necessary to meet student needs.
- **Vertical Articulation: Strengthening vertical articulation** between grade levels will be a priority to improve transitions and prevent skill gaps, particularly those that disproportionately affect African American students.
- **Peer Tutoring:** High-performing students will be **trained and recognized** as **peer tutors** for struggling students, fostering collaboration and academic support from within the student body.
- **Classroom Culture:** Students will be placed in **heterogeneous classroom settings** to ensure an **inclusive and collaborative learning environment**. This will provide a range of perspectives and skills, enhancing high-quality learning for all students.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs. - PLC teams will continue identifying essential standards for their units that support student proficiency/met standards in CAASPP and ELPAC. Outcomes monitored by Principal and VPs. - Administration will conduct classroom observations and provide feedback and coaching to support teachers improving culture of achievement within their classrooms and PLC teams. Outcomes monitored by Principal and VPs. - PLC teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results and Essential Standards to inform instruction, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP. - Administration will collect baseline data on percentage of instruction being delivered to students is at grade level standard or above. Outcomes monitored by Principal, VP's, and ILT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - High Quality First instruction at or above grade level standard will increase across all content areas by 25%. Outcomes monitored by Principal, VP's, and ILT. - D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration pull Atlas Gradebook Snapshot reports. Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs. - EL student progress will be monitored after each assessment period (ELPAC, i-Ready, Interim) to ensure that students are making adequate progress, towards one ELPI level growth each year and be reclassified on time. - Outcomes will be monitored by teachers, counselors, EL coordinator. - Counselors will meet with EL students quarterly for Goal setting and monitoring progress.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC Results: Decrease the distance from meeting standards in ELA from -47.7 to -32.7. Improve from 36.2% to 41.2% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. - SBAC Results: Decrease the distance from meeting standards in Math from -87.6 to -72.6. Improve from 22.5% to 27.5% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. - ELPI Results: (EL) Percentage of students who improved at least one ELPI level from 22.7% to 32.7%. - Long-Term EL - Percentage of students who improved at least one ELPI level from 22.2% to 32.2%.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Music, Elementary	0.3500	Monica Perdomo ID# 1086416 - 1.0 FTE split funded: 0.65 FTE 0445-6770 & 0.35 FTE 0445-7090 - RV	56,393.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period PE Vapa Prep buyout Brett Jones ID#1064801	13,957.00
G2A1	Sup & Conc	Guidance & Counseling Services	Local Mileag			Transition Counselor Mileage	750.00

\$71,100.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		33.7 %	2023-2024	27.1 %
Chronic Absenteeism - (African American)	✓		52.4 %	2023-2024	47.8 %
Suspension Rate	✓	4.17 %	14.6 %	2023-2024	9.27 %
Suspension Rate - (African American)	✓	10.47 %	29.6 %	2023-2024	10.27 %
Suspension Rate - (Hispanic)	✓		14.9 %	2023-2024	9.57 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	5.37 %	17.7 %	2023-2024	5.37 %
Suspension Rate - (Students w/ Disabilities)	✓	5.27 %	20 %	2023-2024	5.67 %
Suspension Rate - (Two or More Races)	✓	4.97 %	18.4 %	2023-2024	4.07 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Suspensions:

- Based on the metrics in this current goal, Suspension rates has been decreasing this school year. However our African American, foster youth, and homeless students are still disproportionately high.
- 32 of 35 suspension entries for African American students were for 48900(a)(1) caused, attempted, or threatened physical injury.

Chronic Absenteeism:

Based on the metrics in this current goal, Chronic Absenteeism has been decreasing over past two years. However, are African American students are still disproportionately high.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Suspensions:

- **Behavioral Issues:**
 - **Unmet Social-Emotional Needs:** Some students may act out due to unresolved emotional or social challenges. For example, if they struggle with self-regulation, managing relationships, or understanding their emotions, they may resort to disruptive behavior as a coping mechanism.
 - **Lack of Positive Coping Mechanisms:** Students who haven't developed healthy ways to cope with stress, frustration, or other strong emotions may act out impulsively.
 - **External Stressors:** Family instability, economic hardship, or neighborhood challenges can deeply affect students' behavior. Without support to address these stressors, students may act out in school as a result of feeling overwhelmed.
- **Lack of Engagement:**
 - **Low Motivation:** If students don't feel motivated by what they're learning—whether due to a lack of relevance or interest—they may disengage. This can result in students acting out, seeking attention, or otherwise becoming disruptive.
 - **Uninspiring Curriculum:** A curriculum that doesn't resonate with students' interests, backgrounds, or real-life applications can lead to disinterest and behavior problems, especially for students from marginalized groups who may feel underrepresented or misunderstood in the classroom.
- **Disciplinary Policies:**
 - **Ineffectiveness of Punitive Consequences:** Traditional punishments like suspensions may not address the root causes of disruptive behavior. For many students, especially those facing deeper social-emotional challenges, these consequences may not lead to lasting change. Even with supports like counseling and restorative practices, some students may continue to act out if the underlying issues aren't fully addressed.
 - **Need for a More Supportive Approach:** Rather than simply punishing students, there may be a need for interventions that focus more on addressing the causes of misbehavior, such as providing targeted emotional support, teaching coping skills, or connecting students to community resources.
- **Cultural Dynamics (African-American Student Experience):**
 - **Historical Lack of Support:** African-American students may feel that their needs have historically been ignored or misunderstood by the school system. This lack of trust can lead to a belief that they must "protect themselves" while on campus, possibly resulting in defensive or aggressive behavior.
 - **Cultural Factors:** The generational experience of African-American communities may influence how students perceive safety, authority, and their role within the school. If these cultural factors are not acknowledged, they can affect the students' interactions with staff and peers, contributing to a cycle of conflict.
- **Parent Disconnection:**
 - **Misinformation or Lack of Awareness:** Some parents may not be fully aware of the current challenges or available support systems at school, which can lead to a lack of collaboration between the school and home. If parents don't understand the school environment or the resources available, they may struggle to advocate for their children effectively.
 - **Bridging the Gap:** Increasing communication and ensuring that parents are informed about the school's programs and supports could improve engagement and collaboration, reducing miscommunication.
- **Power Struggles Between Students and Teachers:**
 - **Escalation of Conflict:** When students and teachers engage in power struggles, it can create an adversarial atmosphere that exacerbates conflicts. Teachers may feel disrespected, and students may feel misunderstood or unfairly treated, escalating the situation.
 - **Building Relationships:** Developing strong, trusting relationships between students and teachers could help prevent these power struggles from escalating into bigger issues. Restorative practices could be useful in addressing this dynamic.
- **Grouping of Students with Behavioral Issues:**
 - **Same Classrooms for High-Risk Students:** Students with a history of behavioral issues being grouped together in the same classrooms can exacerbate problems. It can lead to more frequent disruptions as these students may influence one another's behavior.
 - **Consideration of Class Composition:** More strategic grouping, or using individualized support plans, may help reduce tensions and create a more positive environment for students with different needs.

Attendance:

Our chronic absenteeism rates with our African American students is directly aligned to our suspension rates of our African American students.

- African American student suspension rates is having a direct effect on their attendance rate.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Suspensions Needs:

Behavioral Issues:

- Continue to use restorative practices to resolve conflicts constructively to reduce suspensions and support students in need.
- Continue with teaching school-wide SEL using School Connect curriculum, but narrow down SEL units being taught to better align with SEL skills we are seeing our current students need the most.

Lack of Engagement:

- Providing personalized learning experiences that meet students at their individual academic levels and interests, particularly for students in marginalized groups, can increase engagement. Teachers will receive professional development to better understand how to engage African American, LTEL, and EL students.
- Offer extracurricular programs, after-school tutoring, and mentorship opportunities tailored to underrepresented students can help re-engage them academically and socially.

Parent Engagement:

- Strengthening communication between the school and parents about available resources, challenges, and student progress can help bridge the gap.
- Plan and schedule parent events/workshops to get them on campus to learn about all of our programs and supports available.
- African American parent night at start of school year will be held to provide parents with information to support them and their students educational experience at Tenaya.

Power Struggles:

- Provide staff with professional learning on cultural difference and building relationships.
- Provide restorative practices strategies for both student to student and student to staff needs.

Grouping of Students:

- More strategic grouping, or using individualized support plans, may help reduce tensions and create a more positive environment for students with different needs.

Chronic Absenteeism:

Addressing root causes of suspensions will help improve our attendance rates.

Behavioral Supports: Provide individualized behavioral interventions and support for students who have a history of behavioral issues. This can include positive reinforcement, counseling, and mentoring, which may help reduce the likelihood of suspensions.

Culturally Responsive Teaching: Teachers should make an effort to understand and incorporate students' cultural backgrounds into the curriculum and classroom practices. This creates an environment where students feel seen, understood, and valued, which can foster better relationships with both peers and teachers.

Mentorship Programs: Pair African-American students with mentors who can provide support and guidance. Mentors can serve as advocates, helping students navigate school challenges, and can also offer additional encouragement for attendance.

Parent Outreach and Communication: Strengthen relationships with African-American families to ensure they are well-informed about school policies, available supports, and the importance of consistent attendance. Regular communication can also help dispel misinformation and create a sense of partnership between the school and home.

Inclusive School Culture: Foster a school culture that values diversity and inclusion. When African-American students feel safe, respected, and represented, they are more likely to attend regularly and feel less inclined to act out in disruptive ways.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Decrease Suspensions

Fully Implemented

All actions to decrease suspensions were fully implemented.

- identified students were assigned to Men's & Women's Alliance classes.
- Identified students received consistent support from our Intervention Specialist, Social Worker, RCA, transition teacher, and mentors. Students received daily check-in and check-outs, weekly once on one counseling services, group SEL lessons based on students needs.
- SEL staff received restorative practices training and utilized strategies with students.
- RCA and Intervention Specialist provide conflict mediation with students to prevent fights and suspensions. Written mediation contracts were used to support conflict mediations.
- Identified students were given placed on behavior contracts.
- School wide SEL lessons were taught using School Connect for all students.
- we partnered with A4 to pilot an alternative to suspensions program.

Action 2: Attendance and Chronic Absenteeism

Fully Implemented

- HSL was hired and consistently contacted parents of students who have attendance issues by phone and through home visits.
- RCA and Intervention Specialist provided identified students with contracts and incentives to improve attendance.
- TST meetings were consistently held and interventions were put in place to help improve attendance.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Decrease Suspensions

Partially Effective

All actions planned to decrease suspension were implemented and were partially effective in decreasing suspensions. Supports and services for students with behavior history were implemented at the start of the school year. There are still adjustments and areas to improve on to continue to decrease suspensions.

Action 2: Attendance and Chronic Absenteeism

Partially Effective

All actions planned to improve attendance rates of students who are considered chronically absent were implemented. Actions were partially effective and our attendance has slightly improved.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Changes to Improve Attendance:

1. **Targeted Home Visits:**
 - At the beginning of each month, students with frequent absenteeism will be identified through the Teacher Support Team (TST) meetings.
 - HSL staff will conduct personalized home visits for these students to better understand the barriers to attendance, whether they are academic, social, or family-related.
 - These home visits will provide an opportunity to engage families, address specific concerns, and create a collaborative environment for supporting students.
2. **Individualized Action Plans:**
 - Based on the findings from the home visits and TST meetings, individualized action plans will be developed for each student. These plans will include specific steps for both the student and their family to follow in order to improve attendance.
 - The action plans will include measurable goals, such as weekly attendance targets, and tailored strategies to address individual obstacles that prevent regular school attendance.
3. **Personalized Goals:**
 - For each student, specific attendance-related goals will be established. These goals will be realistic, achievable, and designed to challenge students to gradually improve their attendance rates.
 - These goals will be revisited during follow-up TST meetings to assess progress and make necessary adjustments based on student needs and challenges.
4. **Attendance Incentives:**
 - To motivate students and families, attendance incentives will be designed. These could range from weekly recognition for improved attendance to end-of-semester rewards, such as certificates or small prizes.
 - Positive reinforcement strategies will be used to celebrate improvements, fostering a culture of success and encouraging students to maintain consistent attendance.
5. **Regular Monitoring and Adjustments:**
 - Attendance data will be reviewed regularly to track progress and identify patterns. Students' attendance will be monitored weekly, and any concerning trends will be addressed immediately.
 - If a student's progress is not meeting the established goals, further support will be provided. This could include additional resources, such as counseling or tutoring, or revising the action plan to better align with the student's needs.
6. **Collaboration with Families and Community Resources:**
 - In addition to home visits, communication with families will be continuous. Regular check-ins (via phone, email, or meetings) will ensure that families remain engaged in the process.
 - Referrals to community resources such as social services, health clinics, or transportation assistance will be offered when necessary to remove external barriers to attendance.
7. **Professional Development for Staff:**
 - Teachers and staff will receive professional development on strategies for engaging families, identifying early signs of absenteeism, and understanding how to support students facing challenges that affect their attendance.
 - This training will include cultural competency to ensure that interventions are respectful and effective for diverse student populations.

Section D: 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.

SSC:

- Assign SEL support staff to specific students to mentor and monitor progress.
- Provide incentives and behavior contracts for students who need.
- Continue to reward students who are demonstrating positive behavior.

ELAC:

- Continue to reward students who are demonstrating positive behavior.
- Continue with recognizing different cultures to help all cultures feel like they belong.

Staff:

- Utilize HSL more frequently for home visits for families that don't respond to calls or email.
- Recognize students with improved attendance monthly.
-

Action 1 :

Decrease Suspensions

Action Details:

At Tenaya we are committed to reduce the suspension rates among African American, foster youth, and homeless students, with a specific focus on addressing the disproportionate number of suspensions related to physical injury incidents (48900(a)(1)). The objective is to implement targeted interventions, restorative practices, and support systems to decrease the frequency of these behaviors, improve student well-being, and foster a safer and more inclusive school environment for all students. Students will be encouraged to participate in mentoring activities and extra-curricular activities. Goal setting for students with behavioral history will help students understand where they are and where they need to get to in order to prevent suspensions from continuing. Students will be referred to the Re-Engagement Center as a means to support academics while proactively getting students to think about actions as needed prior to a suspension. As the re-engagement teacher (transition teacher) needs to be available for students in each period, the transition teacher prep will be bought out in order to ensure all students will receive this support. Students particularly those in foster care, will be supported as needed with on-site social worker.

Levels of Misbehaviors will continue to be used where:

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

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

At Tenaya we are committed to creating a strong, inclusive and culturally responsive school environment through intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school's overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged.

The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.

Year 1 Recap (2024-2025) In the first year of our strategic culture planning, we focused on building foundational relationships with administration and staff through coaching, office hours, professional development (PD) sessions, and PLC learnings. Data collection was a critical component, utilizing surveys, classroom walkthroughs, interviews, and focus groups to gain insights into the school's cultural landscape and the experiences of administrators, staff, students, and families within the school community. Using the data and insights gathered in Year 1, we focused on the following key areas to strengthen and enhance the school's overall culture: ? Developing a Theory of Change: Establishing a clear framework to guide cultural improvements and strategic interventions. ? Identifying Primary & Secondary Drivers: Pinpointing the key factors influencing school culture to direct our efforts effectively. ? Defining Change Ideas: Creating targeted initiatives that address the identified drivers and contribute to a positive cultural shift.

Year 2 Goals (2025-2026) Building upon the foundation set in Year 1, our work in Year 2 will focus on the implementation, progress monitoring, and modification/adaptation of change ideas within the school's ecosystem. This iterative process ensures that our strategies remain relevant and effective in fostering a positive and inclusive school culture.

Strategic Focus Areas Our work in Year 2 will be organized into five key pillars, each with specific strategies and action plans:

1. Culture of Achievement

- a. Supporting a growth mindset among students and staff
- b. Establishing clear expectations for academic success
- c. Implementing data-driven strategies to track progress and improvements

2. Culture with Students

- a. Fostering inclusive and affirming learning environments
- b. Strengthening student voice and leadership opportunities

c. Enhancing student engagement through culturally responsive practices

3. Culture with Families

- a. Building stronger family-school partnerships
- b. Increasing opportunities for meaningful family involvement
- c. Enhancing communication and transparency with families

4. Culture with Staff

- a. Providing ongoing professional development and coaching as it relates to belief, mindsets, dispositions and practices about students
- b. Strengthening staff collaboration and shared leadership
- c. Addressing teacher well-being and sustainability in the profession

5. Culture with Administration

- a. Enhancing leadership capacity and cultural proficiency
- b. Establishing sustainable systems for continuous improvement
- c. Creating a shared vision for a strong school culture

Implementation & Support To achieve these goals, professional development, coaching, and continuous support will be provided throughout the year. Our approach will remain dynamic, data-informed, and responsive to the evolving needs of the school community. By aligning our efforts with these strategic pillars, we aim to create a more inclusive, supportive, and high-achieving school culture for all stakeholders.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Tier 1

1. All students will receive SEL (School Connect curriculum) two times a week for advisory lessons.
2. All classrooms will have classroom incentive plans, rules and hierarchy of consequences posted and used.

Tier 2

1. Students will receive on-going guidance for behavioral issues from Transition teacher (with prep buyout to be available throughout the day), Resource Counseling Assistant's, Counselors, Social Worker, TIER II Intervention Specialist, and Administration.
2. SEL Team members will provide conflict mediation for students in need. Restorative Practice methods are being utilized the best they can despite us not having a Restorative Practice Counselor assigned to our site.
3. Student maybe assigned to Men's and Women's Alliance course as a means of intervention.
4. TIER II Intervention Specialist will be assigned caseload of students to support through TST referral process.
5. Alternative to suspension will be assigned whenever possible.
6. Field Trips for Men's & Women's Alliance students to Wonder Valley Ranch and other community services will help students gain a greater picture of causal relationships.
7. Transition Teacher, Resource Counseling Assistants', and Tier II Intervention Specialist will hold morning check-ins with identified students and provide social skills lessons to start the day.
8. SEL Team members and Transition Teacher will provide daily social emotional learning lessons to identified students.
9. Peer Mentoring or other clubs maybe used to help support student social needs as an intervention.
10. Behavior Contracts maybe implemented to help students build good habits for good behaviors. Use of manipulatives to support students in class needing additional resources to remain focused in class.
11. Referral to counseling supports to help students better understand self and the world around them. Use of art therapy, journaling, and other supports to support de-escalation, self-reflection, and coping strategies.
12. Parent-Student-Staff conferences will be used to support a collaborative approach to changing behaviors.
13. CSSW, RCA, Counselors, and Admin, will continue to support students and parents with instruction and information on the effects of social media on behaviors of school-aged children and how best to monitor.
14. School will recruit parents to volunteer at site during lunchtime to support with student engagement activities.

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

1. At-risk or gap students will be monitored more frequently through the ATLAS systems.
2. EL students provided support for language acquisition and re-designation through goal setting and support with ELD teacher and academic counselor.
3. Parent- Teacher- Student conference will be encouraged for struggling students.
4. Struggling students from the disproportionate groups will be supported more frequently with support staff (tutorial services) and priority for after school tutorials with subject specific credentialed teachers.
5. Students will be provided academic intervention within the day through small group instruction by a highly qualified teacher targeting specific skills. Low performing student groups listed above will have priority access to intervention groups.

Student Groups

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

Multiple Races (MR):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL):

- 0.2 FTE prep buyout to provide additional literacy instruction support to students struggling academically.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.

African American (AA):

- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.
- Pay certificated teachers to provide academic support during the school day to low performing student groups.

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

Multiple Races (MR):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

English Learner (EL) & African American (AA):

- 0.2 FTE prep buyout to provide additional literacy instruction support to students struggling academically.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.

- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Hire Taylor'd Consulting to provide professional learning to support in build a strong Culture of Achievement.

As a site: What are the planned actions to support this student group?

Multiple Races (MR):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

- 1. Assess Underlying Causes of Misbehavior:**
 - Conduct regular assessments to determine whether student misbehaviors are linked to academic struggles, language barriers, cultural misunderstandings, or social-emotional issues.
 - Use data from student performance, behavior records, and teacher observations to identify patterns that could indicate the root causes of misbehavior.
- 2. Targeted Academic Support:**
 - Provide individualized or small-group academic interventions for at-risk EL and AA students, focusing on areas where they are struggling academically.
 - Offer language development support for EL students through specialized language classes or tutoring.
 - Implement after-school tutoring, zero-period classes to address academic gaps and prevent disengagement.
- 3. Social-Emotional Support and Skill-Building:**
 - Offer social-emotional learning (SEL) programs for students to help them develop coping skills, emotional regulation, and resilience, which can reduce misbehavior.
 - Provide targeted behavior skill-building to help students understand expectations and improve their behavior in the classroom.
- 4. Professional Development for Staff:**
 - Train teachers and staff in trauma-informed practices to help them understand and respond appropriately to students who may be dealing with past trauma or difficult life experiences.
 - Implement training on de-escalation strategies and culturally responsive discipline techniques to support diverse student needs and reduce biased responses to behavior.
 - Promote culturally responsive teaching methods that acknowledge and embrace the cultural identities of EL and AA students while addressing behavior concerns.
- 5. Family and Community Engagement:**
 - Host workshops and informational sessions for parents of EL and AA students on behavior strategies, conflict resolution, and navigating school discipline policies.
 - Provide resources for parents to support their child's academic and social-emotional development at home, fostering a strong school-home connection.
- 6. Alternatives to Suspension:**
 - Develop and implement alternatives to suspension, such as reflection spaces where students can process their actions and learn from the experience.
 - Introduce peer mediation programs that allow students to resolve conflicts with the guidance of trained mediators.
 - Create mentorship groups where students can receive guidance and support from older peers or adult mentors to help them build positive behaviors and relationships.
- 7. Monitoring and Feedback:**
 - Establish a system to regularly monitor the progress of students receiving targeted support, both academically and behaviorally, and adjust interventions as necessary.
 - Involve students, teachers, and parents in feedback loops to ensure that the interventions are effective and to identify areas for improvement.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom Walk throughs using the FUSD Instructional practice guide (IPG) showing increase in Culture of learning within all classrooms. Collect baseline data to share with staff. - Decrease in level 3 behaviors and school or classroom suspensions. - Administration will conduct classroom observations and provide feedback and coaching to support teachers improving culture of achievement within their classrooms and PLC teams. Outcomes will be monitored by Principal, VP's, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Improve IPG classroom culture data by 15% from baseline data results. - High Quality First instruction at or above grade level standard will increase across all content areas by 25%. Outcomes monitored by Principal, VP's, and ILT. - Level 3 Behaviors and suspension rates: By the end of semester 1 reduce by 10%. Outcomes measured by having administration pull Powerbi and ATLAS reports. Outcomes will be monitored by Principal, VP's	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Improve IPG classroom culture data by 30% from baseline data results. - Level 3 Behaviors and suspension rates: By the end of semester 1 reduce by 10%. Outcomes measured by having administration pull Powerbi and ATLAS reports. Outcomes will be monitored by Principal, VP's

Action 2 :

Attendance and Chronic Absenteeism

Action Details:

By the end of the 2025-2025 school year, we aim to reduce chronic absenteeism among African-American students by 25% by addressing root causes, including behavioral issues and lack of engagement. Through a combination of individualized behavioral interventions, culturally responsive teaching practices, and mentorship programs, we will create a supportive environment that promotes both consistent attendance and positive behavior.

Key strategies to achieve this goal include:

- Behavioral Supports:** Provide targeted behavioral interventions, such as positive reinforcement, counseling, and mentoring, for students with a history of behavioral issues. These supports aim to reduce the likelihood of suspensions, which can negatively impact attendance rates.
- Culturally Responsive Teaching:** Train teachers to better understand and incorporate students' cultural backgrounds into the curriculum and classroom practices, creating a more inclusive and welcoming learning environment. This fosters positive relationships between students and teachers, contributing to improved engagement and attendance.
- Mentorship Programs:** Pair African-American students with mentors who can offer guidance, emotional support, and advocacy. Mentors will also help students navigate challenges related to school attendance, offering additional encouragement to stay engaged in school.
- Parent Outreach and Communication:** Strengthen communication with African-American families to ensure they are well-informed about school attendance policies, available support services, and the importance of consistent attendance. Regular outreach will create a strong partnership between the school and home, reinforcing the importance of school participation.
- Inclusive School Culture:** Foster a school environment that values diversity and inclusion, ensuring that African-American students feel safe, respected, and represented. When students feel valued and connected to their school community, they are more likely to attend regularly and engage in positive behavior.

By implementing these strategies, we aim to not only reduce absenteeism but also improve student engagement, behavioral outcomes, and overall academic success for African-American students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. **Collaborative Support Team:**

- The **TIER II Intervention Specialist, Resource Counseling Assistant (RCA)**, and **Home School Liaison (HSL)** will work closely with the **Clinical School Social Worker (CSSW)** to monitor student attendance, behavior, and emotional well-being. This team will coordinate regular meetings to ensure students receive comprehensive support across academic, behavioral, and social-emotional domains.
- Together, this team will ensure that no student slips through the cracks by offering consistent, targeted interventions and regular communication about progress.

2. **Attendance Monitoring and Support:**

- **Phone Calls and Referrals:** The **HSL, TIER II Intervention Specialist**, and **RCA** will initiate attendance phone calls, home visits, and referrals to outside resources (e.g., community services, mental health resources) for students with chronic absenteeism. This proactive approach ensures that families are aware of attendance concerns and available support services.
- **Schoolwide Attendance Campaign:** A schoolwide campaign will be implemented to promote and reward improvements in student attendance. This campaign will encourage students to meet their attendance goals, providing recognition and rewards for progress. **Attendance chats** with the **Intervention Specialists, RCA**, or **Counselors** will be conducted for **Tier I & II** students to monitor progress and address barriers to attendance.

3. **Social-Emotional Support:**

- **Women's and Men's Alliances Courses:** These courses will provide students with an opportunity to develop social-emotional skills, including self-awareness, self-regulation, conflict resolution, and interpersonal skills. These courses will be aimed at fostering a sense of belonging and helping students build resilience.
- **Tier III Supports:** For students who need more intensive support, **on-site therapeutic opportunities** with a clinical counselor will be available. These services will include **individual counseling, group therapy**, and **mental health support** for students struggling with deeper emotional or behavioral issues.
- **Mental Health Supports and Case Management:** The **CSSW**, supported by the **RCA**, will provide individualized counseling, case management, and referrals for external mental health services as needed. Home visits and conferences will be conducted to ensure comprehensive support for students and families facing significant barriers to school attendance.

4. **Special Education and 504 Support:**

- **SSTs/504s/IEPs:** Based on data analysis from **Tier I and II** interventions, students who require additional supports will be referred for **Student Study Team (SST)** meetings, **504 plans**, or **IEP assessments**. The **CSSW** and other team members will work with these students to ensure that accommodations and interventions are in place to support both their attendance and academic success.

5. **Individualized and Small Group Counseling:**

- The **CSSW**, with support from the **RCA**, will provide **individual or small group counseling** sessions designed to help students build self-awareness, develop coping skills, and connect with others. These sessions will focus on fostering emotional well-being, improving social skills, and addressing any barriers to attendance and school engagement.

6. **Incentives and Rewards:**

- To support students in achieving their attendance and behavioral goals, appropriate materials and incentives will be provided. These may include rewards for meeting attendance targets, academic progress, or social-emotional milestones. The incentives will be linked to goals set during conferences with students and parents to ensure a focus on meaningful progress.

7. **Parenting and Community Support Resources:**

- **Parenting Resources:** In collaboration with families, **parenting workshops** and resources will be provided to support students' mental health and social-emotional needs. These resources will help parents better understand the challenges students face and provide strategies to support positive behavior and attendance at home.
- **Community Engagement:** The team will also work to connect families with additional community-based resources that can offer mental health services, housing assistance, or other necessary supports.

8. **Ongoing Monitoring and Documentation:**

- All intervention efforts will be consistently documented in **ATLAS**, allowing the team to track student progress over time. Trends and patterns will be analyzed during regular meetings to adjust interventions as needed. **Documentation for intervention** will be logged under the **Counseling Tab** or **Other Tab** in ATLAS, as applicable.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

English Learner (EL) Supports

1. **Technology and Software Support:**

- EL students will have access to **appropriate technology and software** tailored to their academic needs, including language development tools and programs that support literacy and content comprehension.
- Tools such as **language translation software** and **reading comprehension apps** will be used to bridge language barriers and aid EL students in understanding academic content.

2. **Small Caseload Monitoring:**

- **Administration and counselors** will work together to identify EL students and ensure that they are placed on **small caseloads** for individualized support throughout the school year.
- Regular check-ins will be conducted to track progress, ensure students are receiving appropriate services, and make adjustments to interventions as necessary.

3. **Individualized Goal Setting for ELPAC:**

- All students taking the **English Language Proficiency Assessments for California (ELPAC)** will meet with the **Guidance Learning Advisor** and **Counselors** to set personalized goals. These goals will be specific to language acquisition progress, addressing reading, writing, speaking, and listening skills.
- 4. **Behavioral Supports:**
 - EL students will receive the same **behavioral interventions** as other students, ensuring consistency and support across all student groups. These interventions will include positive reinforcement, counseling, mentoring, and clear behavioral expectations to create a positive learning environment.
- 5. **Translation and Interpretation Services:**
 - **Translators** will be provided for EL students and their families as needed, ensuring clear communication and access to important school information and meetings. The **Home School Liaison (HSL)** will coordinate this service to ensure families feel supported and informed.
- 6. **Peer Support and Course Alignment:**
 - Whenever possible, EL students will be paired with **same-language peers** in class for additional social and academic support. This peer support can help EL students feel more comfortable in their learning environment and can also provide language support for academic tasks.
- 7. **SDAIE and ELD Strategies:**
 - EL students will receive **Specialty Designed Academic Instruction in English (SDAIE)** and **English Language Development (ELD)** strategies within their courses. Teachers will adjust content delivery to make academic content more accessible and will use appropriate instructional strategies to build language skills alongside content knowledge.
- 8. **Professional Learning for Teachers:**
 - All teachers will participate in **professional learning (PL)** focused on **instructional strategies** specifically designed to improve instruction for EL students. This professional development will emphasize techniques for scaffolding content, improving language acquisition, and meeting the diverse needs of EL learners.
- 9. **ELD Class with Highly Qualified Teacher:**
 - EL students will be assigned to an **ELD class** led by a **highly qualified teacher** with expertise in supporting language learners. This class will focus on helping students understand content, complex texts, and assessments while building academic language skills in both oral and written forms.
- 10. **Intervention Tutorials for Low-Performing Students:**
 - **Low-performing EL students** will be offered access to **intervention tutorials** in **Literacy and Math**, where they will receive additional support to close achievement gaps. These tutorials will be integrated into the school day, taught by **highly qualified teachers** who are skilled in differentiating instruction for EL students.
- 11. **EL Newcomer Course Schedule:**
 - For **newcomer EL students**, efforts will be made to align their **course schedules** with those of like-language peers. This alignment will foster **oral and written communication** in both languages and accelerate **English language acquisition**. The schedule will also support access to content knowledge and assist with cultural integration.
- 12. **Zero Period and After-School Study Skills Classes:**
 - **Zero-period and after-school classes** focused on **study skills** will be offered to EL students to improve their academic performance, grades, attendance, and relationships with peers. These classes will teach skills like time management, organization, and self-advocacy, all of which support success both in school and beyond.

Student Groups

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

English Learner (EL) & African American (AA):

- 0.2 FTE prep buyout to provide additional literacy instruction support to students struggling academically.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.
- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Hire Taylor'd Consulting to provide professional learning to support in build a strong Culture of Achievement.

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

English Learner (EL) & African American (AA):

- 0.2 FTE prep buyout to provide additional literacy instruction support to students struggling academically.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Hire an additional RCA to meet regularly to set goals with students and track progress.
- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Pay certificated teachers to provide academic support during the school day to low performing student groups.
- Hire Taylor'd Consulting to provide professional learning to support in build a strong Culture of Achievement.

As a site: What are the planned actions to support this student group?

- 1. Social-Emotional Support and Skill-Building:**
 - Offer social-emotional learning (SEL) programs for students to help them develop coping skills, emotional regulation, and resilience, which can reduce misbehavior.
 - Provide targeted behavior skill-building to help students understand expectations and improve their behavior in the classroom.
- 2. Professional Development for Staff:**
 - Train teachers and staff in trauma-informed practices to help them understand and respond appropriately to students who may be dealing with past trauma or difficult life experiences.
 - Implement training on de-escalation strategies and culturally responsive discipline techniques to support diverse student needs and reduce biased responses to behavior.
 - Promote culturally responsive teaching methods that acknowledge and embrace the cultural identities of EL and AA students while addressing behavior concerns.
- 3. Family and Community Engagement:**
 - Host workshops and informational sessions for parents of EL and AA students on behavior strategies, conflict resolution, and navigating school discipline policies.
 - Provide resources for parents to support their child's academic and social-emotional development at home, fostering a strong school-home connection.
- 4. Monitoring and Feedback:**
 - Establish a system to regularly monitor the progress of students receiving targeted support, both academically and behaviorally, and adjust interventions as necessary.
 - Involve students, teachers, and parents in feedback loops to ensure that the interventions are effective and to identify areas for improvement.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Increased student attendance rates and a measurable reduction in chronic absenteeism. (Monitored by teachers and HSL) Increased student attendance in after-school tutoring or intervention programs. (Monitored by counselors and VPs) More families participating in school outreach events and support services.(Monitored by HSL and VPs) Fewer reports of disengagement or avoidance behaviors related to absenteeism.(Monitored by teachers)	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Chronic absenteeism will decrease by at least 5% by the end of Semester 2, as shown by attendance reports comparing Semester 1 and Semester 2 attendance rates. Attendance Clerk: Tracks daily attendance data and reports trends. HSL: Conducts SART meetings. After-School Program Coordinators & Tutors: Measure student participation in tutoring and support programs. Counselors and SEL Staff: Measure engagement in social-emotional interventions.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC Results: Decrease the distance from meeting standards in ELA from -47.7 to -32.7. Improve from 36.2% to 41.2% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. • SBAC Results: Decrease the distance from meeting standards in Math from -87.6 to -72.6. Improve from 22.5% to 27.5% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. • ELPI Results: (EL) Percentage of students who improved at least one ELPI level from 22.7% to 32.7%. • Long-Term EL - Percentage of students who improved at least one ELPI level from 22.2% to 32.2%.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		62,902.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Transition teacher prep buyout Kevin McGensy id#1051626	13,957.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	New RCA	18,169.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	750.00

\$95,778.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85.8 %	72.4 %	2024-2025	77.5 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The results of the recent Fall Climate & Culture Survey reveal significant concerns regarding staff engagement and perceptions of the school culture. Only 72% of staff responded favorably to the organizational culture domain, indicating that a large portion of staff may not feel fully supported or connected to the school's overall mission and environment. Additionally, only 68% of staff who participated in the survey reported enjoying being at the school, which suggests room for improvement in terms of job satisfaction and overall staff morale.

Furthermore, staff participation in the survey was notably low, with only 36 out of 75 staff members completing the survey. This low participation rate limits the ability to accurately assess the full scope of staff sentiment and hinders the development of strategies that truly reflect the perspectives of the entire staff. These findings highlight the need for focused efforts to improve both staff engagement with school-wide surveys and the overall culture at Tenaya to foster a more inclusive, supportive, and positive work environment.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Several factors contributed to these challenges. Limited time during professional learning meetings this school year prevented staff from completing the survey, which likely decreased participation rates. The transition to two lunch periods by grade level has reduced the opportunities for staff members to interact and build meaningful connections with one another, impacting overall collaboration and engagement. Additionally, early in the school year, we did not schedule activities to celebrate and recognize different cultures before the Fall Survey, which may have contributed to lower responses around cultural inclusivity. While cultural celebrations have since been scheduled for the remainder of the school year, the lack of early recognition may have influenced the initial survey results.
- These underlying causes suggest that efforts to improve survey participation, staff morale, and the school's cultural inclusivity need to be prioritized to create a more supportive and engaging school environment moving forward.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- To address the challenges identified in the Fall Climate & Culture Survey, the following steps are necessary:

- 1. **Dedicated Time for Survey Completion:** Collaborate with the Instructional Leadership Team (ILT) and Campus Culture Team (CCT) to identify and allocate time during professional learning meetings for all staff members to complete surveys. This will ensure higher participation rates and provide a more accurate reflection of staff sentiments across the school.
- 2. **Strengthening Campus Culture:** Continue to prioritize efforts to build a positive and inclusive campus culture that fosters connection, collaboration, and a sense of belonging among all staff members. This includes increasing opportunities for staff interaction and community-building, especially with the new lunch period schedule, and ensuring that staff feel valued and supported.
- 3. **Recruitment and Retention of Diverse Staff:** Focus on recruiting and retaining staff members who reflect the diversity of our student population and community. A diverse teaching staff is essential in creating a culturally responsive environment where all students feel recognized and valued, and it also strengthens the overall school culture.

By addressing these needs, we can work towards improving staff engagement, enhancing the overall school environment, and fostering a culture of inclusivity and respect for all.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Cultural Proficiency

Fully Implemented

This year, we partnered with Taylor Howard Consulting to support the growth of cultural proficiency and a culture of achievement at Tenaya. Throughout the year, Taylor Howard facilitated professional learning sessions aimed at helping both our teaching staff and administration adopt and strengthen cultural sustaining practices. These practices go beyond merely accepting students' cultural norms and values—they actively foster and celebrate them. In addition to the workshops, Taylor Howard provided targeted coaching sessions for both teachers and administrators, allowing for more personalized support in applying these practices within the classroom and school environment. This comprehensive approach has been integral to our ongoing efforts to create a more inclusive and culturally responsive learning community at Tenaya.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Cultural Proficiency

Partially Effective

While we are still in the early stages of implementing school-wide systems and strategies to improve the culture of achievement at Tenaya, we have already seen positive shifts and improvements. The professional learning sessions have played a key role in fostering these changes, with several teachers successfully incorporating new strategies into their daily classroom routines. One notable example is the implementation of a positive incentive reward system, paired with a clear hierarchy of consequences and rules. Teachers who adopted this approach reported noticeable improvements in classroom engagement and student participation. These initial successes highlight the potential of our ongoing efforts to build a stronger, more supportive culture of achievement across the school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Professional Learning to Improve Culture of Achievement

- **Peer Sharing and Collaborative Learning:** Create opportunities for staff to share successful strategies and practices they've implemented to improve classroom culture and student achievement. This could be through regular peer-led sessions, team meetings, or professional learning communities (PLCs) that foster collaboration.
- **Action-Oriented Workshops:** In addition to professional learning, incorporate action-oriented workshops that help staff develop concrete, classroom-based strategies for improving student engagement, academic achievement, and creating an inclusive culture. Ensure these workshops are reflective of the diverse student body at Tenaya.
- **Provide Ongoing Support:** Pair professional learning with follow-up support, such as coaching or mentoring, to ensure the strategies are implemented effectively in classrooms and school-wide. This could involve observation and feedback sessions to track progress and areas for improvement.

Professional Learning to Address Cultural Biases

- **Implicit Bias Training:** Offer ongoing professional development that focuses on recognizing and addressing implicit biases. This could include interactive workshops, case studies, and discussions to help staff better understand their own biases and how these may impact teaching and decision-making.
- **Cultural Proficiency Framework:** Implement a cultural proficiency framework that includes a series of workshops and resources aimed at developing teachers' ability to be culturally responsive. This can be paired with specific resources that help educators assess their own practices and the cultural dynamics of their classrooms.
- **Student-Centered Bias Discussions:** Host student-led forums or focus groups that encourage dialogue between staff and students on cultural understanding. This could create a platform for students to express their experiences and educate staff on how to better serve their cultural needs.

Engaging Students, Staff, and Community in Cultural Celebrations

- **Monthly Cultural Celebrations:** Plan and implement monthly or quarterly cultural celebrations that focus on a particular culture represented in the school community. This can include food, music, guest speakers, cultural performances, and classroom lessons that highlight the significance of the culture being celebrated.
- **Cultural Awareness Weeks:** Organize school-wide "Cultural Awareness Weeks" where different cultures are celebrated each day. Staff and students could participate in themed activities, cultural workshops, and community events. Additionally, have students and families volunteer to share their traditions or heritage.
- **Family and Community Partnerships:** Engage families and community members in cultural celebrations by inviting them to share their cultural traditions, stories, and experiences with students. This helps strengthen school-community relationships and provides a more authentic learning experience.
- **Celebrate Diverse Holidays and Traditions:** Integrate celebrations of diverse holidays and traditions into the academic calendar and school-wide activities, such as Black History Month, Hispanic Heritage Month, Lunar New Year, Diwali, etc. Create opportunities for students to learn about the historical, social, and cultural significance of these events.

Section D: 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.

SSC:

- We need to continue to build all aspects of culture at Tenaya. Student to student, staff to staff, student to staff, staff to parents, etc..
- Recognizing different cultures through events that have been planned this year was helpful and we need to build on what we started.
- Continued professional learning to improve our overall culture.

ELAC:

- Recognizing different cultures through events that have been planned this year was helpful and we need to build on what we started.

Staff:

- Monthly Cultural Events to support awareness and sense of belonging for all.
- More staff activities planned to build staff unity.
-

Action 1 :

Culturally Responsive School Environment

Action Details:

At Tenaya we are committed to creating a strong, inclusive and culturally responsive school environment through intentional planning, collaboration, and continuous improvement. This strategic culture planning initiative is designed to strengthen the school’s overall climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged.

The multi-year approach focuses on building a sustainable framework for positive cultural change. Year 1 laid the groundwork by gathering insights, building relationships, and understanding the current cultural landscape. Year 2 shifts toward implementing targeted strategies, monitoring progress, and refining interventions to create a more supportive, high-achieving school culture.

Year 1 Recap (2024-2025) In the first year of our strategic culture planning, we focused on building foundational relationships with administration and staff through coaching, office hours, professional development (PD) sessions, and PLC learnings. Data collection was a critical component, utilizing surveys, classroom walkthroughs, interviews, and focus groups to gain insights into the school’s cultural landscape and the experiences of administrators, staff, students, and families within the school community. Using the data and insights gathered in Year 1, we focused on the following key areas to strengthen and enhance the school’s overall culture: ? Developing a Theory of Change: Establishing a clear framework to guide cultural improvements and strategic interventions. ? Identifying Primary & Secondary Drivers: Pinpointing the key factors influencing school culture to direct our efforts effectively. ? Defining Change Ideas: Creating targeted initiatives that address the identified drivers and contribute to a positive cultural shift.

Year 2 Goals (2025-2026) Building upon the foundation set in Year 1, our work in Year 2 will focus on the implementation, progress monitoring, and modification/adaptation of change ideas within the school’s ecosystem. This iterative process ensures that our strategies remain relevant and effective in fostering a positive and inclusive school culture.

Strategic Focus Areas Our work in Year 2 will be organized into five key pillars, each with specific strategies and action plans:

1. Culture of Achievement

- a. Supporting a growth mindset among students and staff
- b. Establishing clear expectations for academic success
- c. Implementing data-driven strategies to track progress and improvements

2. Culture with Students

- a. Fostering inclusive and affirming learning environments
- b. Strengthening student voice and leadership opportunities
- c. Enhancing student engagement through culturally responsive practices

3. Culture with Families

- a. Building stronger family-school partnerships
- b. Increasing opportunities for meaningful family involvement
- c. Enhancing communication and transparency with families

4. Culture with Staff

- a. Providing ongoing professional development and coaching as it relates to belief, mindsets, dispositions and practices about students
- b. Strengthening staff collaboration and shared leadership
- c. Addressing teacher well-being and sustainability in the profession

5. Culture with Administration

- a. Enhancing leadership capacity and cultural proficiency

- b. Establishing sustainable systems for continuous improvement
- c. Creating a shared vision for a strong school culture

Implementation & Support To achieve these goals, professional development, coaching, and continuous support will be provided throughout the year. Our approach will remain dynamic, data-informed, and responsive to the evolving needs of the school community. By aligning our efforts with these strategic pillars, we aim to create a more inclusive, supportive, and high-achieving school culture for all stakeholders.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Culture with Students

- a. Fostering inclusive and affirming learning environments
- b. Strengthening student voice and leadership opportunities
- c. Enhancing student engagement through culturally responsive practices
- d. Provide opportunities throughout the school year to celebrate and learn about all of our cultures

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Not applicable as goal is directed to staff.

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

Taylor'd Consulting for Professional Learning/Coaching

As a site: What are the planned actions to support this student group?

Not applicable as goal is directed to staff.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning through individualizing the support, professional learning and staff appreciation. The outcomes will be measured by: • Culture and Climate staff survey results organizational domain and value favorable responses. These outcomes will be monitored by: • the site administration • CCD • Culture and Climate Team	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Behaviors of staff individually feeling valued and demonstrating self and collective efficacy will be easily observed by all staff. The outcomes will be measured by: • Staff participation in appreciation events • Culture and Climate staff survey results organizational domain and value favorable responses. The outcome will be monitored by: • Culture and Climate Team • CCD • VPs • Principal	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately achieve the goal of increasing favorable responses of staff feeling valued to 95% and organizational domain favorable responses reaching 100%. These outcomes will be measured by: • All staff receiving individualized gestures of validation by site administration and their colleagues. • Culture and Climate staff survey results organizational domain and value favorable responses. The outcomes will be monitored by: • Culture and Climate Team • CCD • VPs • Principal

Action 2 :

Professional Learning Teams

Action Details:

Tenaya will take the following actions to help increase recruitment and retention of our staff through our Professional Learning Teams: Emphasize the collaborative nature of professional learning teams where teachers work together to share best practices, discuss challenges, and support each other's growth. A collaborative environment is appealing to prospective teachers who value teamwork and collective problem-solving.

Professional Learning Communities:

- Professional Learning Communities (PLCs) will come together to share expertise, analyze data, and improve instructional practices to enhance student learning outcomes.
- Each Subject will have to a PLC with a PLC lead that will engage in the work through the PLC+ Playbook for Instructional Leaders.
- Identify key areas of focus for PLCs based on school goals, instructional priorities, and areas of improvement identified through data analysis.
- Establish clear roles, responsibilities, and expectations for PLC members, emphasizing collaboration, shared leadership, and collective responsibility for student success.
- Define each PLC's purpose and goals based on specific objectives related to student achievement, instructional effectiveness, curriculum alignment, assessment practices, and professional growth.
- Develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to guide PLC activities and outcomes and ensure alignment with school improvement plans and academic standards.

Professional Learning Series:

- Create a Professional Learning Series facilitated by Instructional Learning Community (ILT) members and expert teachers. This series will focus on best practices in instruction, assessment, and classroom management, incorporating culturally responsive teaching strategies.
- Utilize the expertise of ILT members to lead professional learning sessions and workshops that address students' diverse needs and promote student success.
- Collaborate with ILT, PLC, CORE, and Department Leads to standardize grading practices and learning approaches, ensuring consistency and equity in assessment across all classrooms.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

New Teacher Supports:

- Instructional Coach: All new teachers have a coach who supports them on a weekly basis.
- Implement a new teacher community to support new teachers including professional development opportunities around classroom management, engagement, and assessments. Providing support in using district systems including ATLAS, grade books, iReady and EdCite platforms, Class Connect etc.

Student Academics:

- Differentiated instruction based on results of assignments or assessments
- Lessons may include use of front loading strategies, re-engagement, re-teaching, or enrichment strategies Aligned curriculum that vertically articulated and assesses progress uniformly
- PLTs will develop common grading practices to increase equity
- ILT implement a Professional Learning Series utilizing ILT members and expect instructors to teach and develop each other.

Student Engagement:

- Lesson design to include more disciplinary literacy and higher-level questioning to promote student thinking
- Coherency surrounding the expectations in regard to Bullard's school-wide learning outcomes
- Culturally consistent classrooms which foster engagement and support student-centered learning

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Identify site-based interventions that align to the needs of struggling RFEP students to ensure academic success and stop potential academic regression
- Quarterly RFEP monitoring and teacher feedback

Student Groups

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

African American (AA) & English Learner (EL):

Pay certificated teachers to provide academic support during the school day to low performing student groups.

Fund after school stipends for teachers for additional after-school tutoring in ELA, Science and History..

Provide stipends for teachers or RCA to meet regularly with students and track progress.

Fund field trips to increase motivation and relevance.

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

African American (AA): Stipends for certificated teachers to provide structured intervention and reteaching. Stipends for PLC teams to analyze iReady, SBAC, and CFA data to identify targeted intervention strategies. Technology and supplemental materials to support learning in the classroom. Stipends for teachers or RCA to check in weekly with struggling African American students on academic success goals. Funding for parent workshops, materials, and incentives to improve home support. Small incentives for students attending tutoring, mentoring sessions, or showing improvement. Host a celebration event or awards ceremony to highlight growth and success.

English Learner (EL): With 7090 or 7091 funds we plan to support English learner students by providing planning time for PLC teams across disciplines for strategic planning of successful integration of EL instructional strategies in their units. We will continue to provide coverage for our HSL mileage to aide in communicating with families the importance of attendance and academic performance

As a site: What are the planned actions to support this student group?

English Learner (EL):

- **Data Chats and Goal Setting:** Teachers will engage in more intensive data chats with EL students for goal setting, reviewing grades, ELPAC scores, and state/district assessments. This will help monitor progress and target areas for improvement.
- **Tutoring Services:** EL students will have **first priority** for before and after-school tutoring services to support literacy and academic growth.
- **Elevation Platform Usage:** The **Elevation** platform will be used to identify EL students and focus on those who are underperforming in core subjects. Teachers will ensure that all EL students' progress is tracked through **EL Progress Monitoring** and **RFP** forms. Students needing additional academic support will be referred to tutoring services.
- **Support for Parent Communication:** The **HSL (Home School Liaison)** will assist with communication to parents regarding their child's academic and behavioral performance, ensuring families are involved in the learning process.
- **Collaboration and Curriculum Development:** Teachers will work in **PLC teams** to build grade-level and standards-based units that integrate evidence-based practices to support literacy development. They will use data from formal and informal assessments to design initial instruction and interventions for students who are not meeting standards.
- **Professional Learning:** Teachers will use **professional learning time** to identify EL students in their classrooms and assess their individual academic needs. This time will also be used to develop strategies for supporting their progress.
- **Ongoing Review and Planning:** Administration will continue to designate time for staff to review **CAASPP** and **ELPAC** scores and test formats. This will enable teachers to design lessons that are tailored to support the specific needs of EL students.
- **Classroom Culture:** Ensure students class schedules places them in heterogenous classroom settings to ensure a more inclusive and collaborative learning environment that fosters a range of perspectives and skills, and deepens high-quality learning for all students.

African American (AA):

- **Intervention Tutorials:** Low-performing students will have access to **intervention tutorials** for Literacy and Math. Students will be invited to tutoring sessions based on **teacher recommendations** to provide targeted support.
- **RCA Support:** An additional **RCA (Resource Classroom Assistant)** will be hired to meet regularly with students to set goals, track progress, and monitor student achievement. The RCA will provide incentives for students who meet their goals, helping to motivate continued improvement.

- **Data Monitoring and Targeted Support:** iReady, District Interim Assessments, SBAC, and previous **grades performance** data will be used to identify African American students struggling academically. This data will be shared with content area PLCs to track progress and ensure that effective interventions are implemented.
- **Parent Communication and Student Incentives:** Regular **parent calls/texts** and **student incentives** will be used to support academic progress. Teachers or staff mentors will check in weekly with struggling students, focusing on **attendance, work completion**, and building **confidence in literacy skills**.
- **Data Analysis and Intervention Adjustments:** PLC teams will **regularly analyze data** on African American student performance and adjust interventions as necessary to meet student needs.
- **Vertical Articulation: Strengthening vertical articulation** between grade levels will be a priority to improve transitions and prevent skill gaps, particularly those that disproportionately affect African American students.
- **Peer Tutoring:** High-performing students will be **trained and recognized** as **peer tutors** for struggling students, fostering collaboration and academic support from within the student body.
- **Classroom Culture:** Students will be placed in **heterogeneous classroom settings** to ensure an **inclusive and collaborative learning environment**. This will provide a range of perspectives and skills, enhancing high-quality learning for all students.

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs. - PLC teams will continue identifying essential standards for their units that support student proficiency/met standards in CAASPP and ELPAC. Outcomes monitored by Principal and VPs. - Administration will conduct classroom observations and provide feedback and coaching to support teachers improving culture of achievement within their classrooms and PLC teams. Outcomes monitored by Principal and VPs. - PLC teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results and Essential Standards to inform instruction, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP. - Administration will collect baseline data on percentage of instruction being delivered to students is at grade level standard or above. Outcomes monitored by Principal, VP's, and ILT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - High Quality First instruction at or above grade level standard will increase across all content areas by 25%. Outcomes monitored by Principal, VP's, and ILT. - D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration pull Atlas Gradebook Snapshot reports. Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs. - EL student progress will be monitored after each assessment period (ELPAC, i-Ready, Interim) to ensure that students are making adequate progress, towards one ELPI level growth each year and be reclassified on time. - Outcomes will be monitored by teachers, counselors, EL coordinator. - Counselors will meet with EL students quarterly for Goal setting and monitoring progress.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - Retain staff and continue to recruit staff that represents our student body. - Continue to work on improving our overall culture of achievement that will lead to improved data across all areas. - SBAC Results: Decrease the distance from meeting standards in ELA from -47.7 to -32.7. Improve from 36.2% to 41.2% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. - SBAC Results: Decrease the distance from meeting standards in Math from -87.6 to -72.6. Improve from 22.5% to 27.5% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers. - ELPI Results: (EL) Percentage of students who improved at least one ELPI level from 22.7% to 32.7%. - Long-Term EL - Percentage of students who improved at least one ELPI level from 22.2% to 32.2%.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Taylor'd Consulting : Taylor'd Consulting - Professional Learning/Coaching	15,000.00

\$15,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80.7 %	84.6 %	2024-2025	89.7 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

For the Fall 2024 Survey we only had 25 parent/families take the survey.
Of the 25 who took 84.6% responded favorable in the family engagement domain.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- We sent out our own survey in conjunction with Taylor'd Consulting who we have partnered with to build a strong partnership with our black community. A survey the 2nd week of school to all Tenaya families and this possibly caused a lower completion rate for the district family survey.
- Access to the survey as these surveys are done digitally.
- Survey fatigue - different students at multiple schools throughout the district as well as the number of surveys parents are asked to complete.
- Interest to complete surveys potentially decrease with age of their student.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Accessibility to the survey as these surveys are done digitally.

- During school event, have digital access available for parents to complete the survey and in the office during the survey window

Survey fatigue - different students at multiple schools throughout the district as well as the number of surveys parents are asked to complete.

- Reduce any unnecessary surveys for families to complete

Interest to complete surveys potentially decrease with age of their student.

- Provide rationale and importance of the Fall and Spring Parent Culture and Climate Survey.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increasing inclusive opportunities for families

Fully Implemented

The action was fully implemented, while we still do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increasing inclusive opportunities for families

Partially Effective

This year, we made a conscious effort to enhance parent involvement by organizing a variety of events, activities, and invitations for families to visit our campus. These included several cultural events and celebrations that were open to the entire community. The response was overwhelmingly positive, and we saw a notable increase in parent participation compared to previous years. This indicates that our intentional efforts to engage parents were successful in fostering a stronger connection between families and the school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We recognize that building lasting relationships with our families requires continuous effort. Moving forward, it's essential to keep creating opportunities for families to be involved, ensuring they feel welcomed and valued as integral members of the Tenaya family. By maintaining and expanding these efforts, we can continue to build a supportive, inclusive, and engaged community for all.

Section D: 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.

SSC:

ELAC:

Staff:

- Continue to host events that are meant to bring Tenaya families out to attend. The more they can be on site the more connected they will feel.
- Continue to improve customer service approach and ensure Tenaya families and they community feel welcomed and heard.

- Targeted interventions for English Learners.
- Culturally responsive teaching practices.
- Transportation may be a challenge.

- Continue to communicate with parents about events on campus and invite parents to attend.
- More parent calls to give parents to update about students doing well.

Action 1 :

Increasing inclusive opportunities for families

Action Details:

To achieve our goal of creating a welcoming and engaging environment for our families at Tenaya Middle School, we have developed a strategic plan that is specific, measurable, and aligned with our target of increasing the Climate and Culture Survey score to 90% in the family engagement domain.

Tenaya provides parent engagement opportunities to increase student engagement in school. These events will cover various topics identified through needs assessments, including academic support and social emotional well-being. Tenaya is committed to inclusivity, diversity, and valuing family involvement in students' education. This approach aligns with Tier 1 of the MTSS framework, focusing on universal strategies to enhance family engagement while promoting cultural proficiency, culturally proficient practices, multicultural experiences, and social action within our school community, as outlined in the DEI (Diversity, Equity, and Inclusion) Framework.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Student Academics:

- We will provide learning opportunities for families on the use of email, Atlas, Edu text, and Mircrosoft Teams so parents can better monitor student progress and increase communication with teachers and counselors

Student/Family Engagement:

- To increase student engagement, we will continue to communicate to families about various events through Parent Square, Instagram, Brave Nation Parent Newsletters, and our website.
- Parents will receive information regarding student involvement opportunities via Parent Square, website, newsletter, master calendar, Parent Coffee Hour, ELAC, SSC
- Create community events and opportunities to increase parent involvement with Tenaya
- Staff will be provided with extra pay contracts to facilitate Goal 5 activities before school, during lunch or after school. Materials will be provided as funds are available.
- Rewards, incentives and materials will be purchased to encourage leadership, participation, good character, attendance and foster school spirit.
- Student Leadership Team will encourage student participation in the development of school spirit and activities :Red Ribbon Week, Spring Activities, Spirit Weeks, etc
- Student Leadership Team will have opportunities to: collaborate with Administrative Staff to develop lunch activities to encourage student engagement.
- Incentives will be purchased for students such as attendance, grades, school spirit.
- Quarterly Parent Coffee Hours with Administrations will be held.
- African American Parent Night dinner will be held early in school year to share data and build stronger partnership to better support students.
- All Parents will be encouraged to volunteer in some aspect to support our school and their student

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- Parents will be invited and recruited to participate in Parent University Courses offered at Tenaya.

Student Groups

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

General School Community:

In addition, we will utilize funds for materials and supplies along with food and drink provisions to support our family events that include:

- Fall and Spring Family Engagement Nights
- Back to School and Open House Night
- Semester Excellence Awards and Sports Banquets
- Parent visits to Classrooms and campus in general
- Parent Teacher Organization events and meetings

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

English Learner (EL):

With 7090/7091 we plan to support our EL families with our Home School Liaison providing parent workshops that will help foster relationships with our bilingual families and increase the level of participation in school engagements and survey completion.

General School Community:

In addition, we will utilize funds for materials and supplies along with food and drink provisions to support our family events that include:

- Fall and Spring Family Engagement Nights
- Back to School and Open House Night
- Semester Excellence Awards and Sports Banquets
- Parent visits to Classrooms and campus in general
- Parent Teacher Organization events and meetings

As a site: What are the planned actions to support this student group?

Admin Team:

- Focus will continue to be on providing excellent customer service to our parents and ensuring that all our parental engagements are organized and monitored to ensure they are meaningful.

Department Chair:

- Group will be the thinking partners and provide feedback how we can better serve our parents and improve upon the parent engagement events and gain more participation on surveys and attending the events.

CCD:

- Will provide supports to ensure that parents feel the warmth and are welcomed in a manner that they feel that their participation and inclusion of school events is worthwhile and necessary to the success of their child.

Counseling Team:

- Focus will be on bridging the incoming 6th grade student parents and keeping them informed and engaged as students transition to middle school through their 8th grade year.

Office and Classified Staff:

- As the first areas our parents see or interact with, we will continue to monitor and maintain providing excellent customer service and a school that is complementary to the high expectations we have for all staff and students.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes in knowledge and learning through the direct and indirect feedback provided by our parent groups and general parent school community. The outcomes will be measured by: • event participation numbers • Through the Culture and Climate survey data for parent inclusions and parents feel like they are part of the decision making at Tenaya. These outcomes will be monitored by: • site administration • campus culture team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Behaviors of our staff will maintain the positive momentum we have established through refining our current parent engagement opportunities and adjusting/adding new opportunities based upon parent survey responses. The outcomes will be measured by: • an increase in parent contributions and providing additional feedback to site administration and teachers. • parents providing ideas to best attract more parent involvement in school activities. The outcome will be monitored by: • Home School Liaison • VP of parent engagement • Principal	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately achieve the goal of having 95% of families providing a favorable response to their family engagement and a 95% favorable response to families feeling like they are a partner in making decisions at their child's school. These outcomes will be measured by: • The Fall Culture and Climate survey data family response to the engagement and partnership domain. The outcomes will be monitored by: • CCD • VP • Principal

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food or Incentives*	2,690.00
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			Golf Cart Maintenance	2,000.00

\$4,690.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0445 Tenaya Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online Subscriptions & Site Licenses	7,372.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Quarterly planning days ELA 8 Teachers x4 days Math 8 Teachers x4days History 6 Teachers x4 days Science 6 Teachers x4 days PE Teachers 2 days Coteach 2 days	44,127.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Material & Supplies	42,233.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,500.00
G1A1	Sup & Conc	Instructional Supervision & Admii	Off Eq Lease			Copier Leases	18,120.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	ELD Instruction Prep buyout	13,957.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	1,790.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELD Tutoring	6,131.00
G1A2	LCFF: EL	Instruction	Mat & Supp			ELD Materials & Supplies	4,966.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Music, Elementary	0.3500	Monica Perdomo ID# 1086416 - 1.0 FTE split funded: 0.65 FTE 0445-6770 & 0.35 FTE 0445-7090 - RV	56,393.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero period PE Vapa Prep buyout Brett Jones ID#1064801	13,957.00
G2A1	Sup & Conc	Guidance & Counseling Services	Local Mileag			Transition Counselor Mileage	750.00
G3A1	Title 1 Basic	Attendance & Social Work Servi	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		62,902.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Transition teacher prep buyout Kevin McGensy id#1051626	13,957.00
G3A1	Sup & Conc	Attendance & Social Work Servi	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	New RCA	18,169.00
G3A1	LCFF: EL	Attendance & Social Work Servi	Local Mileag			HSL Mileage	750.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Taylor'd Consulting : Taylor'd Consulting - Professional Learning/Coaching	15,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food or Incentives*	2,690.00
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			Golf Cart Maintenance	2,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$72,964.00
Sup & Conc	7090	\$226,206.00
LCFF: EL	7091	\$27,594.00
Grand Total		\$326,764.00

\$326,764.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$140,196.00
G2 - Expand student-centered and real-world learning experiences	\$71,100.00
G3 - Increase student engagement in their school and community	\$95,778.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$15,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,690.00
Grand Total	\$326,764.00