

Tehipite Middle

10621666088538

Principal's Name: Shannon West

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Shannon West', written over a light blue rectangular background.

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 - Shannon West	X				
2. Chairperson - Juan Rodriguez Padilla		x			
3. Frank Velasco		x			
4. Frank Molina		x			
5. Olga Uribe				x	
6. Alicia Crispin				x	
7. Fabiola Garcia				x	
8. Alvis Guzman					x
9. Dylan Acosta					x
10. Xavier Montalvo					x
11. Araceli Ruiz			x		
12. Maria Tafolla (Designee)			x		
13.					
14.					
15.					

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

Required Signatures

School Name: Tehipite 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	Shannon West		3/17/25
SSC Chairperson	Juan Rodriguez-Padilla		3/17/25

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

Tehipite - 0440

ON-SITE ALLOCATION

3010	Title I	\$56,457 *
7090	LCFF Supplemental & Concentration	\$163,902
7091	LCFF for English Learners	\$45,990

TOTAL 2025/26 ON-SITE ALLOCATION	\$266,349
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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	\$1,836
Program Budget	\$54,621
Total Title I Allocation	\$56,457

ESSA Assistance Status: Targeted Support and Improvement (TSI)

Tehipite 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)	✓		23 %	2023-2024	24.1 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		24.7 %	2023-2024	25.8 %
SBAC ELA- Average distance from standard	✓	10 pts	-90.5 pts	2023-2024	-75.5 pts
SBAC ELA- Average distance from standard (English Learner)	✓	15 pts	-126.9 pts	2023-2024	-111.9 pts
SBAC ELA- Average distance from standard (Hispanic)	✓	10 pts	-88.8 pts	2023-2024	-73.8 pts
SBAC ELA- Average distance from standard (Long-Term English Learner)	✓		-150.9 pts	2023-2024	-135.9 pts
SBAC ELA- Average distance from standard (Socioeconomically Disadvantaged)	✓	10 pts	-91 pts	2023-2024	-76 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓	10 pts	-182.7 pts	2023-2024	-167.7 pts
SBAC ELA- percentage of students met/exceeded standard	✓	25 %	20.7 %	2023-2024	30.7 %
SBAC Math - Average distance from standard	✓	20 pts	-144.4 pts	2023-2024	-129.4 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓	20 pts	-221 pts	2023-2024	-206 pts
SBAC Math - percentage of students met/exceeded standard	✓	20 %	7.3 %	2023-2024	17.3 %

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.

Based on school metrics, students are not performing at grade level in ELA and Math on the SBAC, District Interims and i-Ready assessments. The identified student groups in need of targeted support include English Learners (ELs), Hispanic students, long-term English learners (LTELs), socioeconomically disadvantaged students (SED), students with disabilities (SWD), and African-American students (AA).

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

- Students show progress prior to assessments but experience a decline in foundational skills when taking seventh-grade assessments.
- Students do not consistently engage with a variety of reading, writing, speaking, and listening strategies on a daily basis.
- There are limited opportunities for students to engage in deeper thinking and critical reasoning strategies.
- Common formative assessments (CFAs) and data analysis are not consistently utilized during Professional Learning Communities (PLCs).

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.

- Effective Tutoring and Intervention: Provide targeted support for students who are below or near grade level.
- Increased Parent Engagement: Offer opportunities for families to access resources and strategies for student success.
- Relevant Professional Learning: Provide staff with training, conferences, and support in engagement strategies and culture building.
- Consistent Checks for Understanding: Implement regular student goal-setting and progress monitoring.
- PLC+ Implementation: Use formative assessments with fidelity and strengthen PLC foundations.

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: SBAC Math and Site Based RTI Supports

Partially Implemented

The actions were partially implemented, as the team remained incomplete until mid-semester, leaving long-term substitutes rotating in and out of the classes that needed the most support. As a result, students were not consistently exposed to grade-level standards in every class and struggled to reach grade-level content. For those performing below grade level, the reinforcement of foundational math skills was critical but not consistently provided. Additionally, teachers did not consistently offer students opportunities to demonstrate their understanding and mastery of the content.

Action 2: SBAC ELA and Site Base CAASPP RTI Supports

Partially Implemented

The actions were partially implemented, but inconsistencies in MTSS structure limited effectiveness. Not all teachers had clear structures in place to support Tier 1 and Tier 2 instruction. While PLC work was conducted, CFA cycles were not consistently followed, and a lack of alignment in CFAs made it difficult to analyze data and reteach effectively for student mastery. Additionally, there were no consistent planning days or dedicated release time for teachers, further impacting instructional coherence and support.

Action 3: English Learner Reclassification and Advancement

Fully Implemented

The actions were fully implemented. We have a new initiative was set in motion to help English learners advance and achieve reclassification. A dedicated support teacher took on the task, pulling students out of class for targeted instruction, closely monitoring their progress, and crafting individualized plans to ensure their continued success. Beyond the classroom, the teacher maintained regular communication with core teachers and parents, keeping them informed and involved in their children's learning journey. Detailed records tracked each student's growth, ensuring they were fully prepared for the ELPAC assessment. With these steps in place, students gained the support they needed to thrive.

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: SBAC Math and Site Based RTI Supports

Partially Effective

The actions were partially effective. At the start of the school year, the team faced a challenge as key members weren't in place until the semester was already underway. Despite this delay, their efforts still made an impact. Data from the 2024-25 school year reflects steady improvement on the i-Ready diagnostic and district interim assessments, signaling progress. However, foundational math skills remained a weak spot, and SBAC scores have yet to show the full benefits of their work. While their actions had been effective in some areas, it was clear that more reinforcement was needed to bridge the gap.

Action 2: SBAC ELA and Site Base CAASPP RTI Supports

Partially Effective

The actions were partially effective. Although all subgroups showed a decline in SBAC scores for the previous year, metrics from the 2024-25 school year indicate improvement on the i-Ready diagnostic, and district interim assessments.

Action 3: English Learner Reclassification and Advancement

Effective

The actions are effective. With a dedicated support teacher collecting data and gathering feedback from teachers, parents, and students, the school had a clearer picture of what was working. The results spoke for themselves—English learners were more engaged in their classes, and their grades reflected it. Ds and Fs on progress reports were decreasing, showing real academic progress.

Beyond the numbers, students themselves felt the difference. As they prepared for the ELPAC test, many reported feeling more comfortable and confident in their abilities. The possibility of reclassification no longer seemed out of reach—it was becoming an achievable goal. With support in place, the momentum will continue to build.

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 are committed to strengthening our instructional practices to support all students in developing their literacy and math skills. Through targeted professional learning opportunities, we will reinforce PLC+ frameworks and foundational strategies that enhance student learning.

To ensure consistency across classrooms, we will implement a school-wide adoption of CERS, a writing strategy that will be used in all subjects to support student growth. Additionally, we have invested in VR headsets for our math and science students, allowing them to engage with Prisms, an interactive tool that connects real-world applications to key concepts. This initiative will help deepen students' understanding while making learning more engaging.

To further support math instruction, we will continue working with i-Ready consultants, providing teachers with ongoing professional learning to maximize the platform's impact between diagnostics. In literacy, our coach will offer push-in support, allowing for real-time interventions during the school day. Additionally, we will adjust our class schedule to include bi-weekly intervention support, ensuring that all students receive the targeted assistance they need to succeed.

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: The SSC recommended creating new academic and career pathways that connect to Roosevelt High School, increasing student engagement and family involvement. They emphasized continuing culturally responsive teaching through UnboundEd training and ensuring all teachers are equipped to implement these strategies. They stressed the need for rigorous, standards-aligned instruction with targeted professional learning to improve academic achievement. Lastly, they urged rethinking the advisory period to make it more relevant and engaging for students.	ELAC: Based on ELAC feedback, key priorities for English learners include staff training, ELPAC goal-setting, literacy coaching, and targeted interventions. Parents also emphasized needing a Resource Counseling Assistant (RCA), EL assessors, and instructional materials. They support student recognition through celebrations, incentives, and enrichment activities like clubs and field trips. Additionally, they value Parent Engagement Hour and English classes for families.	Staff: Staff feedback included utilizing more effective and research-based teaching strategies, Planning during the summer to create CFAs for the entire school year, focused and strategic support for students that is tailored to their needs and refined RTI practices that allow for early intervention.
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Action 1 :

CAASPP Mathematics

Action Details:

By May 2026, the overall average DFS for 7th graders in Math will increase from - 127 to -112 or more as measured by the Math SBAC.

By May 2026, the overall average DFS for 8th graders in Math will increase from -170 to -155 or more as measured by the Math SBAC.

Tehipite Middle School will continue to enhance and strengthen our academic approach by aligning it with high standards and providing targeted support for students. We will prioritize teacher clarity and student engagement, as demonstrated by ongoing professional development, data-driven discussions, targeted interventions, and data analysis through Professional Learning Communities (PLCs). Collaboration across content areas, classroom support, extracurricular enrichment, staff development, and paid planning days for teachers will all contribute to this effort. Our goal is to increase the percentage of students meeting and exceeding standards, with a specific focus on improving math scores. All Tehipite teachers will implement the Guaranteed and Viable Curriculum (GVC) and apply instructional strategies that help students access and master content. Teachers will work together to identify best practices, using common assessments and data to tailor instruction to meet the diverse needs of all students. We will track progress using school-based i-Ready diagnostics, district interim assessments, and SBAC data.

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

Professional Learning & Teacher Support

- Ongoing professional learning (PL) on research-based instructional strategies.
- Use of the Scope & Sequence and CCSS to plan and deliver instruction that meets students at all proficiency levels.
- Weekly PLCs and common prep periods for content-alike teams to analyze student data, plan instruction, and integrate research-based practices.
- Substitutes for professional development, lesson planning, and conference participation to deepen teacher understanding of instruction.
- Continued training on the Edcite and i-Ready platforms to further staff understanding of how they can be effectively used to monitor student progress and inform instruction.
- Travel and conference opportunities for teachers to enhance culture and climate building and to refine instructional strategies.
- Ongoing coaching support through site Literacy Coach for all teachers and Induction Coach for new teachers.
- Comprehensive Response to Intervention (RTI) to provide universal supports to all students within the school day.

Focus Areas for Support

- Establish strong, trust-based relationships with administrators, staff, and key stakeholders.
- Align goals and expectations.
- Provide coaching and office hours to support staff and leadership in addressing immediate cultural needs.
- Comprehensive Data Collection & Analysis
- Conduct surveys to gather insights on school climate, culture, and stakeholder experiences.
- Facilitate classroom walkthroughs to observe and document current practices and interactions.
- Organize interviews and focus groups with students, staff, families, and leadership to capture diverse perspectives.
- Analyze collected data to identify trends, strengths, and areas for growth.
- Develop a clear and shared Theory of Change to guide cultural transformation efforts.
- Pinpoint key factors influencing school culture to focus strategic interventions.
- Create targeted initiatives (Change Ideas) with school leadership and staff to address identified drivers and foster positive cultural shifts.
- Focus on culturally responsive practices and fostering inclusive environments.
- Design Professional Learning Communities (PLCs) activities to encourage collaborative learning and reflective practice among staff.

Instructional Supports for ELs

- Small-group instruction and targeted interventions to support standards and content mastery.
- Cooperative learning structures to enhance peer interaction and academic discourse.
- Gradual release of responsibility (I Do, We Do, You Do) model to scaffold learning and build student independence.
- Implement structured speaking, writing, and reading strategies, including CERS (Claims, Evidence, Reasoning, Summary) and annotation techniques.
- Academic Counseling: Grade Chats
- Inter-Act Fellow support in classrooms with newcomers to provide additional instructional assistance.
- Language Intensive Focus (LIF) class for EL students in their fourth year or longer (4+ years) who received an overall score of 2 or 3 on most recent ELPAC, with instruction aligned to ELA and ELD Standards. Provides ELA credits and qualifies as ELD for EL students.

Extended Learning & Enrichment Opportunities

- Steve's Scholars for students who remain "on-track"
- Peer Mentoring
- Supplemental pay contracts for teachers implementing focused interventions, enrichment, and coaching beyond duty hours.
- Before, during, and after-school intervention programs.
- Quarterly student goal-setting meetings to review individual progress, set academic and assessment goals, and track grade improvement.
- Field trips and cultural enrichment activities that support language acquisition and real-world application of skills.
- Recognition and incentive programs to celebrate progress, including grade checks, academic milestones, and end-of-year celebrations.
- Ethnic Studies
- After-School and Lunch Tutorials
- Extended Library Hours

Assessment & Data Monitoring

- PLC+ Certification training

- Ongoing data chats with students to increase self-awareness of progress and next steps for growth.
- i-Ready Reading Diagnostic and District ELA Interim Assessments used to track Math and Literacy skills and inform instructional practices..
- Continued training on the Edcite and i-Ready platforms to further staff understanding of how they can be effectively used to monitor student progress and inform instruction.

Instructional Resources & Technology

- Software and site licenses (e.g., i-Ready, Prism)
- Foundational literacy skills program to address the needs of English learners (newcomers & LTELs)

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.

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

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

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

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

With Title I funds we plan to support English learner students by providing the following:

- Childcare to encourage more parents to attend meetings (e.g., ELAC, SSC, Family Engagement Hour)
- Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data and plan problem of practice strategies during non-instructional days.
- Supplemental contracts for RTI will help ensure targeted interventions are provided.

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

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

- Materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dashboard information about assessments.
- Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs.
- Outside of school hours RTI supports, this may include extra pay contracts for staff, Incentives for student success and achievement and materials and supplies to ensure all needs are met.
- Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.
- Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.
- Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.
- CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.
- CAT pack celebrations for students align with school-wide academic, attendance, and SEL success criteria, which include funds for transportation, equipment rental, and purchase orders to pay for incentive destinations.
- Repair of facilities not covered by the district in support of Goal 1, Goal 2, and Goal to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.
- Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.
- Funds to help create a positive environment for learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4
- Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 supports are provided for students.

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

- ELPAC assessors
- Materials and Supplies to pay for reclassification support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.

- Reclassification student incentives not to be limited to field trips, buses for field trips, payment to venues for field trips, materials and supplies needed for field trips.
- Food from nutrition center for ELAC meetings and Family Engagement Hour.

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

- In-classroom embedded English Language development support through core instruction as designed by our schoolwide professional development.
- A teacher on an extra pay contract will support students needing Tier 3 support for RTI or due to Long-Term EL standing. Afterschool services will be focused on reading intervention, and lessons provided will align to the rigor of ELPAC-released questions.
- Staff PL is around CCI and has integrated and designated EL instruction.
- The Guidance Learning Advisor and instructional coach will help support the work around data chats in classrooms by creating presentations around data chat processes and meeting with PLCs as they go through the data chat process to help drive the CCI work schoolwide.
- Progress monitoring in core content classes (ELA, Math, Science, History) on the Ellevation platform
- GLA and EL services will collaborate to ensure that all staff who teach ELA receive ongoing LIF program support to implement services to students effectively. They will also provide appropriate schoolwide professional development to ensure that students identified as EL receive instruction with embedded support and instruction that aligns with ELD standards.
- Push-in and pull-out support to address academic and SEL needs
- Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- Supplemental contracts for PLC planning
- Supplemental contracts for PBL training
- Supplemental contracts for RTI
- Materials and supplies to improve parent communication, ensuring families are informed and engaged.
- HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

7090 Funds

- Materials and supplies to support instruction
- Incentives
- Blanket purchase orders

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

1. **Students with Disabilities (SWD):**
Socio-economically Disadvantaged (SED):
Hispanic (HI):
Long Term English Learner (LTEL):
English Learner (EL):
Targeted Instruction & Intervention:
 - In-school intervention during advisory to provide timely academic support bi-weekly to students within the school day.
 - Amplified foundational skills instruction to address gaps in literacy and comprehension.
 - Small-group instruction to provide targeted academic support.
 - Gradual Release of Responsibility (I Do, We Do, You Do) to scaffold learning and build student independence.
2. **Data-Driven Support & Progress Monitoring:**
 - Progress monitoring forms to track growth and instructional needs.
 - Ongoing Professional Development to finetune instructional practices.
 - Data chats and goal-setting meetings facilitated by advisory teachers.
3. **Professional Learning & Teacher Support:**
 - ELD teachers attend district quarterly trainings focused on meeting the diverse needs of multilingual learners.
 - Culturally and linguistically responsive teaching through Ron Clark Academy and ASCD.
 - Collaboration in PLCs to align instruction with ELD and content area standards aligned with the Scope & Sequence.
4. **Family & Community Engagement:**
 - Parent engagement activities such as ELAC meetings, Family Engagement Hour, and home visits.
 - Interpreting services to support communication with newly arrived immigrant families.
 - Incentives and celebrations to recognize student progress and milestones.
5. **Extended Learning & Enrichment:**
 - Supplemental tutoring before, during, and after school to accelerate learning.
 - Field trips to provide real-world learning experiences.
 - Inter-Act Fellow support in classrooms for additional instructional assistance.

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. Teachers will engage students in consistent CFA's, FIABs, and will participate in data analysis through the PLC+ framework and will be monitored by admin walkthroughs and data collection.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District Interim, i-Ready diagnostic and SBAC interim assessments will show an increase in student growth and grade level measurements. 60% of students will meet stretch growth as measured by the i-Ready.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. The overall average DFS for 7th graders in Math will increase from -127 to -112 or more as measured by the Math SBAC. The overall average DFS for 8th graders in Math will increase from -170 to -155 or more as measured by the Math SBAC.

Action 2 :

CAASPP ELA/Literacy

Action Details:

By May 2026, the overall average DFS for 7th graders in ELA will increase from - 85 to -70 or more as measured by the ELA SBAC.

By May 2026, the overall average DFS for 8th graders in ELA will increase from -103 to -88 or more as measured by the ELA SBAC.

Tehipite Middle School will continue to refine and strengthen our academic alignment to rigorous standards and targeted support, with an emphasis on teacher clarity and student engagement. This will be demonstrated through ongoing professional learning opportunities, data-driven discussions, targeted interventions, data analysis within Professional Learning Communities (PLCs), cross-content collaboration, classroom support, extracurricular enrichment opportunities, staff development, and paid planning days for teachers. Our primary focus will be to increase the percentage of students meeting and exceeding standards, particularly in English Language Arts (ELA), and to raise scale scores in ELA. All Tehipite teachers will implement the Guaranteed and Viable Curriculum (GVC) and use instructional strategies that help students access and understand content. Teachers will collaborate to identify best practices, utilizing common assessments and data to plan instruction that meets the diverse learning needs of all students. Progress will be measured through school-site i-Ready diagnostics, SBAC data, and district interim assessments.

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

Professional Learning & Teacher Support

- Ongoing professional learning (PL) on research-based instructional strategies.
- Use of the Scope & Sequence and CCSS to plan and deliver instruction that meets students at all proficiency levels.
- Weekly PLCs and common prep periods for content-alike teams to analyze student data, plan instruction, and integrate research-based practices.
- Substitutes for professional development, lesson planning, and conference participation to deepen teacher understanding of instruction.
- Continued training on the Edcite and i-Ready platforms to further staff understanding of how they can be effectively used to monitor student progress and inform instruction.
- Travel and conference opportunities for teachers to enhance culture and climate building and to refine instructional strategies.
- Ongoing coaching support through site Literacy Coach for all teachers and Induction Coach for new teachers.
- Comprehensive Response to Intervention (RTI) to provide universal supports to all students within the school day.

Focus Areas for Support

- Establish strong, trust-based relationships with administrators, staff, and key stakeholders.
- Align goals and expectations.
- Provide coaching and office hours to support staff and leadership in addressing immediate cultural needs

- Comprehensive Data Collection & Analysis
- Conduct surveys to gather insights on school climate, culture, and stakeholder experiences.
- Facilitate classroom walkthroughs to observe and document current practices and interactions.
- Organize interviews and focus groups with students, staff, families, and leadership to capture diverse perspectives.
- Analyze collected data to identify trends, strengths, and areas for growth.
- Develop a clear and shared Theory of Change to guide cultural transformation efforts.
- Pinpoint key factors influencing school culture to focus strategic interventions.
- Create targeted initiatives (Change Ideas) with school leadership and staff to address identified drivers and foster positive cultural shifts.
- Focus on culturally responsive practices and fostering inclusive environments.
- Design Professional Learning Communities (PLCs) activities to encourage collaborative learning and reflective practice among staff.

Instructional Supports for ELs

- Small-group instruction and targeted interventions to support standards and content mastery.
- Cooperative learning structures to enhance peer interaction and academic discourse.
- Gradual release of responsibility (I Do, We Do, You Do) model to scaffold learning and build student independence.
- Implement structured speaking, writing, and reading strategies, including CERS (Claims, Evidence, Reasoning, Summary) and annotation techniques.
- Academic Counseling: Grade Chats
- Inter-Act Fellow support in classrooms with newcomers to provide additional instructional assistance.
- Language Intensive Focus (LIF) class for EL students in their fourth year or longer (4+ years) who received an overall score of 2 or 3 on most recent ELPAC, with instruction aligned to ELA and ELD Standards. Provides ELA credits and qualifies as ELD for EL students.

Extended Learning & Enrichment Opportunities

- Steve's Scholars for students who remain "on-track"
- Peer Mentoring
- Supplemental pay contracts for teachers implementing focused interventions, enrichment, and coaching beyond duty hours.
- Before, during, and after-school intervention programs.
- Quarterly student goal-setting meetings to review individual progress, set academic and assessment goals, and track grade improvement.
- Field trips and cultural enrichment activities that support language acquisition and real-world application of skills.
- Recognition and incentive programs to celebrate progress, including grade checks, academic milestones, and end-of-year celebrations.
- Ethnic Studies
- After-School and Lunch Tutorials
- Extended Library Hours

Assessment & Data Monitoring

- PLC+ Certification training
- Ongoing data chats with students to increase self-awareness of progress and next steps for growth.
- i-Ready Reading Diagnostic and District ELA Interim Assessments used to track Math and Literacy skills and inform instructional practices..
- Continued training on the Edcite and i-Ready platforms to further staff understanding of how they can be effectively used to monitor student progress and inform instruction.

Instructional Resources & Technology

- Software and site licenses (i.e., i-Ready and Prism)
- Foundational literacy skills program to address the needs of English learners (newcomers & LTELs)

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.

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

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

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

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

With Title I funds we plan to support English learner students by providing the following:

- Childcare to encourage more parents to attend meetings (e.g., ELAC, SSC, Family Engagement Hour)
- Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data and plan problem of practice strategies during non-instructional days.
- Supplemental contracts for RTI will help ensure targeted interventions are provided.
- Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs.

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

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

- Outside of school hours RTI supports, this may include extra pay contracts for staff, Incentives for student success and achievement and materials and supplies to ensure all needs are met.
- Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.
- Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.
- Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.
- CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and dues to pay for CADA conference as well, lastly, CADA membership dues.
- CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.
- Repair of facilities not covered by district in support of Goal 1, Goal 2, and Goal 4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.
- Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.
- Funds to help create a positive environment for learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4
- Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 supports are provided for students.

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

- Materials and Supplies to pay for reclassification support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.
- Reclassification student incentives not to be limited to field trips, buses for field trips, payment to venues for field trips, materials and supplies needed for field trips.
- Food from nutrition center for ELAC meetings and Family Engagement Hour.

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

- In-classroom embedded English Language development support through core instruction as designed by our schoolwide professional development.
- A teacher on an extra pay contract will support students needing Tier 3 support for RTI or due to Long-Term EL standing. Afterschool services will be focused on reading intervention, and lessons provided will align to the rigor of ELPAC-released questions.
- Staff PL around CCI and integrated and designated EL instruction.
- The Guidance Learning Advisor and instructional coach will help support the work around data chats in classrooms by creating presentations around data chat processes and meeting with PLCs as they go through the data chat process to help drive the CCI work schoolwide.
- EL progress monitoring will be provided to all students designated as EL through their ELD class.
- GLA and EL services will collaborate to ensure that all staff who teach ELA receive ongoing Language Intensive Focus (LIF) program support to implement services to students effectively. They will also provide appropriate schoolwide professional development to ensure students identified as EL receive instruction with embedded supports and instruction that aligns with ELD standards.
- Mileage for Home School Liaison will help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.

Student Groups

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

- **Students with Disabilities (SWD):**
- Socio-economically Disadvantaged (SED):**
- Hispanic (HI):**
- Long Term English Learner (LTEL):**
- English Learner (EL):**
 - Supplemental contracts for PLC planning
- Supplemental contracts for PBL training
- Supplemental contracts for RTI
- Materials and supplies to improve parent communication, ensuring families are informed and engaged.
- HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

- Students with Disabilities (SWD):**
- Socio-economically Disadvantaged (SED):**
- Hispanic (HI):**
- Long Term English Learner (LTEL):**
- English Learner (EL):**
- 7090 Funds**
 - Materials and supplies to support instruction
 - Incentives
 - Blanket purchase orders

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

- Students with Disabilities (SWD):**
- Socio-economically Disadvantaged (SED):**
- Hispanic (HI):**
- Long Term English Learner (LTEL):**
- English Learner (EL):**
- Targeted Instruction & Intervention:**

- **In-School Intervention during Advisory** to provide timely academic support within the school day to students on a bi-weekly basis.
- **Amplified foundational skills instruction** to address gaps in literacy and comprehension.
- **Small-group instruction** to provide targeted academic support.
- **Gradual Release of Responsibility (I Do, We Do, You Do)** to scaffold learning and build student independence.

Data-Driven Support & Progress Monitoring:

- **Progress monitoring forms** to track growth and instructional needs.
- **Ongoing Professional Development** to finetune instructional practices.
- **Data chats and goal-setting meetings** facilitated by advisory teachers.

Professional Learning & Teacher Support:

- **ELD teachers attend district quarterly trainings** focused on meeting the diverse needs of multilingual learners.
- **Culturally and linguistically responsive teaching** through UnboundEd training, Ron Clark Academy and ASCD.
- **Collaboration in PLCs** to align instruction with ELD and content area standards aligned with the Scope & Sequence.

Family & Community Engagement:

- **Parent engagement activities** such as ELAC meetings, Parent Engagement Hour, and home visits.
- **Interpreting services** to support communication with newly arrived immigrant families.
- **Incentives and celebrations** to recognize student progress and milestones.

Extended Learning & Enrichment:

- **Supplemental tutoring** before, during, and after school to accelerate learning.
- **Field trips** to provide real-world learning experiences.
- **Inter-Act Fellow support** in classrooms for additional instructional assistance.

Progress Monitoring: Outcomes

Reasoning for using this action			☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect 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.					
Teachers will engage students in academic discourse about their content every period, every day and will be trained on Project-Based Learning (PBL) to deliver effective lessons. Teachers will also collaborate on data analysis through the PLC+ framework and will be monitored by admin walkthroughs and data collection.					
Medium-Term (Change in Behavior or Performance) Want to see					
<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.					
District Interim, i-Ready diagnostic and SBAC interim assessments will show an increase in student growth and grade level measurements. 60% of students will meet stretch growth as measured by the i-Ready.					
Long-Term (Change in Condition) Hope to see					
<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.					
The overall average DFS for 7th graders in ELA will increase from -85 to -70 or more as measured by the ELA SBAC. The overall average DFS for 8th graders in ELA will increase from -103 to -88 or more as measured by the ELA SBAC.					

Action 3 :

Supporting English Learners

Action Details:

By May 2026, the overall percentage of EL students who score a 4 on the ELPAC will increase from 4.4% to 8.8% as measured by the ELPAC.

By May 2026, the overall average DFS for EL students will increase from -126.9 to -111.9 or more as measured by the ELA SBAC.

Tehipite Middle School is committed to an assets-based approach that ensures English Learners (ELs), including newcomers and Long-Term English Learners (LTELs), develop the academic language and literacy skills necessary for grade-level proficiency, ELPI growth, and reclassification.

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

Professional Learning & Teacher Support

- Ongoing professional learning (PL) on research-based instructional strategies for ELs.
- Use of the ELA/ELD Framework and ELD Standards to plan and deliver instruction that meets students at all proficiency levels.
- Monthly PLCs for content-alike teams to analyze EL student data, plan instruction, and integrate research-based practices.
- Training on the Ellevation platform to monitor EL and RFEP progress, review reclassification criteria, and inform instruction.
- Travel and conference opportunities for teachers to enhance EL-specific instructional strategies.

Instructional Supports for ELs

- Small-group instruction and targeted interventions to support language development and content mastery.
- Cooperative learning structures to enhance peer interaction and academic discourse.
- Gradual release of responsibility (I Do, We Do, You Do) model to scaffold learning and build student independence.
- Implement structured speaking, writing, and reading strategies, including CERS (Claims, Evidence, Reasoning, Summary) and annotation techniques.
- Academic counseling for ELs to provide guidance on educational pathways, goal setting, and reclassification progress.
- Inter-Act Fellow support in classrooms with newcomers to provide additional instructional assistance.
- Language Intensive Focus (LIF) class for EL students in their fourth year or longer (4+ years) who received an overall score of 2 or 3 on their most recent ELPAC, with instruction aligned to ELA and ELD Standards. Provides ELA credits and qualifies as dELD for EL students.

Extended Learning & Enrichment Opportunities

- Supplemental pay contracts for teachers implementing EL-focused interventions, enrichment, and coaching beyond duty hours.
- Before, during, and after-school intervention programs to support reclassification efforts.
- Quarterly student goal-setting meetings to review individual EL progress, set academic and assessment goals, and track grade improvement.
- Field trips and cultural enrichment activities that support language acquisition and real-world application of skills.
- Recognition and incentive programs to celebrate EL progress, including grade checks, academic milestones, and end-of-year celebrations.

Assessment & Data Monitoring

- ELPAC assessors
- Ongoing data chats with students to increase self-awareness of progress and next steps for growth.
- i-Ready Reading Diagnostic and District ELA Interim Assessments used to track EL literacy skills and inform reclassification readiness.
- Ellevation data platform training and usage to help teachers monitor EL progress, complete RFEP forms, and adjust instruction.

Instructional Resources & Technology

- Software and site licenses to support individualized language acquisition and reclassification efforts.
- Foundational literacy skills program to address the needs of English learners (newcomers & LTELs)

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.

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

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

- 24.7% of English learners made progress towards English language proficiency as measured by the 2024 ELPAC, a decline of 12.6%.
- 23% of Long-Term English Learners made progress towards their English language proficiency as measured by the 2024 ELPAC, a drop of 16.3%.
- In English Language Arts, English learners scored 126.9 points below the standard.
- Long-term English learners were 150.9 points below standard.
- An English Language Arts Data Comparison shows that current English learners averaged 164.8 points below standard, while recently reclassified English learners averaged 46.3 points below standard.

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

- Supplemental pay contracts for teachers to plan with their PLC
- Supplemental pay contracts for teachers to receive PBL training
- Supplemental pay contracts for teachers to provide RTI
- Materials and supplies to improve parent communication, ensuring families are informed and engaged.
- HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

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

- Materials and supplies to support instruction

7091 Funded Supports:

- **Foundational Literacy Support:**
 - Supplemental program for newcomers
- **Assessment & Monitoring:**
 - ELPAC assessors to administer language assessment
- **Family & Student Engagement:**
 - ELAC meeting materials and supplies
 - Food for meetings (ELAC, Family Engagement Hour)
 - Reclassification celebration trip
 - Experiential/Study trip to enrich language learning experiences
 - Materials and supplies for school
 - Blanket purchase orders

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Staffing & Training

- Staffing & Training Inter-Act Fellow, funded by EL Services, will push into classrooms to support newcomers
- .2 FTE funded through EL Services to support EL instruction
- ELD teachers will attend district quarterly trainings on meeting the diverse needs of multilingual learners
- English Learner Site Representative will attend meetings facilitated by the Department of English Learner Services
- Teachers will complete progress monitoring forms each semester for their English learners and reclassified students
- DLI teachers will be invited to attend the ATDL Conference, paid for by the Department of English Learner Services
- DLI Academy & Monthly DLI PLC meetings (Spanish and Social Science) facilitated by the Department of English Learner Services
- Monthly DLI sessions for educators and administrators

Instruction and Intervention

- Every English learner will receive comprehensive ELD instruction (integrated and designated) as part of Tier 1 core instruction, with ELD Standards guiding Tier II and Tier III interventions.
- Culturally and linguistically responsive teaching practices will be embedded across instruction.
- Language Intensive Focus (LIF) class for EL students (4+ years) who scored a 2 or 3 on most recent ELPAC with instruction aligned to ELA and ELD Standards, providing ELA credits and qualifying as designated ELD.
- Backwards mapping and data analysis protocols will guide EL instruction and intervention planning
- Wrap-Around & Support Services - The Department of English Learner Services will provide wrap-around services for newly arrived immigrant youth
- Interpreting services paid for by the Department of English Learner Services for newly arrived immigrant youth who meet the criteria

Student Groups

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

Using Title 1 funds to support English Learners, including Long-Term English Learners:

- Supplemental contracts for PLC planning
- Supplemental contracts for PBL training
- Supplemental contracts for RTI
- Materials and supplies to improve parent communication, ensuring families are informed and engaged.
- HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

Using 7090 funds to support English Learners, including Long-Term English Learners:

- Materials and supplies to support instruction
- Incentives
- Blanket purchase orders
- PL/Conferences for staff
- Cultural proficiency training for staff
- Tier 1 SEL Support Specialist (Hands on Central California)
- Resource Counseling Assistant to provide Tier 1 SEL support

Using 7091 Funds to support English Learners, including Long-Term English Learners:

- ELPAC assessors will support the administration of the assessment
- Reclassification celebration trip
- Materials and supplies to support students
- Foundational literacy skills supplemental program for newcomers
- ELAC meeting materials and supplies
- Food for ELAC

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

Planned Actions to Support English Learners, Including Long-Term English Learners (LTEs):

• **Staffing & Training**

- Staffing & Training Inter-Act Fellow, funded by EL Services, will push into classrooms to support newcomers
- .2 FTE funded through EL Services to support EL instruction
- ELD teachers will attend district quarterly trainings on meeting the diverse needs of multilingual learners
- English Learner Site Representative will attend meetings facilitated by the Department of English Learner Services
- Teachers will complete progress monitoring forms each semester for their English learners and reclassified students
- DLI teachers will be invited to attend the ATDLE Conference, paid for by the Department of English Learner Services
- DLI Academy & Monthly DLI PLC meetings (Spanish and Social Science) facilitated by the Department of English Learner Services
- Monthly DLI sessions for administrators

• **Instruction and Intervention**

- Every English learner will receive comprehensive ELD instruction (integrated and designated) as part of Tier 1 core instruction, with ELD Standards guiding Tier II and Tier III interventions.
- Culturally and linguistically responsive teaching practices will be embedded across instruction.
- Language Intensive Focus (LIF) class for EL students (4+ years) who scored a 2 or 3 on most recent ELPAC with instruction aligned to ELA and ELD Standards, providing ELA credits and qualifying as designated ELD.
- Backwards mapping and data analysis protocols will guide EL instruction and intervention planning
- Wrap-Around & Support Services - The Department of English Learner Services will provide wrap-around services for newly arrived immigrant youth
- Interpreting services paid for by the Department of English Learner Services for newly arrived immigrant youth who meet the criteria

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. Teachers will intentionally plan lessons and instructional tasks that integrate the California ELD Standards with their content standards. This will support English Learners (ELs) in simultaneously building language proficiency and content knowledge. Teachers will ensure ELs access rigorous content while developing academic language skills needed for grade-level proficiency. Measurement & Monitoring: Monitored by the Principal, Vice Principal, Guidance & Learning Advisor (GLA), and Literacy Coach through: • Review of lesson plans to ensure alignment between ELD and content standards. • Classroom observations to assess the implementation of integrated ELD strategies in content lessons. • Feedback from walkthroughs using an ELD-specific observation tool to track instructional practices. • Teacher self-reflections or surveys to gauge confidence and alignment of planning practices. • PLC discussions focused on sharing strategies for integrating ELD standards with content instruction. The Literacy Coach will facilitate goal setting and data chats with English Learners (ELs) to track progress, promote self-efficacy, and support reclassification efforts. Measurement & Monitoring: Monitored by Principal, Vice Principal, Guidance & Learning Advisor (GLA), and Literacy Coach through: • Records of student goal-setting meetings to document progress and areas of focus. • Student progress monitoring tools (e.g., grade checks, assessment data, reclassification criteria tracking). • Student self-reflections and action plans to assess engagement and ownership of learning goals. • Periodic check-ins and follow-ups to adjust support based on student needs and progress trends.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Teachers will deepen their understanding and application of instructional strategies that support ELs, including fostering academic conversations, reading comprehension strategies, and writing with complex texts. Educators will continue to refine their ability to integrate support for ELs and implement both integrated and designated ELD effectively. Measurement & Monitoring: Monitored by the Principal, Vice Principal, Guidance & Learning Advisor (GLA), and Literacy Coach through: • Ongoing classroom observations and lesson plan reviews to assess strategy implementation. • Walkthroughs using an ELD-specific observation tool to monitor instructional practices. • Teacher self-reflections or surveys to evaluate confidence in using EL strategies. • PLC discussions focused on sharing research-based practices and reviewing student progress. • Student assessment data (formative and summative) to track EL progress and reclassification readiness.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Our goal is to achieve measurable improvements in English language proficiency for our English learners (ELs) and Long-Term English Learners (LTELs). Specifically: • In the 2024 ELPAC assessment, 24.7% of our English learners demonstrated improvement by advancing at least one English Language Proficiency Indicator (ELPI) level. Our target for the 2025-26 academic year is to increase this percentage to 25.8%. • In the 2024 ELPAC, 23% of our LTELs showed similar improvements. We will increase this percentage to 24.1% by the end of the 2025-26 school year. Measurement & Monitoring: These outcomes will be measured through ELPAC data analysis and monitored by the Principal, Vice Principal, Literacy Coach, and Guidance & Learning Advisor (GLA).

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G1A3, G2A1, G3A1, G4A1, G5A1 Materials and supplies to support instruction, incentives, & blanket P.O.'s	46,495.00
G1A1	Sup & Conc	Instruction	Travel			: G1A2, G1A3, G2A1, G3A1, G4A1 Conferences for staff and admin (e.g., RCA, ASCD, PLC, etc..)	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: G1A2, G1A3, G2A1, G3A1, G4A1 Printing materials through graphics (e.g., instructional posters)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2, G1A3 - Snacks for students from the Nutrition Center (testing)	3,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			G1A1, G1A2, G1A3, G2A1: Supplemental contracts for PLC planning (summer or winter breaks), PBL training, and RTI **No IEPs**	53,332.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	12,357.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Reclassification incentives, celebrations, food, materials and supplies	17,633.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Foundational literacy skills program for newcomers (e.g., ABC English)	1,000.00
G1A3	LCFF: EL	Instruction	Travel			Reclassification student incentive trip costs and entry fees	4,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Transportation for reclassified student incentive trips	5,000.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			Food for ELAC and Family Engagement Hour	6,000.00

\$175,317.00

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	✓	74.2 %	78.8 %	2024-2025	85 %

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 Tehipite Middle School, students benefit most when learning is student-centered and connected to real-world experiences. However, current instructional practices and curricular opportunities do not consistently provide students with engaging, hands-on, and relevant learning experiences that foster critical thinking, collaboration, and real-world problem-solving. To address this, we will focus on increasing the implementation of student-centered instructional strategies, project-based learning, and community partnerships that provide authentic, real-world learning opportunities. By prioritizing these efforts, we aim to enhance student motivation, deepen understanding, and equip students with the skills necessary for success in high school, college, and future careers. Additionally, we will work to improve our school's climate and culture by fostering a more engaging and inclusive learning environment, to increase our student survey results from the current 78% to 85%.

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

- Project-based learning is not implemented across content areas, and teachers have not been formally trained in PBL.
- Students do not feel that lessons are always connected to their life.
- Not all students feel that school prepares them for the real-world.
- Limited access to 21st-century technology.

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.

- Foster a culture of Project-Based Learning by providing professional learning for teachers.

- Increase student voice and choice by allowing them to choose topics, projects, or activities that align with their interests.
- Increase Project-Based Learning, authentic experiences, and connections with community partners to bridge the students' learning to the real world.
- Identify affective technology subscriptions and licenses for teachers to enhance real-world experiences.

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: Culturally Responsive-Task CFA Alignment to Real World

Partially Implemented

The actions were partially implemented but did not significantly increase student-centered and real-world learning experiences because the emphasis on culturally responsive lessons and real-world tasks was not consistently integrated into daily instruction in a way that fostered deep student engagement and ownership of learning. In addition to this, there was no progress monitoring to gather information to determine the overall effectiveness of the actions. After multiple administration observations, there are opportunities to communicate with students how the content is relevant to them and the real world.

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: Culturally Responsive-Task CFA Alignment to Real World

Ineffective

While the outlined action aimed to enhance student-centered and real-world learning experiences, its impact was limited due to several factors. The emphasis on culturally responsive lessons and real-world tasks was not consistently integrated into daily instruction in a way that allowed for deep student engagement and ownership of learning. The reliance on short constructed responses and EdCite platform tasks as Common Formative Assessments (CFAs) may have prioritized test-aligned responses over authentic, hands-on learning experiences. Additionally, while Career and Technical Education (CTE), culturally aligned electives, and Ethnic Studies courses provided valuable opportunities, these offerings were not vertically aligned across all subject areas, limiting the reach of student-centered learning. The use of student engagement rubrics and self-reflection tools, while beneficial, did not necessarily translate into increased real-world application of knowledge or student-driven inquiry. Without a stronger focus on project-based learning, interdisciplinary connections, and sustained community partnerships, the approach did not entirely shift instructional practices to prioritize meaningful, real-world engagement for all students.

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.

1. Provide PBL professional development for teachers.
2. We will increase student voice and choice in classrooms.
3. As a site, we will partner with community organizations to provide authentic experiences to our students.
4. Partner up with Quik Labs to enhance real-world experiences.

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: After speaking with multiple SSC members, they agreed that we provide students with authentic experiences that help connect content and the real world. It was suggested that we use PBL and community business partners as a staff to develop our students' 21st-century skills.	ELAC: Based on ELAC feedback, a key priority is to provide instructional materials to support English learners in developing their expressive and receptive skills.	Staff: Staff stated that they needed to be trained on how to implement PBL. The other suggestion was to create a progress monitoring tool to determine the overall effectiveness of the learning. Staff also felt that having presenters with hands-on activities, field trips to connect to learned curriculum, flipped classrooms, and better summer planning would be beneficial.
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Action 1 :

Real-World & Authentic Experiences for Students

Action Details:

By May 2026, the percentage of students who report that they have engaged in real-world learning experiences will increase 78% to 85%

To improve student-centered practices and real-world learning experiences at Tehipite Middle School, we will implement Project-Based Learning (PBL) and strengthen connections with community partners.

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

To ensure that all students have fluid access to tiered supports based on their individual needs, we will implement a structured Multi-Tiered System of Supports (MTSS) that integrates Project-Based Learning (PBL) and student-centered instructional practices. Students will be regularly assessed using progress monitoring tools such as formative assessments, benchmark data, and teacher observations to identify academic and behavioral needs. PBL will serve as a key instructional strategy within Tier 1, providing all students with engaging, hands-on, and inquiry-based learning experiences that foster critical thinking and real-world problem-solving. Tier 2 interventions will include targeted small-group instruction that reinforces essential skills within the context of student-driven projects, ensuring that learners who need additional support can access scaffolding while still engaging in meaningful work. For students requiring intensive support, Tier 3 interventions will provide individualized instruction and specialized resources while maintaining opportunities for real-world learning connections. Data-driven collaboration among teachers, support staff, and administrators will ensure that interventions are adjusted as needed, allowing students to move fluidly between tiers based on their progress. Additionally, student engagement rubrics, self-assessments, and reflection tools will be embedded within PBL to help students track their own growth, set goals, and take ownership of their learning. Through this approach, we will create an inclusive, student-centered learning environment where all students receive the support necessary to succeed academically and socially while developing real-world skills.

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

- Based on the 2024 ELPAC results, only 24.7% of English learners and 23% of Long-Term English Learners (LTELs) made progress towards English language proficiency, indicating a decline in language acquisition and academic achievement. A
- English learners were 126.9 points below standard in English Language Arts (ELA), while LTELs were 150.9 points below standard. A comparative analysis further highlights that current ELs averaged 164.8 points below standard, whereas recently reclassified ELs averaged 46.3 points below standard, demonstrating that students require sustained language support beyond reclassification.
- We will implement Project-Based Learning (PBL) and real-world experiences that integrate language development with hands-on, inquiry-based learning to accelerate English learners' academic growth. These strategies will provide ELs with meaningful opportunities to apply language skills in real-world contexts, improving literacy, critical thinking, and engagement.

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

To strengthen English learners' access to PBL and real-world learning, we will allocate Title I funds for:

- PLC Planning Days – Substitute coverage will allow teachers to collaboratively design interdisciplinary PBL units that embed ELD strategies and real-world applications.
- Technology, Hardware, and Software – EL students will have access to digital platforms that enhance PBL and interactive language learning.
- Supplemental RTI Contracts – Targeted interventions will be aligned with PBL, reinforcing literacy and comprehension through project-based instruction.
- Travel for Conferences – Teachers will attend instructional and PLC-focused conferences to refine their expertise in EL instruction, student-centered learning, and PBL strategies.
- Printed Materials and Graphics – Visual supports will be developed to enhance language acquisition within real-world project contexts.
- Parent Communication Materials – Supplies will strengthen family engagement in EL students' project-based learning experiences.
- HSL Mileage for Home Visits – Strengthening school-home connections will encourage EL families to support project-based and real-world learning at home.

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

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

- Supplemental Pay for Teachers & Paraprofessionals – Additional instructional support will be provided to ensure ELs receive targeted assistance within PBL activities and real-world learning experiences.
- Supplemental Literacy & Comprehension Programs – Foundational reading skills will be enhanced through interactive, real-world projects that reinforce comprehension and fluency.
- Software and Site Licenses – Platforms like i-Ready and Summit K12 will support individualized language acquisition within student-driven projects.
- Parent Engagement Supports – Childcare for ELAC meetings and engagement events will allow families to participate in project-based learning showcases and academic planning for ELs.
- Incentives for EL Achievement – Students will be recognized for their engagement in PBL projects that enhance language skills and real-world problem-solving.
- Resource Counseling Assistant – This role will ensure that ELs receive Tier 1 behavioral and academic supports, promoting culturally responsive learning environments that integrate PBL.

7091 Funded Supports:

- Foundational Literacy Programs – Programs such as ABC English, SIPPS, Vista Higher Learning Bridges, and Lindamood Bell will be used to strengthen ELs' reading and writing skills within PBL activities.
- ELPAC Assessors – Language proficiency assessments will be administered through authentic, real-world language tasks that align with PBL experiences.
- ELAC Meeting Materials & Supplies – Resources will be provided to help families understand how PBL supports English learners' academic success.
- Field Trips & Transportation – Students will participate in real-world learning experiences outside the classroom, connecting academic content to career exploration and hands-on projects.
- Tutoring Services – Before, during, and after-school tutoring will focus on supporting ELs in language-rich, student-centered PBL activities.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Staffing & Training

- Inter-Act Fellows will support newcomers within PBL-based classrooms, ensuring they receive structured academic and language development support.
- .2 FTE EL Support Teacher will provide targeted instruction and scaffolding in PBL classrooms to help students access content.
- ELD Teacher Training will ensure educators embed multilingual strategies into student-centered, real-world learning experiences.
- EL Site Representative will attend district meetings focused on integrating PBL into EL instruction.
- Teacher Progress Monitoring will track language growth within project-based assessments and collaborative learning activities.
- DLI Professional Development will provide bilingual teachers with strategies to implement PBL that strengthens academic language development.

Instruction & Intervention

- Integrated & Designated ELD will incorporate real-world tasks and student-driven projects to develop language proficiency.
- Culturally Responsive Teaching will ensure ELs see their backgrounds and experiences reflected in PBL activities.

- Language Intensive Focus (LIF) Class will provide ELs with project-based instruction aligned to ELA and ELD standards, helping students develop academic language through authentic learning tasks.
- Backwards Mapping & Data Analysis will help structure PBL units to address ELs' literacy and comprehension needs.

Wrap-Around & Support Services

- EL Services Department Wrap-Around Support will ensure newcomers receive targeted interventions that integrate real-world learning experiences.
- Interpreting Services for Newcomers will allow families to engage in PBL and student-centered learning discussions, ensuring full participation in their child's education.

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Professional Learning & Collaboration:

- Substitute coverage for PLC planning days will allow teachers to analyze student data and plan targeted instruction.
- Travel for instructional and PLC-focused conferences will strengthen best practices in EL instruction, ensuring educators are equipped with effective strategies to support language development through PBL and real-world learning.
- Supplemental contracts to train teachers on PBL

Intervention & Academic Support:

- Supplemental contracts for RTI (Response to Intervention) will provide additional support for ELs needing targeted interventions, ensuring they receive individualized assistance while engaging in meaningful, hands-on learning experiences.

Technology & Instructional Resources:

- Technology, hardware, and software will enhance language development and personalized learning by integrating interactive tools that support PBL-based instruction.
- Printing materials and graphics will support instructional strategies and engagement, helping ELs access content in visually rich, real-world contexts.

Family Engagement & Student Support:

- Materials and supplies will improve parent communication, ensuring families are informed and engaged in their child's academic progress and PBL experiences.
- HSL mileage will be provided for home visits to strengthen connections between school and families and offer necessary support for student success in language development and real-world learning opportunities.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Staffing & Instructional Support:

- Supplemental and/or extra pay contracts will be provided for teachers and paraprofessionals to support students in PBL settings, allowing for differentiated, hands-on learning experiences.
- A Resource Counseling Assistant will support the MTSS model and Tier 1 interventions, ensuring students receive personalized academic and social-emotional support within student-centered learning environments.

Academic Programs & Technology:

- Supplemental programs will strengthen foundational reading and comprehension skills through interactive, real-world projects, encouraging critical thinking and communication.
- Software and site licenses (i.e., i-Ready, Summit K12) will provide individualized language acquisition support aligned with PBL activities, ensuring students can access digital resources that reinforce real-world learning.

Family & Community Engagement:

- To encourage greater family participation in their child's learning journey, childcare will be provided for ELD parent classes, ELAC meetings, and Parent Engagement Hour.
- Incentives will be offered to recognize and motivate students for their engagement and achievement in student-driven, real-world learning experiences.

Administrative Needs:

- Purchase orders for necessary resources to support PBL integration and real-world instructional tools.

Foundational Literacy Support:

- Literacy programs (e.g., ABC English) will provide newcomers and LTELs with structured language development opportunities aligned with PBL and hands-on learning strategies.

Family & Student Engagement:

- ELAC meeting materials and supplies will strengthen family engagement in real-world learning initiatives.
- Food will be provided for ELAC meetings and Parent Engagement Hour to create welcoming spaces where families can collaborate in supporting their children's academic and language development.

Extended Learning Opportunities:

- Supplemental contracts for before, during, and after-school tutoring will allow students to receive targeted language development support embedded within project-based and real-world learning experiences.
- Field trips, including admission fees, materials, and transportation, will immerse students in real-world learning environments where they can apply language skills in authentic contexts.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Targeted Instruction & Intervention:

- The Language Intensive Focus (LIF) class for EL students (4+ years) will incorporate Project-Based Learning (PBL) strategies that align instruction with ELA and ELD standards, providing ELA credits while engaging

- students in meaningful, real-world learning experiences.
- Foundational skills instruction will be amplified through hands-on, inquiry-based learning to address literacy and comprehension gaps, ensuring students develop both language proficiency and critical thinking skills.
 - Small-group instruction will support targeted language development, integrating authentic tasks and collaborative projects to deepen understanding.
 - The Gradual Release of Responsibility (I Do, We Do, You Do) model will scaffold instruction, empowering students to take ownership of their learning as they engage in real-world applications of language and content.

Data-Driven Support & Progress Monitoring:

- ELs and reclassified students will use progress monitoring tools embedded in PBL assignments, allowing them to track their own growth through self-assessments and project reflections.
- ELPAC assessors will evaluate proficiency through speaking assessments that emphasize real-world communication skills.
- Data chats and goal-setting meetings led by the Literacy Coach will provide students with opportunities to reflect on their progress, set language development goals, and apply feedback to real-world projects that enhance their learning experience.

Professional Learning & Teacher Support:

- ELD teachers will attend district quarterly trainings focused on integrating multilingual learner supports within PBL and student-centered instruction.
- UnboundEd training will equip educators with culturally and linguistically responsive teaching strategies that align with hands-on, inquiry-based learning.
- PLC collaboration will focus on embedding ELD strategies into content-based PBL units, ensuring ELs receive targeted language instruction while actively engaging in problem-solving, research, and collaborative discussions.

Family & Community Engagement:

- Parent engagement activities such as ELAC meetings, Parent Engagement Hour, and home visits will be enhanced with resources and strategies to help families support their child's language development through real-world learning connections.
- Interpreting services will bridge communication gaps for newly arrived immigrant families, ensuring they can fully engage in their child's education.
- Incentives and celebrations will recognize student progress, fostering a sense of achievement as ELs develop their language skills in meaningful, project-based learning contexts.

Extended Learning & Enrichment:

- Supplemental tutoring before, during, and after school will reinforce language development through PBL and student-centered learning experiences, ensuring ELs receive targeted support while engaging in hands-on activities.
- Field trips will provide real-world language learning experiences, allowing students to apply their language skills in authentic environments, such as museums, science centers, and local businesses.
- Inter-Act Fellows will support newcomers in the classroom, offering additional assistance to ensure their successful participation in PBL activities and real-world learning tasks.

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 by: • Conducting professional development sessions on PBL framework and real-world learning strategies. • Ensuring all teachers integrate PBL-aligned learning objectives into unit plans. • Establishing collaborative PLC meetings focused on designing PBL experiences that incorporate real-world applications. • Developing a baseline survey to assess teacher readiness and student perceptions of PBL. • Implement pilot PBL projects in at least one core subject per grade level to test effectiveness. Measurement & Monitoring: • Teacher Participation Logs from PBL training sessions (Monitored by Instructional Lead Teachers & Admin Team). • Lesson Plan Reviews for PBL-aligned learning objectives (Monitored by Department Leads & ILT). • PLC Meeting Agendas & Notes documenting PBL planning (Monitored by PLC Facilitators). • Baseline Teacher & Student Surveys on PBL perception and engagement (Monitored by Admin Team). • Classroom Walkthrough Data to assess initial implementation of PBL strategies (Monitored by Admin & Instructional Coaches).	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes by: • Expand PBL implementation across all core content areas and electives. • Increase real-world learning experiences through field trips, guest speakers, and community partnerships. • Facilitate student showcases or exhibitions where students present their PBL projects to peers, staff, and families. • Provide targeted coaching and feedback cycles for teachers implementing PBL strategies. • Implement common formative assessments (CFAs) within PBL units to measure student progress. • Conduct peer observations and reflection meetings for teachers to share best practices and challenges. Measurement & Monitoring: • PBL Unit Plans & Student Work Samples reviewed for alignment and effectiveness (Monitored by ILT & Department Leads). • Field Trip & Guest Speaker Logs to track real-world learning engagement (Monitored by Admin & Community Liaisons). • Showcase Participation & Feedback Forms to measure student confidence and learning outcomes (Monitored by Teachers & Admin). • Coaching Logs & Walkthrough Data on teacher implementation of PBL (Monitored by Instructional Coaches). • Common Formative Assessment Results analyzed for PBL impact on student learning (Monitored by PLC Teams). • Teacher Reflection & Peer Observation Notes to refine PBL strategies (Monitored by PLC Leads).	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will achieve these changes by: • Establish PBL as a core instructional strategy across all subjects and grade levels. • Strengthen community partnerships to provide sustained real-world learning experiences (internships, mentorships, service-learning). • Conduct student-led conferences where students reflect on their learning and growth through PBL. • Analyze longitudinal student achievement data to measure the impact of PBL on academic performance and language acquisition. • Embed PBL expectations into teacher evaluation and coaching cycles for continuous improvement. • Administer end-of-year surveys to assess teacher and student perspectives on PBL effectiveness. Measurement & Monitoring: • Student Achievement Data (SBAC, CFAs, ELPAC for ELs) compared pre- and post-PBL implementation (Monitored by Admin & ILT). • Community Partnership Engagement Logs tracking internships, guest speakers, and real-world learning experiences (Monitored by Admin & Community Liaisons). • Student-Led Conference Participation & Reflection Artifacts to measure student ownership of learning (Monitored by Teachers & Admin). • End-of-Year Surveys & Focus Groups to gauge PBL impact and plan for the next academic year (Monitored by Admin & ILT).

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Travel			CADA Conference registration and travel	4,000.00
G2A1	Sup & Conc	Instruction	Dues And Mem			CADA membership and dues	1,500.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			PBL Core (TCOE) :	2,500.00

\$8,000.00

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	✓		37.6 %	2023-2024	37 %
Suspension Rate	✓	5.07 %	9.8 %	2023-2024	9.47 %
Suspension Rate - (Students w/ Disabilities)	✓	13.17 %	20.3 %	2023-2024	19.97 %

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.

Over the past year, chronic absenteeism has shown an increase, particularly among English Learners (EL) and Hispanic students.

Suspension rates have risen, with African American (AA), Socioeconomically Disadvantaged (SED), and Hispanic students being disproportionately affected. This trend highlights the need for a closer examination of disciplinary practices, student support systems, and potential underlying factors contributing to behavioral incidents.

Moving forward, the focus should be on sustaining progress in attendance while addressing the root causes of increased suspensions. Implementing restorative justice practices, providing additional behavioral supports, and fostering stronger school-community relationships will create a more equitable and supportive learning environment for all students.

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

- High transiency of families
- Inconsistent methods of communication with families
- Lack of consistent transportation for families on a daily basis
- Low family participation at attendance and academic meetings/events
- Inconsistent structures in accountability and school-wide practices

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.

- Monthly attendance meetings for students who are identified as chronically absent from school
- Incentives for positive increase in attendance
- More home visits when families are unresponsive to meeting requests
- Restructure supervision zones
- Calibrate on best practices for responding to student misbehaviors

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: Culturally Responsive School Engagement & Regional Coherence

Partially Implemented

This action was partially implemented. Inconsistency in family support continues to be a factor while the HSL makes home visits. There is still a gap remaining in parent and family support. As a site, structures and responses to student misbehaviors was a focus and students struggled at first to understand and respond to accountability measures that were put in place.

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: Culturally Responsive School Engagement & Regional Coherence

Effective

Over the past year, chronic absenteeism has risen overall, with all student groups experiencing an increase. This trend has been attributed to a lack of structure and consistency in attendance systems, which may have contributed to disengagement and a decline in student accountability. Despite previous efforts to improve attendance, the absence of clear, reinforced expectations and support mechanisms appears to have hindered progress.

To address this challenge, it will be critical to implement more structured and consistent attendance interventions. This could include clearer communication with families, early intervention strategies, stronger engagement efforts, and increased support for students facing barriers to regular attendance. Establishing predictable systems and reinforcing expectations will be key to reversing this trend and fostering a culture of consistent attendance.

Over the past year, efforts to address disciplinary issues have been effective. While structures and strategies have been implemented to maintain consistency, and staff have received training on identifying and responding to different levels of misbehavior, suspension rates have still increased by approximately 6%, particularly among students with disabilities. While this number has increased, over time it has evened out, suggesting that students have begun to be responsive to accountability measures.

This increase suggests that while progress has been made in creating a more structured and informed approach to discipline, additional adjustments are needed. Moving forward, a deeper focus on proactive behavior supports, restorative practices, and individualized interventions for students with disabilities may help reduce suspensions. Continued professional development, along with ongoing evaluation of disciplinary policies, will be essential to ensuring equitable and effective responses to student behavior.

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.

Moving forward, we will continue to refine our discipline practices to better address misbehaviors and reduce suspensions. A key focus will be maintaining consistency throughout the school day by securing a prep buyout for a student support teacher, ensuring continuous intervention and support for students in need.

Additionally, the Targeted Support Team (TST) will meet weekly, with the Home-School Liaison (HSL) actively participating to prioritize attendance and student support. These meetings will serve as a platform to analyze data, discuss interventions, and implement strategies that foster a positive and structured school environment. By strengthening our support systems and reinforcing consistency, we aim to create a more proactive and equitable approach to student behavior and engagement.

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:
SSC shared that students should have more voice in school activities and celebrations. Creating lessons that are relevant to student's lives could make a huge impact on student engagement.	Members of ELAC suggested assigning more homework to provide students with additional support at home. They also emphasized the need for more opportunities for parents to engage in school activities with their children.	Staff feedback included allowing students to vote on the activities that are available including dress up days, CAT Pack celebrations, and more structured community-based service learning and structured lunch activities, more clubs and programs for students and rewards for students based on responsibility skills.

Action 1 :

Student Engagement & Regional Coherence

Action Details:

By May 2026, the percentage of students who are chronically absent will decrease from 37%to 30%or lower.

By May 2026, the suspension rate will decrease from 9.8%to 5%or lower.

By May 2026, the suspension rate for SWD will decrease from 20.3%to 13.7%or lower.

At Tehipite Middle School, we will create a backward mapping system of engagement by leveraging the language, technology, and VAPA (Visual and Performing Arts) departments from Roosevelt School of the Arts. The goal is to build opportunities for Tehipite students to meet their foundational needs and get involved in an extracurricular activity before transitioning to high school.

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

Class Meetings & Teacher Support

- Ongoing professional learning (PL) on research-based instructional strategies.

- Use of the Scope & Sequence and CCSS to plan and deliver instruction that meets students at all proficiency levels.
- Weekly PLCs and common prep periods for content-alike teams to analyze student data, plan instruction, and integrate research-based practices.
- Substitutes for professional development, lesson planning, and conference participation to deepen teacher understanding of instruction.
- Continued training on the Edcite and i-Ready platforms to further staff understanding of how they can be effectively used to monitor student progress and inform instruction.
- Travel and conference opportunities for teachers to enhance culture and climate building and to refine instructional strategies.
- Ongoing coaching support through site Literacy Coach for all teachers and Induction Coach for new teachers.
- Comprehensive Response to Intervention (RTI) to provide universal supports to all students within the school day.

Focus Areas for Support

- Establish strong, trust-based relationships with administrators, staff, and key stakeholders.
- Align goals and expectations.
- Provide coaching and office hours to support staff and leadership in addressing immediate cultural needs.
- Comprehensive Data Collection & Analysis
- Conduct surveys to gather insights on school climate, culture, and stakeholder experiences.
- Facilitate classroom walkthroughs to observe and document current practices and interactions.
- Organize interviews and focus groups with students, staff, families, and leadership to capture diverse perspectives.
- Analyze collected data to identify trends, strengths, and areas for growth.
- Develop a clear and shared Theory of Change to guide cultural transformation efforts.
- Pinpoint key factors influencing school culture to focus strategic interventions.
- Create targeted initiatives (Change Ideas) with school leadership and staff to address identified drivers and foster positive cultural shifts.
- Focus on culturally responsive practices and fostering inclusive environments.
- Design Professional Learning Communities (PLCs) activities to encourage collaborative learning and reflective practice among staff.

Extended Learning & Enrichment Opportunities

- Steve's Scholars for students who remain "on-track"
- Peer Mentoring
- Supplemental pay contracts for teachers implementing focused interventions, enrichment, and coaching beyond duty hours.
- Before, during, and after-school intervention programs.
- Quarterly student goal-setting meetings to review individual progress, set academic and assessment goals, and track grade improvement.
- Field trips and cultural enrichment activities that support language acquisition and real-world application of skills.

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.

We plan to support English learner students by providing the following:

- Materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dashboard.
- Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs.
- Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting.
- Subs for teacher planning and collaboration around services to students.
- Supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data, plan problem of practice strategies during non-instructional days.
- Hardware, software, and technology.
- Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs.
- Supplemental contracts for RTI will help ensure students' targeted interventions are provided.
- Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.
- Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events,
- .4 FTE paid from Prop 28 to provide an Arts class in alignment to Roosevelt School of the Arts, but also ensure culturally aligned electives to our community needs.

- .2FTE paid from Prop 28 to provide a Mariachi class in alignment to RSA program, but also ensure culturally aligned electives to our community needs.
- .2FTE paid from Prop 28 to provide a Zero period PE class to allow students who are a part of DLI to engage in a
- Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.
- Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.
- Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.
- Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.
- CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and membership dues to pay for CADA conference.
- CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.
- Repair of facilities not covered by district in support of G1, G2, and G4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.
- Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.
- Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.
- Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 assurances are met for students entering the Student Support Center.
- ELPAC assessors
- Materials and Supplies to pay for reclassification support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.
- Reclassified student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.
- Food from nutrition center for ELAC meetings, and parent coffee chats.

Student Groups

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

Students with Disabilities (SWD):

- **Student Engagement and Clubs:**
 - Supplemental teacher contracts to provide additional support and opportunities for students.
- **Technology & Instructional Resources:**
 - Technology, hardware, and software to enhance instruction and personalized learning.
 - Printing materials and graphics to support instructional strategies and engagement.
- **Family Engagement & Student Support:**
 - Materials and supplies to improve parent communication, ensuring families are informed and engaged.
 - HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

Students with Disabilities (SWD):

- **Staffing & Instructional Support:**
 - Supplemental and/or extra pay contracts for teachers and paraprofessionals.
 - Hands on Mentoring to support the MTSS model and Tier 1 interventions and SEL supports.
 - Supplemental contracts for Cat Squad supervision.
 - Subs for teachers for events (Steve's Scholar's, CTE, Study Trips)
- **Student & Community Engagement:**
 - Rental equipment for student celebrations and incentives.
 - Sub coverage for Move-Up days
- **Administrative Needs:**
 - Purchase orders for necessary resources.

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

- Students with Disabilities (SWD):**
- Students will receive instruction through bi-weekly class meetings with appropriate materials.
 - Students will receive instruction on school-wide behavioral expectations in a variety of formats.
 - Administration will provide instruction to students quarterly, targeting positive behavioral strategies throughout the school year.
 - Bullying prevention programs, including but not limited to assemblies, lessons, spirit wear, incentives, rewards, and raffles.
 - Support for Men's and Women's Alliance students through field trips, elementary school mentoring, and service projects.
 - Incentives for students to promote student connection to school.
 - Recognition for students who demonstrate growth in attendance, academics, and behavior.
 - Students will receive social-emotional supports in the Student Support Center with curriculum that promotes the development of social-emotional skills and positive interactions with others.
 - Individual behavioral contracts between teachers, students, and counselors will be implemented on an as-needed basis to provide behavioral support for struggling students.
 - Students identified based on data will receive social skills awareness through restorative practices and mediation.
 - Students will also receive social-emotional supports in the Student Support Center with curriculum that promotes the development of social-emotional skills and positive interactions with others.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

There will be a decrease in suspensions that occur monthly compared to previous years.

There will be an increase in attendance rates and a decrease in students who are labeled as "chronic" or "severely chronic" in attendance.

Outcomes **measured by** monthly meetings to review and analyze suspension data by school, grade level and teacher.

These outcomes will be **monitored by** Admin, TST, and the CAT Squad.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

There will be a decrease in suspensions by semester as compared to other academic years.

Attendance rates on a daily basis will increase.

Outcomes **measured by** monthly meetings to review and analyze suspension data by school, grade level and teacher.

These outcomes will be **monitored by** Admin, TST, and the CAT Squad.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

There will be a decrease in suspensions that occur monthly compared to previous years.

There will be an increase in attendance rates and a decrease in students who are labeled as "chronic" or "severely chronic" in attendance.

Outcomes **measured by** monthly meetings to review and analyze suspension data by school, grade level and teacher.

These outcomes will be **monitored by** Admin, TST, and the CAT Squad.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Subs			G2A1, G3A1: Subs for teachers (e.g., Move-Up Days, Steve's Scholars, Career Pathways, College Study Trips)	5,964.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay for the Culture and Climate Team	19,616.00
G3A1	Sup & Conc	Instruction	Equip Rental			CAT Pack rental equipment or other school events and activities	5,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for CAT Pack and other field trips	4,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	G1A1, G1A2, G1A3 Position reduced from 6 hours to 3 hours.	15,827.00

\$50,407.00

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	✓	92.8 %	99.5 %	2024-2025	100 %

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.

This year, staff participation in the Fall Climate and Culture Survey has increased, with many expressing satisfaction at our site and a strong sense of belonging within the school community. While this positive feedback highlights a supportive work environment, there is still room for growth in key areas.

One area of focus is ensuring that our teachers have the culturally responsive strategies needed to effectively engage with students who misbehave or struggle to stay on track. By incorporating more inclusive and understanding approaches, teachers can foster stronger relationships with students while maintaining a positive learning environment.

Additionally, there is a need for greater teacher voice and involvement in professional development and the decision-making process. Encouraging teachers to take an active role in shaping their professional growth and school policies will lead to more meaningful and relevant improvements.

Moving forward, the goal is to support teachers with the resources, training, and opportunities they need to make a lasting impact on both student success and the school community as a whole.

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

- Limited time for professional development can make it challenging to ensure consistent follow-through and follow-up.
- Professional Learning Communities (PLCs) experience varying levels of alignment, which can result in differences in instructional practices.
- Participation in extra committees and responsibilities is not always evenly distributed, with some teachers volunteering more frequently than others.

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.

- Enhancing Staff Input Opportunities: Continue providing avenues for all staff members to share input through surveys, feedback forms, and committee participation.
- Leveraging Leadership for Decision-Making: Utilize the CAT Squad, ILT, and School Site Council to guide leadership decisions effectively.
- Allocating Time for Data Processing: Dedicate time during staff meetings and buy-back days to review and analyze survey data.
- Improving Communication and Transparency: Provide quarterly updates with school-wide data and other relevant information to keep staff informed and connected.

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: Culturally Responsive MTSS System of Supports CRSSTC

Partially Implemented

This action was partially implemented. Although a decrease in overall professional learning hours limited our ability to fully implement teacher training, we were intentional in prioritizing key areas. Our focus was on creating coherence and emphasizing teacher clarity, ensuring alignment across the school and maintaining a unified approach to our school-wide goals.

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: Culturally Responsive MTSS System of Supports CRSSTC

Effective

This action was effective despite being only partially implemented, as evidenced by an increase in favorable responses on the Fall 2024 survey compared to last spring. The Climate and Culture Survey reflected positive perceptions of new leadership and a strong willingness among teachers to learn and grow.

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.

Based on the analysis of all sections, several major changes will be implemented for the next school year. An academic coach will provide coaching cycles and work one-on-one with teachers and PLCs to strengthen instructional strategies, with a particular focus on supporting teachers in their content areas and meeting the needs of English learners. Additionally, substitute teachers will be available to support planning days, teacher collaboration, reflection, and data chats with administrators. Teachers will receive training in PLC+ structures and implementation, with an on-site coach dedicated to working with identified PLCs. Ongoing professional learning will be prioritized, focusing on student achievement, teacher clarity, and coherence to ensure a more unified and effective instructional approach.

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:
SSC felt that students and staff needed to be challenged more in	Members of ELAC stated that staff should have more training on how	Staff believed that Culturally Relevant Training, more inclusive

creating pathways for student support that mirror what they will be seeing in high school.

to work with children of diverse cultures.

celebrations and activities would better reflect the diversity of our school community.

Action 1 :

Culturally Responsive Training & Staff Engagement/Retention

Action Details:

By May 2026, 100%of staff surveyed will report that they feel a sense of belonging and school connectedness.

By May 2026, 100%of students surveyed will identify at least one adult on campus that they feel they can trust.

Tehipite Middle School will continue to enhance the Student Support Center, designed to align with the MTSS framework while emphasizing cultural awareness. Our focus will be on providing tiered support with a dedicated Tier 2 MTSS specialist, offering professional learning opportunities centered on academic rigor, and addressing both the social-emotional and academic needs of our students through culturally responsive teaching practices.

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

Use of a Student Support Center to target social-emotional supports through the help of a Tier 2 specialist, funding of a Resource Counseling Assistant (RCA) to support the needs of our students at the Tier 1/2 steps, and the use of Ripple Effects to provide additional social-emotional supports for Tier 1/2/3 within class as well as through triage center supports. A targeted support team (TST) will meet weekly to discuss triage student data, ensuring timely and effective interventions. Funds will cover incentives for the school-wide PBIS model, goal setting, and achievement recognition, fostering a culture of positive reinforcement. An incentive system will support the school-wide framework to promote positive behaviors. Teacher extra pay contracts will be allocated to support the Response to Intervention (RTI) program, addressing both academic and social-emotional needs. Books and reference materials will be provided to help educators enhance their ability to meet student needs effectively. Additionally, supplemental contracts for staff and catering will support a social-emotional staff and student retreat before the start of the school year, focusing on understanding and addressing student needs. Materials and supplies, including incentives, will drive the work within the culturally responsive student support triage center. Funds will also be allocated to update phone systems in classrooms to ensure safe and efficient communication.

Taylor'd Consulting will play a key role in this initiative by leading efforts to create a strong, inclusive, and culturally responsive school environment. Their mission—to empower schools in fostering equitable, student-centered learning environments—aligns with our commitment to 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 will lay 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. Through this partnership, we will continue to enhance student-centered practices, promote real-world learning, and ensure that all students receive the social-emotional supports needed for success.

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.

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

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

- 24.7% of English learners made progress towards English language proficiency as measured by the 2024 ELPAC, a decline of 12.6%.
- 23% of Long-Term English Learners made progress towards their English language proficiency as measured by the 2024 ELPAC, a drop of 16.3%.
- In English Language Arts, English learners scored 126.9 points below the standard.
- Long-term English learners were 150.9 points below standard.
- An English Language Arts Data Comparison shows that current English learners averaged 164.8 points below standard, while recently reclassified English learners averaged 46.3 points below standard.

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

- Subs for PLC planning days.
- Technology/Hardware/Software Supplemental contracts for RTI.
- Travel for instructional and PLC focus conferences.
- Printing materials/Graphics Materials, and supplies to support an increase in parent communication.
- HSL mileage for home visits

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

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

- Supplemental and/or extra pay contracts for teachers and paraprofessionals.
- Supplemental programs to support students with foundational reading skills and/or comprehension skills.
- Software and site licenses (e.g., i-Ready, Summit K12) to support individualized language acquisition and reclassification efforts.
- Childcare (e.g., ELD parent classes, ELAC meetings, Parent Engagement Hour).
- Incentives Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional, ensuring Tier 1 assurances are met for students entering the Culturally Responsive Student Support Triage Center.

7091 Funded Supports:

- Foundational literacy skills programs (e.g., ABC English) to address the needs of English learners (newcomers & LTELs).
- ELPAC assessors
- ELAC meeting materials and supplies.
- Field trips (admission fees) and transportation costs.
- Materials, and supplies for field trips.
- Food for meetings (e.g., ELAC, Parent Engagement Hour)
- Supplemental contracts for before, during, and after school tutoring.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Staffing & Training

- Staffing & Training Inter-Act Fellow, funded by EL Services, will push into classrooms to support newcomers.
- .2 FTE funded through EL Services to support EL instruction.
- ELD teachers will attend district quarterly trainings on meeting the diverse needs of multilingual learners.
- The English Learner Site Representative will attend meetings facilitated by the Department of English Learner Services.
- Teachers will complete progress monitoring forms each semester for their English learners and reclassified students.
- DLI teachers will be invited to attend the ATDL Conference, paid for by the Department of English Learner Services.
- DLI Academy & Monthly DLI PLC meetings (Spanish and Social Science) facilitated by the Department of English Learner Services.
- Monthly DLI sessions for administrators.

Instruction and Intervention

- Every English learner will receive comprehensive ELD instruction (integrated and designated) as part of Tier 1 core instruction, with ELD Standards guiding Tier II and Tier III interventions.
- Culturally and linguistically responsive teaching practices will be embedded across instruction.
- Language Intensive Focus (LIF) class for EL students (4+ years) who scored a 2 or 3 on most recent ELPAC with instruction aligned to ELA and ELD Standards, providing ELA credits and qualifying as designated ELD.
- Backwards mapping and data analysis protocols will guide EL instruction and intervention planning.
- Wrap-Around & Support Services. The Department of English Learner Services will provide wrap-around services for newly arrived immigrant youth.
- Interpreting services paid for by the Department of English Learner Services for newly arrived immigrant youth who meet the criteria.

Student Groups

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

- **Intervention & Academic Support:**
 - Supplemental teacher contracts for RTI (Response to Intervention) to provide additional support for students needing targeted interventions.
- **Technology & Instructional Resources:**
 - Technology, hardware, and software to enhance language development and personalized learning.
 - Printing materials and graphics to support instructional strategies and engagement.
- **Family Engagement & Student Support:**
 - Materials and supplies to improve parent communication, ensuring families are informed and engaged.
 - HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

- **Staffing & Instructional Support:**
 - Local Mileage for staff when attending trainings or making connections with families.
- **Staff, Student, Family & Community Engagement:**
 - Cultural Proficiency training with Taylor'd Consulting.
 - Incentives for student engagement and achievement.
- **Administrative Needs:**
 - Purchase orders for necessary resources.

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

- **Intervention & Academic Support:**
 - Supplemental teacher contracts for RTI (Response to Intervention) to provide additional support for students needing targeted interventions.
- **Technology & Instructional Resources:**
 - Technology, hardware, and software to enhance language development and personalized learning.
 - Printing materials and graphics to support instructional strategies and engagement.
- **Family Engagement & Student Support:**
 - Materials and supplies to improve parent communication, ensuring families are informed and engaged.
 - HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.
- **Staffing & Instructional Support:**
 - Local Mileage for staff when attending trainings or making connections with families.
- **Staff, Student, Family & Community Engagement:**
 - Cultural Proficiency training with Taylor'd Consulting.
 - Incentives for student engagement and achievement.
- **Administrative Needs:**
 - Purchase orders for necessary resources.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Measures of Change:

- Implementation of the CRSSTC student responsibility center and tracking student participation in Tier 1, 2, and 3 interventions.
- Weekly TST (Targeted Support Team) meetings to review triage student data and assess the effectiveness of interventions.
- Teacher participation in Response to Intervention (RTI) programs and professional learning on social-emotional support strategies.
- Initial data collection on PBIS incentives, student goal setting, and engagement in Ripple Effects interventions.
- Installation of updated phone systems in classrooms to improve communication and ensure safety.

Responsible Parties:

- Resource Counseling Assistant (RCA)
- Tier 2 Specialist
- Targeted Support Team (TST)
- School Administration

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Measures of Change:

- Analysis of student behavior and engagement trends using PBIS and triage center data to assess program effectiveness.
- Progress monitoring of RTI interventions through academic and social-emotional growth assessments.
- Teacher self-reflection and feedback surveys on the effectiveness of professional development in culturally responsive teaching.
- Parent and student engagement surveys to measure awareness and participation in school-wide SEL supports.
- Mid-year review of the partnership with Taylor'd Consulting to evaluate the impact of culturally responsive strategies on school climate.

Responsible Parties:

- School Administrators
- Targeted Support Team (TST)
- School Counselors & RCA
- Taylor'd Consulting Representatives
- Parent Engagement Coordinator/HSL

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Measures of Change:

- Year-over-year reduction in disciplinary incidents and an increase in positive student behavior referrals.
- Improvement in student social-emotional well-being as measured by student surveys and SEL assessments.
- Increased reclassification rates for English Learners through integrated social-emotional and academic supports.
- Higher teacher retention and satisfaction rates due to strengthened school climate and professional development.
- Sustained engagement of families through ELAC participation, Parent Engagement Hour, and culturally responsive school-wide events.
- A final review of Taylor'd Consulting's impact on inclusive practices and real-world learning experiences, leading to the refinement of strategies for sustainability.

Responsible Parties:

- School Leadership
- TST
- RCA & Tier 2 Specialists
- Taylor'd Consulting Representatives
- Parent & Community Engagement Teams

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Direct-Maint			Computer repairs, phone repairs, and minor building repairs	4,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Taylor'd Consulting Services : G1A1, G1A2, G1A3 \$10,000 for Cultural proficiency training for staff (Taylor H)	10,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Local Mileage			Local mileage for staff	500.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hands on Central California : G1A1, G1A2, G1A3	15,000.00

\$29,500.00

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	✓	93.5 %	92 %	2024-2025	93.1 %

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.

We see high parent participation in community-based events, we face a challenge in consistently engaging families in academic-related activities on campus, especially for those students and families who need the most support.

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

- Inconsistent Access to Technology & Communication: Not all parents have reliable access to technology or consistently check ParentSquare, leading to missed information about academic and school-wide events.
- Discomfort with Seeking Support: Some parents do not feel comfortable coming to the school when they need assistance, which creates a barrier to engagement.
- Negative Past School Experiences: Parents of students who are in need of the most academic or social emotional support may avoid school involvement due to past negative experiences.
- Lack of Voice in School Decisions: Survey data indicates that many parents feel they do not have a meaningful voice in their child's education, reducing their motivation to participate in academic events.

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.

- Increased Incentives for Parent Participation: More incentives are needed to encourage parents to attend both academic and non-academic school events, making engagement more appealing and accessible.
- More Positive Communication with Families: There needs to be a greater effort to reach out with positive messages, not just when there is a concern, but to build trust and strengthen relationships.
- Personalized Outreach to Parents of Students who are in Need of the Most Academic or Social-Emotional Support: Staff should establish more direct and personalized communication with families of struggling students to foster stronger connections and support.
- Additional Resources for Families in Need: More resources should be available to support families facing academic and non-academic challenges, ensuring they have the tools necessary for student success.
- More Meaningful Opportunities for Family Engagement: Parents need more genuine and authentic opportunities to communicate with the school, so they feel their voices are valued and heard in decision-making and their child's education.

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: Parent Engagement and School-wide Cultural and Family Nights

Fully Implemented

We successfully implemented parent engagement in school-wide cultural and family nights, hosting several well-attended events. Parent participation is strong for non-academic events, but academic-focused events tend to attract only families of students who are already performing well, rather than those in need of greater academic support.

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: Parent Engagement and School-wide Cultural and Family Nights

Partially Effective

This action was partially effective, with high parent engagement in non-academic events. However, the Climate and Culture Survey indicates that many parents feel their voices are not heard in school decisions. Despite numerous engagement opportunities, participation remains low, with the same parents attending academic events and school-wide meetings like School Site Council, ELAC, and parent coffee hours.

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.

The leadership team continues to analyze the effectiveness of parent engagement efforts. While there has been some progress, it is clear that more work needs to be done to strengthen the connection between families and the school community.

Based on feedback and participation data, the team is making key changes to increase parent involvement. Moving forward, we are focusing on providing meaningful incentives and fostering more positive, genuine interactions between staff and families. The goal is not only to build trust but also to establish a sense of necessity for attending meetings—especially those focused on academics.

To achieve this, the school is actively collaborating with our community schools lead, homeschool liaison, office staff, and administrators to develop stronger outreach strategies. By leveraging their combined efforts, we aim to connect with parents in a more personal and engaging way. Additionally, we are expanding opportunities for parents to voice concerns and share input beyond email, phone calls, and ParentSquare. More direct, face-to-face interactions are being introduced to ensure every parent feels heard and valued.

With these changes in motion, the team is confident that our school community will grow stronger, fostering a renewed partnership between families and staff that will ultimately support student success.

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:

Members of our School Site Council (SSC) encouraged the Tehipite team to continue creating opportunities for families to get involved at school. More school-wide events that allow families to connect and see the impact that their presence makes on campus would be beneficial. SSC also felt that making personal contact with parents would help get them more involved in events.

ELAC:

The English Learner Advisory Committee (ELAC) recommended increasing parent participation by creating and distributing flyers for students to take home. Additionally, they suggested making reminder phone calls to families the day before to encourage attendance.

Staff:

Staff suggested allowing families to request a shout out during morning announcements to show how proud they are, having school-wide and community events such as trunk or treat more often, and creating a parent engagement plan.

Action 1 :

Inclusive Opportunities for Families

Action Details:

By May 2026, 100% of parents surveyed will report feeling respected and welcome on campus.

During the 25-26 school year, 50% of parents and guardians will attend Back to School Night and Open House.

Tehipite Middle School is committed to fostering a welcoming and inclusive environment by increasing family engagement through school events, community partnerships, and meaningful opportunities for parents to connect with their child's education.

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

- **Parent Communication & Outreach:**
 - Promote and increase Parent Square account creation.
 - Utilize Parent Square for school event announcements and important communications.
 - Leverage outdoor digital signage to display key school events and reminders.
 - Provide translation and babysitting services for school events.
 - Supply mailing stamps, paper envelopes, and outreach materials.
 - Pair traditional mail (letters, flyers) with personalized phone calls or messages from staff.
 - Provide materials and equipment (e.g., copy machine) to support parent outreach efforts.
- **Family Engagement Events & Meetings:**
 - Monthly family engagement opportunities
 - Cultural and community-building events
 - Parent-Teacher conferences
 - SSC/ELAC meetings
 - Title I Parent Meeting, Back-to-School Night, and Open House
 - Partner with Fresno Adult School to offer classes for parents/guardians (e.g., English, Digital Literacy)
- **Parent Support in Monitoring Student Progress:**
 - Parents will monitor their child's progress via ATLAS, progress reports, and report cards
 - Parents invited to student celebrations and programs (e.g., EL reclassification, Steve's Scholars, promotion)
- **Community & Basic Needs Support:**

- Food pantry available to families
- Clothing closet for students
- Community events to build partnerships with local organizations
- **Assessment & Data Sharing:** Interim Assessment, SBAC, ELPAC, and i-Ready results shared with students and parents
- **Home-School Liaison (HSL):** Supports parents with school-to-home connections, including translation and learning opportunities
- **Incentives & Awards:** Encourage participation, attendance, and school spirit
- **Additional Support Staff & Resources:**
 - Extra time for classified staff to help parents engage with school
 - HSL and Clinical School Social Worker mileage to support students' socio-emotional and/or academic needs
 - Food and refreshments for parent meetings

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.

Supporting English Learners

- **Providing Essential Resources** – Instructional materials, supplies, and equipment to enhance learning and accessibility.
- **Family Engagement Hour** – A dedicated time for parents to receive support and information on various topics based on their input, ensuring they have the resources to support their children's education.
- **Ensuring Language Accessibility—Translation and interpretation services will be provided during meetings and events** to facilitate meaningful participation.
- **Strengthening Parent Involvement** – Engagement opportunities through the **English Learner Advisory Committee (ELAC)**, which meets regularly to advise and support school staff on EL programs and student progress.
- **Guiding Parents on Reclassification Criteria** – Informing families about the **requirements for English Learner (EL) reclassification**, including language proficiency assessments, academic performance, and teacher evaluations. Parents will receive clear explanations, progress updates, and strategies to support their child's transition to reclassified fluent English proficient (RFEP) status.
- **Recognizing Student Achievement** – Hosting **EL Reclassification Ceremonies** to celebrate students' progress toward English proficiency.
- **Personalized Outreach & Home Visits** – The **Home-School Liaison (HSL)** and office staff will conduct home visits and make direct phone calls to parents regarding tutoring, academic support, and additional resources.
- **Expanding Adult Learning Opportunities** – Partnering with **Fresno Adult School** to offer **English language classes** for parents, fostering their engagement in their children's education and the school community.
- **Supporting School Events & Activities** – Providing **childcare services** during meetings to ensure accessibility for all families.
- **Dual Language Immersion (DLI) Spanish Pathway—This pathway is available for incoming 7th graders. It offers Native Spanish and Social Science courses** to support bilingualism and biliteracy.

Student Groups

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

- Students with Disabilities (SWD):**
- Socio-economically Disadvantaged (SED):**
- Hispanic (HI):**
- Long Term English Learner (LTEL):**
- English Learner (EL):**

- Materials and supplies
- HSL mileage
- Extra pay contracts for classified and certificated staff
- Childcare

- Parent training

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- Materials and supplies
- Incentives/prizes
- Childcare
- Food and refreshments
- HSL mileage
- Translation and/or interpretation
- Extra pay contracts for certificated and classified staff

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- **Providing Essential Resources** – Instructional materials, supplies, and equipment to enhance learning and accessibility.
- **Monthly Family Engagement Hour** – A dedicated time for parents to receive support and information on various topics based on their input, ensuring they have the resources needed to support their children's education.
- **Ensuring Language Accessibility**—During meetings and events, translation and interpretation services will be provided to facilitate meaningful participation.
- **Strengthening Parent Involvement** – Engagement opportunities through the **English Learner Advisory Committee (ELAC)**, which meets regularly to advise and support school staff on EL programs and student progress.
- **Recognizing Student Achievement** – Hosting **EL Reclassification Ceremonies** to celebrate students' progress toward English proficiency.
- **Personalized Outreach & Home Visits** – The **Home-School Liaison (HSL)** and office staff will conduct home visits and make direct phone calls to parents regarding tutoring, academic support, and additional resources.
- **Expanding Adult Learning Opportunities** – Partnering with **Fresno Adult School** to offer **English language classes** for parents, fostering their engagement in their children's education and the school community.
- **Supporting School Events & Activities** – Providing **childcare services** during meetings to ensure accessibility for all families.
- **Dual Language Immersion (DLI) Spanish Pathway** – Available for **incoming 7th graders**, offering **Native Spanish and Social Science courses** to support bilingualism and biliteracy.

Progress Monitoring: Outcomes

Reasoning for using this action		
☒ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect 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. Parents will demonstrate an increased ability to use Parent Square and ATLAS to stay informed about their child's progress and school events. • Measurement: Parent Square account activations and engagement analytics, ATLAS login data. • Monitored by: Home-School Liaison (HSL) and Administration Team Parents will better understand their child's academic progress, intervention supports, and pathways to success (e.g., EL reclassification, high school readiness). • Measurement: Parent participation in workshops, feedback surveys, and attendance at academic events (Title I meetings, SSC/ELAC, parent conferences). • Monitored by: HSL and Administration Team	Medium-Term (Change in Behavior or Performance) Want to see <i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Families will actively participate in school events, governance meetings (SSC/ELAC), and engagement opportunities such as Back to School Night, Open House, and cultural events. • Measurement: Event attendance records, SSC/ELAC participation logs, parent feedback surveys. • Monitored by: Home-School Liaison (HSL) and Administration Team	Long-Term (Change in Condition) Hope to see <i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By May 2026 and beyond, Tehipite Middle School will foster a sustained culture of inclusivity, engagement, and academic partnership between families and the school community. These efforts will ultimately lead to stronger student educational outcomes, higher parent engagement, and deeper community connections. 100% of surveyed parents will report feeling respected and welcome on campus. • Measurement: Annual parent engagement survey results, qualitative feedback from focus groups. • Monitored by: Home-School Liaison (HSL) and Administration Team 50% or more of parents/guardians will consistently attend major school events, such as Back to School Night, Open House, and cultural community-building activities. • Measurement: Event attendance logs over multiple years. • Monitored by: Administration Team

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent participation	1,703.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			G1A1, G1A2, G1A3 Materials and supplies for support increased parent communication (e.g., Presort, xerox paper, etc.,) **No food or incentives**	745.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			G1A1, G1A2, G1A3 HSL mileage for parent home visits	677.00

\$3,125.00

2025-2026 Budget for SPSA/School Site Council

State/Federal Dept 0440 Tehipite Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G1A3, G2A1, G3A1, G4A1, G5A1 Materials and supplies to support instruction, incentives, & blanket P.O.'s	46,495.00
G1A1	Sup & Conc	Instruction	Travel			: G1A2, G1A3, G2A1, G3A1, G4A1 Conferences for staff and admin (e.g., RCA, ASCD, PLC, etc..)	25,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: G1A2, G1A3, G2A1, G3A1, G4A1 Printing materials through graphics (e.g., instructional posters)	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2, G1A3 - Snacks for students from the Nutrition Center (testing)	3,500.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			G1A1, G1A2, G1A3, G2A1: Supplemental contracts for PLC planning (summer or winter breaks), PBL training, and RTI **No IEPs**	53,332.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	12,357.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Reclassification incentives, celebrations, food, materials and supplies	17,633.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Foundational literacy skills program for newcomers (e.g., ABC English)	1,000.00
G1A3	LCFF: EL	Instruction	Travel			Reclassification student incentive trip costs and entry fees	4,000.00
G1A3	LCFF: EL	Instruction	Direct Trans			Transportation for reclassified student incentive trips	5,000.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			Food for ELAC and Family Engagement Hour	6,000.00
G2A1	Sup & Conc	Instruction	Travel			CADA Conference registration and travel	4,000.00
G2A1	Sup & Conc	Instruction	Dues And Mem			CADA membership and dues	1,500.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			PBL Core (TCOE) :	2,500.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			G2A1, G3A1: Subs for teachers (e.g., Move-Up Days, Steve's Scholars, Career Pathways, College Study Trips)	5,964.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay for the Culture and Climate Team	19,616.00
G3A1	Sup & Conc	Instruction	Equip Rental			CAT Pack rental equipment or other school events and activities	5,000.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation for CAT Pack and other field trips	4,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	G1A1, G1A2, G1A3 Position reduced from 6 hours to 3 hours.	15,827.00
G4A1	Sup & Conc	Instruction	Direct-Maint			Computer repairs, phone repairs, and minor building repairs	4,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Taylor'd Consulting Services : G1A1, G1A2, G1A3 \$10,000 for Cultural proficiency training for staff (Taylor H)	10,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Local Mileag			Local mileage for staff	500.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Hands on Central California : G1A1, G1A2, G1A3	15,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent participation	1,703.00

G5A1	Title 1 Basic	Parent Participation	Mat & Supp	G1A1, G1A2, G1A3 Materials and supplies for support increased parent communication (e.g., Presort, xerox paper, etc.,) **No food or incentives**	745.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage	G1A1, G1A2, G1A3 HSL mileage for parent home visits	677.00
					\$266,349.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,457.00
Sup & Conc	7090	\$163,902.00
LCFF: EL	7091	\$45,990.00
Grand Total		\$266,349.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$175,317.00
G2 - Expand student-centered and real-world learning experiences	\$8,000.00
G3 - Increase student engagement in their school and community	\$50,407.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$29,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,125.00
Grand Total	\$266,349.00