Tenaya Middle

10621666057343

Principal's Name: Ryan Duff

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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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 and Guardrails 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.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Ryan Duff	X				
2. Chairperson - Kevin McGensy		X			
3. Kristi Elred			X		
4. Brittany Burns		X			
5. Rachel Krumpe		X			
6. Christine Rivera				X	
7. Mark Hetherington				X	
8. Jennifer Soto				X	
9. Natalie Pimentel				X	
10. Christine Pineda				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
XELAC voted to consolidate with the SSC. Date 2/19/26.

Required Signatures

School Name: Tenaya Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Ryan Duff**		4/14/26
SSC Chairperson	**Kevin McGensy**		4/14/26

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

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

FY 2026/27

Tenaya - 0445

ON-SITE ALLOCATION

3010	Title I	$83,394 *
7090	LCFF Supplemental & Concentration	$218,560
7091	LCFF for English Learners	$21,364
	TOTAL 2026/27 ON-SITE ALLOCATION	**$323,318**

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	$2,712
Program Budget	$80,682
Total Title I Allocation	$83,394

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Tenaya Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**0 %** ↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**0 %** ↑
Goal 1	ELPAC - percentage of students who scored 4		14.8 %	2024-2025	**19.9 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	31.8 %	52.7 %	2024-2025	**53.8 %** ↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	27.3 %	48.3 %	2024-2025	**49.4 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	**0 %** ↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**0 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	**0 %** ↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**0 %** ↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-32.7 pts	-35.6 pts	2024-2025	**-20.6 pts** ↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		38.4 %	2024-2025	**43.4 %** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-72.6 pts	-86.6 pts	2024-2025	**-71.6 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-158.6 pts	-175.6 pts	2024-2025	**-160.6 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		22.6 %	2024-2025	**27.6 %** ↑
Goal 2	Chronic Absenteeism - (English Learner)		28.6 %	2024-2025	**20 %** ↓
Goal 2	Chronic Absenteeism - (Hispanic)		37.4 %	2024-2025	**27.8 %** ↓
Goal 2	Chronic Absenteeism - (Long-Term English Learner)		42.9 %	2024-2025	**32.3 %** ↓

Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		41.8 %	2024-2025	**31.2 %**	↓
Goal 2	Chronic Absenteeism - (White)		32.3 %	2024-2025	**22.7 %**	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	27.1 %	20.6 %	2025-2026	**15 %**	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	89.7 %	90 %	2025-2026	**95.1 %**	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	77.5 %	81 %	2025-2026	**95.1 %**	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		79 %	2025-2026	**89 %**	↑
Goal 2	Suspension Rate (ALL) Semester 1	9.27 %	7 %	2025-2026	**5.67 %**	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

- The SBAC ELA data shows that 61.6% of our students are not performing at grade level.

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

- The SBAC Math data shows that 77.4% of our students are not performing at grade level.

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

- Suspension rates are noticeably higher for African American, foster youth, homeless, and Students with Disabilities.

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

SBAC ELA & Math:

1. Insufficient diagnosis of students learning needs and root causes of learning gaps:

Lack of analyzing intentionally selected student data to surface patterns that reveal instructional and learning gaps. lack of time to dig deep into what are students learning gaps and are our current instructional methods matching the skills gaps.

2. Insufficient Literacy Interventions and Differentiation for Struggling Readers:
Lack of Targeted Interventions: Many students who are behind in reading require specialized interventions that are not currently being delivered effectively.
Limited Access to Evidence-Based Reading Strategies: Teachers may not have the tools, strategies, or curriculum that specifically address the needs of struggling readers, especially for those multiple grade levels behind.

3. Instructional Practices & Classroom Structure
There is a lack of targeted, individualized reading instruction within the general classroom setting, which leads to gaps for students who need personalized support.
Ineffective Grouping Practices: The practice of placing students in ability-based cohorts could exacerbate achievement gaps, create equity issues, and potentially increase behavior challenges, making it harder for teachers to deliver high-quality instruction.

4. Inadequate Teacher Training & Professional Development
Lack of Training on Literacy Instruction: The majority of middle school teachers have not received adequate training in delivering literacy interventions for students reading below grade level.
Limited Professional Development on Differentiation: Teachers have not been trained in differentiated instructional strategies to meet the diverse needs of their students, hindering their ability to effectively support students at varying reading levels.

5. Student Motivation & Engagement
Low Motivation and Confidence: Students who are behind in reading may struggle with motivation due to years of academic failure, resulting in a lack of self-confidence and disengagement from reading tasks.
Negative Self-Perception: Struggling readers may internalize their academic struggles, developing a fixed mindset that they are not capable of improving their reading skills, further discouraging effort and progress.

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

1. High-Quality First Instruction Across All Content Areas: Explicit integration of literacy skills (reading, writing, listening, speaking) across disciplines: Ensure all teachers, regardless of subject, explicitly teach literacy skills in a way that is relevant to their content. This could include reading comprehension strategies in science, writing techniques in history, or oral communication skills in math.
2. School-Wide Culture of Literacy as a Shared Responsibility Fostering a school-wide literacy culture: Create a culture where literacy development is prioritized across all disciplines. Encourage teachers to view literacy as integral to every subject, not just ELA. This can be done through school-wide literacy initiatives, common language for teaching literacy, and shared goals. Cross-curricular collaboration on literacy practices: Encourage all departments to collaborate on strategies that promote literacy, such as reading comprehension in math, writing summaries in science, and
discussion techniques in social studies.
4. Deep Reading, Writing, and Thinking Across Content Areas Sustaining deep literacy practices: Encourage strategies that promote deep engagement with texts, such as close reading, annotating texts, and writing summaries. This should be emphasized across all subjects, not just in ELA classes. Critical thinking skills: Teachers should incorporate more tasks that promote higher-order thinking, such as analysis, evaluation, and synthesis of information across all content areas.
5. Increase High-Quality Instruction in All Classrooms Grade-level standards for all students: Ensure that all students are exposed to grade-level content, not just students in GATE (Gifted and Talented Education) classes. This includes scaffolding and differentiation strategies that allow all students to access grade-level content and standards. Rigorous instruction: Focus on rigorous, high-quality lessons that challenge students while also providing the necessary support for struggling learners.
6. Differentiated Instruction for All Learners Small group instruction: Regularly use small groups to provide targeted instruction based on students' needs, whether for remediation or enrichment.
Cooperative learning: Implement strategies like jigsaw activities, peer tutoring, and collaborative group work to allow students to learn from one another and work on their literacy skills in a supportive environment. Flexible grouping: Regularly adjust student groupings based on data from assessments to provide more targeted support, whether it's for enrichment or remediation.
Learning stations and project-based learning: Use learning stations where students can rotate through different activities to engage with content in diverse ways. Project-based learning allows students to work on long-term tasks that promote deep thinking and collaboration.
7. Increase Student Engagement in Literacy Activities School-wide writing prompts: Incorporate writing prompts across all subjects to engage students in reflective and analytical writing. These prompts can be discussed in PLC meetings to analyze student writing, assess progress, and adjust instruction. Engage students in discussions and inquiry: Increase time spent on student-led discussions, debates, and inquiry-based learning, where students can engage with content in more interactive ways. This encourages them to think critically, listen actively, and communicate effectively.
8. Professional Learning Opportunities for All Staff Training on research-based instructional strategies: Provide professional development for teachers on strategies to differentiate instruction, such as using the Universal Access Model, incorporating talk moves in the classroom, and utilizing small group instruction. This training will ensure that teachers can meet the diverse needs of their students.
Instructional strategies for daily grade-level teaching and intervention: Ensure that teachers are equipped to teach grade-level content while also providing interventions for students who have gaps in foundational skills. This includes targeted small-group instruction during lessons, using formative assessments to guide instruction, and providing scaffolding where necessary.
Ongoing collaboration: Promote continuous learning among staff by providing opportunities for teachers to share best practices, analyze student work, and reflect on their teaching practices through regular PLC meetings.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Proficiency in Literacy

Partially Implemented

- Due to lack of professional learning time available we were not able to complete all actions we planned on. There was limited professional learning on how to better differentiate instruction such as small group instruction, project based learning, flexible grouping, etc.
- There was limited embedded targeted interventions within instructional time across content areas with Tier 2 instructional strategies. Teachers who already had the skill set were able to implement targeted instruction but it was not consistent across all classrooms.
- Instructional leadership team started the process of identifying specific skill gaps for literacy our students are facing and determining instructional methods that would match needs.
- We were able to improve classroom cultures through professional development strategies teachers implemented in class. Class placements support more heterogenous classroom settings.

- PLC created created student academic growth goals, but didn't get to point of identifying specific targeted interventions and instructional methods.

EL Student Supports

Fully Implemented

- Teachers will integrate the CA ELD standards in all core content areas and engage in professional learning that will provide them with the latest research on effective English language.
- Instruction in reading, writing, speaking, listening and language development will be provided to support all learning modalities (visual, auditory, and tactile learners).
- Any students scoring a one on their ELPAC and is not already enrolled in a ELD class will be enrolled in Advanced ELD as their elective.
- Any student who scored a two or three on the ELPAC will be enrolled in ELA LIF (language intensive focus) as their elective.
- More intensive data chats with students for goal setting, reviewing grades, ELPAC scores and state and district assessments.
- ELD students will have first priority to before and after school tutoring services.
- Align curriculum, instruction, and assessments with state standards and language proficiency expectations to ensure EL students are adequately prepared for state assessments (e.g., SBAC, CAASPP).
- Provide access to practice tests, test-taking strategies, review sessions, and accommodations (e.g., extended time, bilingual dictionaries) to support EL students during state assessments.
- Monitor EL student progress on formative assessments, benchmark assessments, and interim assessments to identify areas of growth, address learning gaps, and adjust instruction accordingly.
- Provide PLs designed to provide basic EL information (EL data resources, ELPAC information, redesignation criteria, etc.
- PLs designed to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Present awards/medallion at semester and end of year awards ceremonies.

California Colleges/Career Readiness

Fully Implemented

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

Decrease Suspensions

Fully Implemented

- All students will receive SEL (School Connect curriculum) two times a week for advisory lessons.
- All classrooms will have classroom incentive plans, rules and hierarchy of consequences posted and used.
- Students will receive on-going guidance for behavioral issues from Transition teacher (with prep buyout to be available throughout the day), Resource Counseling Assistant's, Counselors, Social Worker, TIER II Intervention Specialist, and Administration.
- SEL Team members will provide conflict mediation for students in need. Restorative Practice methods are being utilized the best they can despite us not having a Restorative Practice Counselor assigned to our site.

- Student maybe assigned to Men's and Women's Alliance course as a means of intervention.
- TIER II Intervention Specialist will be assigned caseload of students to support through TST referral process.
- Alternative to suspension will be assigned whenever possible.
- Field Trips for Men's Alliance students to Wonder Valley Ranch and other community services will help students gain a greater picture of causal relationships.
- Transition Teacher, Resource Counseling Assistants', and Tier II Intervention Specialist will hold morning check-ins with identified students and provide social skills lessons to start the day.
- SEL Team members and Transition Teacher will provide daily social emotional learning lessons to identified students.
- Behavior Contracts maybe implemented to help students build good habits for good behaviors. Use of manipulatives to support students in class needing additional resources to remain focused in class.
- Referral to counseling supports to help students better understand self and the world around them. Use of art therapy, journaling, and other supports to support de-escalation, self-reflection, and coping strategies.
- Parent-Student-Staff conferences will be used to support a collaborative approach to changing behaviors.
- CSSW, RCA, Counselors, and Admin, will continue to support students and parents with instruction and information on the effects of social media on behaviors of school-aged children and how best to monitor.
- School will recruit parents to volunteer at site during lunchtime to support with student engagement activities.

Attendance and Chronic Absenteeism

Fully Implemented

Collaborative Support Team:
1. The TIER II Intervention Specialist, Resource Counseling Assistant (RCA), and Home School Liaison (HSL) will work closely with the Clinical School Social Worker (CSSW) to monitor student attendance, behavior, and emotional well-being. This team will coordinate regular meetings to ensure students receive comprehensive support across academic, behavioral, and social-emotional domains.
Together, this team will ensure that no student slips through the cracks by offering consistent, targeted interventions and regular communication about progress.
2. Attendance Monitoring and Support: Phone Calls and Referrals: The HSL, TIER II Intervention Specialist, and RCA will initiate attendance phone calls, home visits, and referrals to outside resources (e.g., community services, mental health resources) for students with chronic absenteeism. This proactive approach ensures that families are aware of attendance concerns and available support services. Schoolwide Attendance Campaign: A schoolwide campaign will be implemented to promote and reward improvements in student attendance. This campaign will encourage students to meet their attendance goals, providing recognition and rewards for progress. Attendance chats with the Intervention Specialists, RCA, or Counselors will be conducted for Tier I & II students to monitor progress and address barriers to attendance.
3. Social-Emotional Support: Men's Alliances Courses: These courses will provide students with an opportunity to develop social-emotional skills, including self-awareness, self-regulation, conflict resolution, and interpersonal skills. These courses will be aimed at fostering a sense of belonging and helping students build resilience.
Tier III Supports: For students who need more intensive support, on-site therapeutic opportunities with a clinical counselor will be available. These services will include individual counseling, group therapy, and mental health support for students struggling with deeper emotional or behavioral issues.
Mental Health Supports and Case Management: The CSSW, supported by the RCA, will provide individualized counseling, case management, and referrals for external mental health services as needed. Home visits and conferences will be conducted to ensure comprehensive support for students and families facing significant barriers to school attendance.
4. Special Education and 504 Support:
SSTs/504s/IEPs: Based on data analysis from Tier I and II interventions, students who require additional supports will be referred for Student Study Team (SST) meetings, 504 plans, or IEP assessments. The CSSW and other team members will work with these students to ensure that accommodations and interventions are in place to support both their attendance and academic success.
5. Individualized and Small Group Counseling: The CSSW, with support from the RCA, will provide individual or small group counseling sessions designed to help students build self-awareness, develop coping skills, and connect with others. These sessions will focus on fostering emotional well-being, improving social skills, and addressing any barriers to attendance and school engagement.
6. Incentives and Rewards: To support students in achieving their attendance and behavioral goals, appropriate materials and incentives will be provided. These may include rewards for meeting attendance targets, academic progress, or social-emotional milestones. The incentives will be linked to goals set during conferences with students and parents to ensure a focus on meaningful progress.
7. Parenting and Community Support Resources: Parenting Resources: In collaboration with families, parenting workshops and resources will be provided to support students' mental health and social-emotional needs. These resources will help parents better understand the challenges students face and provide strategies to support positive behavior and attendance at home.
Community Engagement: The team will also work to connect families with additional community-based resources that can offer mental health services, housing assistance, or other necessary supports.
8. Ongoing Monitoring and Documentation: All intervention efforts will be consistently documented in ATLAS, allowing the team to track student progress over time. Trends and patterns will be analyzed during regular meetings to adjust interventions as needed. Documentation for intervention will be logged under the Counseling Tab or Other Tab in ATLAS, as applicable.

Culturally Responsive School Environment

Fully Implemented

Culture of Achievement
a. Supporting a growth mindset among students and staff
b. Establishing clear expectations for academic success
c. Implementing data-driven strategies to track progress and improvements
2. Culture with Students
a. Fostering inclusive and affirming learning environments
b. Strengthening student voice and leadership opportunities

c. Enhancing student engagement through culturally responsive practices
3. Culture with Families
a. Building stronger family-school partnerships
b. Increasing opportunities for meaningful family involvement
c. Enhancing communication and transparency with families
4. Culture with Staff
a. Providing ongoing professional development and coaching as it relates to belief, mindsets, dispositions and practices about students
b. Strengthening staff collaboration and shared leadership
c. Addressing teacher well-being and sustainability in the profession
5. Culture with Administration
a. Enhancing leadership capacity and cultural proficiency
b. Establishing sustainable systems for continuous improvement
c. Creating a shared vision for a strong school culture
Implementation & Support To achieve these goals, professional development, coaching, and continuous support will be provided throughout the year. Our approach will remain dynamic, data-informed, and responsive to the evolving needs of the school community. By aligning our efforts with these strategic pillars, we aim to create a more inclusive, supportive, and high-achieving school culture for all stakeholders.

Professional Learning Teams

Partially Implemented

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

New Teacher Supports:
Instructional Coach: All new teachers have a coach who supports them on a weekly basis.
Implement a new teacher community to support new teachers including professional development opportunities around classroom management, engagement, and assessments. Providing support in using district systems including ATLAS, grade books, iReady and EdCite platforms, Class Connect etc.
Student Academics:
Differentiated instruction based on results of assignments or assessments
Lessons may include use of front loading strategies, re-engagement, re-teaching, or enrichment strategies Aligned curriculum that vertically articulated and assesses progress uniformly
PLTs will develop common grading practices to increase equity
ILT implement a Professional Learning Series utilizing ILT members and expect instructors to teach and develop each other.
Student Engagement:
Lesson design to include more disciplinary literacy and higher-level questioning to promote student thinking
Coherency surrounding the expectations in regard to Bullard's school-wide learning outcomes
Culturally consistent classrooms which foster engagement and support student-centered learning

Increasing inclusive opportunities for families

Partially Implemented

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

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Proficiency in Literacy

Partially Effective

PLC teams met regularly to review student data, collaborate on instructional strategies, and strengthen Tier 1 instruction within the Guaranteed and Viable Curriculum (GVC). Professional learning supported staff in identifying student skill gaps, and literacy integration and technology tools such as Springboard improved feedback practices, particularly in student writing.

However, the depth of PLC data analysis was inconsistent. While teams identified skill gaps, root cause analysis and targeted intervention planning were limited, often resulting in reteaching rather than differentiated support. Additionally, alignment between PLC goals and intervention strategies was not always clear, and the effectiveness of interventions was not consistently monitored.

Overall, collaboration and data review structures were in place, but the impact was **partially effective** due to the need for deeper data analysis, stronger alignment between goals and interventions, and more consistent implementation of differentiated strategies.

EL Student Supports

Partially Effective

Identified English Learner students were appropriately placed in designated ELD courses and received daily instruction aligned to the California ELD Standards, supporting development in listening, speaking, reading, and writing. A student growth goal and progress monitoring process was introduced to better track language development; however, implementation was inconsistent across classrooms.

While designated ELD instruction was in place, integrated ELD practices were not consistently embedded across all content areas, limiting opportunities for students to apply academic language within core instruction. Participation in activities, arts, and athletics supported social integration and oral language development.

Overall, systems to support English Learners are established, but the impact was **partially effective** due to inconsistent progress monitoring and uneven implementation of integrated ELD across content areas.

California Colleges/Career Readiness

Effective

Students were provided universal access to college and career exploration through counselor-led lessons, guidance activities, and a variety of academic and elective courses that exposed them to multiple career pathways. Career fairs and presentations from Bullard High School counselors helped students and families understand high school pathway options and the connection between middle school performance and future opportunities.

Targeted supports included high school and college visits for select student groups, helping make postsecondary pathways more tangible. Individual counseling sessions and tools such as Career Cruising supported students in developing personalized academic and career plans. Additionally, participation in the After School Program (ASP) and transition activities strengthened students' academic skills and readiness for high school.

Overall, the multi-tiered approach effectively increased student awareness, access, and preparedness for high school pathways, college opportunities, and future careers.

Decrease Suspensions

Partially Effective

Tier 1 supports were implemented through regular Social Emotional Learning (SEL) advisory lessons using the School Connect curriculum and the establishment of classroom expectations, incentive systems, and clearly posted rules and consequences. These structures helped promote consistent expectations and provided students with foundational SEL instruction.

Tier 2 supports included ongoing behavioral guidance from the Transition Teacher, Resource Counseling Assistants, counselors, social worker, Tier II Intervention Specialist, and administration. Strategies such as morning check-ins, social skills lessons, conflict mediation, behavior contracts, counseling referrals, and Parent-Student-Staff conferences provided targeted support for students with additional needs. Programs such as Men's and Women's Alliance, peer mentoring, and alternative-to-suspension practices also provided opportunities for reflection, skill-building, and positive engagement.

The supports were implemented consistently and resulted in a decrease in suspensions and overall behavior incidents during the first semester. However, during the second semester, several new students with significant behavioral needs enrolled at the school, contributing to an increase in behavior incidents.

Overall, while the systems and interventions were consistently implemented and showed positive impact early in the year, the overall effectiveness was **partially effective** due to increased behavioral needs later in the year and the need for stronger coordination and expanded restorative practices.

Attendance and Chronic Absenteeism

Effective

All of the following supports were implemented, resulting in improved student attendance. A collaborative support team consisting of the Tier II Intervention Specialist, Resource Counseling Assistant (RCA), Home School Liaison (HSL), and Clinical School Social Worker (CSSW) worked together to monitor attendance, behavior, and students' social-emotional needs. The team conducted regular meetings, initiated attendance phone calls and home visits, and connected families with community and mental health resources when needed. A schoolwide attendance campaign and individual attendance check-ins with Tier I and Tier II students were also implemented to encourage improvement and address barriers to consistent school participation.

In addition, students received social-emotional and mental health supports through Women's and Men's Alliance courses, individual and small group counseling, and Tier III therapeutic services when necessary. Students requiring additional support were referred for SST meetings, 504 plans, or IEP assessments to ensure appropriate accommodations were in place. Incentives and recognition were used to encourage progress toward attendance and behavioral goals, and families were provided with parenting resources and connections to community services. All interventions and progress were documented in ATLAS to ensure ongoing monitoring and adjustment of supports as needed.

Culturally Responsive School Environment

Partially Effective

Implementation of culture-focused actions during the school year resulted in **partial progress** toward strengthening a culture of achievement and belonging across the school community. Efforts to promote a growth mindset, clarify academic expectations, and introduce data-informed practices increased awareness of student progress, though consistent use of data to guide instruction and interventions is still developing. Initiatives to foster inclusive environments, elevate student voice, and implement culturally responsive practices improved engagement for some students, but opportunities were not yet experienced consistently across all classrooms. Schools expanded communication and engagement opportunities for families, resulting in stronger connections with some families, while overall participation remained uneven. Professional development and collaboration structures supported staff reflection on beliefs, mindsets, and instructional practices; however, time constraints and competing priorities limited consistent implementation. Continued focus on strengthening systems, increasing consistency, and deepening engagement with students, families, and staff will be necessary to fully realize these efforts in the coming year.

Professional Learning Teams

Partially Effective

Professional Learning Communities (PLCs) were implemented across subject areas to strengthen collaboration, data analysis, and instructional improvement. Each subject established a PLC with a designated PLC lead who guided the team using the PLC+ Playbook for Instructional Leaders. PLC teams met regularly to identify key areas of focus aligned with school goals and instructional priorities, using student data to determine areas for improvement. Clear roles, responsibilities, and expectations were established to promote collaboration, shared leadership, and collective accountability for student success. Teams defined their purpose and developed student academic growth goals aligned with student achievement, curriculum alignment, assessment practices, and professional growth. Through this structured approach, PLCs improved collaboration among teachers, supported more consistent use of data to inform instruction, and strengthened collective efforts to improve student learning outcomes.

Increasing inclusive opportunities for families

Partially Effective

Implementation of student and family engagement actions was partially effective in increasing communication and opportunities for involvement. The school regularly shared information about events and student opportunities through platforms such as ParentSquare, Instagram, the Brave Nation Parent Newsletter, and the school website. Families received updates about student activities and involvement opportunities through multiple channels, including the website, newsletters, the master calendar, and parent advisory groups such as ELAC and SSC. Community events, incentives, and school activities helped encourage student participation, leadership, positive behavior, attendance, and school spirit. The Student Leadership Team supported engagement by organizing activities such as Red Ribbon Week, Spirit Weeks, and lunch-time events in collaboration with administration. Staff were also provided opportunities to facilitate engagement activities before school, during lunch, and after school through extra duty support when available. While these actions increased awareness and engagement for some students and families, participation remained inconsistent, and not all planned family engagement opportunities were fully implemented, limiting the overall impact. Continued efforts are needed to expand participation and strengthen consistent family involvement across the school community.

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.

- Student Academic Growth goals will be created by 4th week of school for ever class.
- Quarterly PLC team Data Chats with administration to review student growth goals.
- PLC Teams will be given additional hours/contracts to improve planning based of students assessed learning needs. Teams will identify the high leverage content standards and use students data/work samples to root cause student skill gaps. PLC teams will plan lessons with instructional methods to address students skills gaps.

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:

- Ensure all girls athletic teams have uniforms same quality as boys.
- Provide zero period PE for student who want to have additional elective class.
- Continue with student awards assemblies and student of month recognition.
- Continue with student reward activities

ELAC:

- Academic growth goal setting with EL learners
- Home School Liaison will support more with translation and communication with EL families.
- Site will purchase translation devices to support EL learners who need them during instruction.

Staff:

- Build in more time for PLC teams to design lessons that address students skill gaps.
- Decrease amount of advisory class times a week to increase content instructional time.
- Develop common school wide instructional focus and methods to address to support literacy improvement.
- Professional learning to build staff collective efficacy in being teachers of literacy.
- Have CCD bring in career speakers at lunch times.
- Continue to reward students for attendance and positive behavior.
- Provide additional time for teachers to plan intervention

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Proficiency in Literacy & Literacy Intervention

Action Details

Literacy Intervention

Based on the current needs assessment data, where **38.4% of students met or exceeded standards on the SBAC ELA**, the school will **decrease the average distance from standard by 45 points and increase SBAC ELA proficiency by 5 percentage points to 43.4% by the end of the 2026–27 school year**.

To achieve this goal, the school will continue to strengthen a **Culture of Achievement** by improving classroom culture, increasing student engagement, and implementing **high-quality Tier 1 instruction** in all classrooms. Instruction will emphasize the integration of **reading, writing, listening, and speaking across all content areas**, ensuring that all students have access to **rigorous, grade-level standards-based instruction**.

Teachers will use **formative and benchmark assessment data** to identify learning gaps and adjust instruction. All students will develop **individual academic growth goals aligned to grade-level standards**, and **student data trackers** will be used to monitor progress throughout the year. Students identified through assessment data will receive **targeted literacy intervention based on specific skill gaps**.

Staff will participate in **ongoing professional learning and instructional coaching** focused on differentiated instruction, student engagement, and effective instructional strategies to support improved student outcomes.

Direct Instructional Services

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

- **High-Quality Tier 1 Instruction:** All students will receive rigorous, grade-level instruction aligned to the **Guaranteed and Viable Curriculum (GVC)**. Instruction will integrate reading, writing, listening, and speaking across all content areas, with literacy strategies embedded to strengthen comprehension, vocabulary, and writing skills.
- **Standards-Aligned Academic Growth Goals:** Teachers will work with students to establish **individual academic growth goals aligned to grade-level and high-leverage standards**. These goals will guide instruction and support measurable academic progress.
- **Student Data Tracking and Ownership:** Students will use **individual data trackers** to monitor progress toward academic goals. Regular review of assessment data will help students reflect on learning, identify areas for improvement, and take ownership of their academic growth.
- **Differentiated Instruction:** Teachers will provide **targeted, differentiated instruction** through small groups, flexible grouping, and explicit instruction in reading comprehension, vocabulary development, and writing to address diverse learning needs.

- **Tier 2 Targeted Intervention:** Students identified through formative and benchmark assessment data will receive **targeted interventions during instructional time**, as well as additional support opportunities such as **Zero Period and after-school tutoring**.
- **Tier 3 Intensive Support:** Students requiring more individualized support will be referred to the **Student Success Team (SST)** to receive intensive academic interventions and progress monitoring designed to accelerate achievement.

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.

- **Integrated and Designated ELD Instruction:**
  English Learners will receive daily instruction aligned to the **California ELD Standards** through both **integrated ELD within core instruction and designated ELD courses**. Instruction will focus on developing **reading, writing, speaking, and listening skills** to strengthen academic language and support access to grade-level standards across all content areas.
- **Strategic Course Placement Based on ELPAC:**
  EL students will be enrolled in courses aligned to their **ELPAC proficiency levels** to accelerate language development. Students scoring **ELPAC Level 1** will be enrolled in **Advanced ELD**, while students scoring **Levels 2–3** will be enrolled in **ELA Language Intensive Focus (LIF)** to provide targeted language support and accelerate progress toward proficiency.
- **Data Monitoring and Student Goal Setting:**
  Teachers will regularly review **ELPAC results, formative assessments, and district benchmark data** to monitor EL student progress. Students will participate in **data chats to review ELPAC scores, academic performance, and language development goals**, supporting increased student ownership and targeted instructional support.
- **Differentiated Instruction and Language Supports:**
  Teachers will implement **scaffolded instructional strategies** to support EL students' access to grade-level content, including structured academic discussions, vocabulary development, sentence frames, and explicit instruction in reading and writing across content areas.
- **Targeted Intervention and Extended Learning Opportunities:**
  English Learners will receive **priority access to before- and after-school tutoring and intervention programs** focused on language development, literacy skills, and academic content support.
- **Monitoring Progress and Reclassification Goals:**
  The school will monitor EL student progress through **formative assessments, benchmark assessments, and ELPAC results** to identify learning gaps and adjust instruction. The school will aim to **increase the percentage of English Learners progressing at least one ELPAC proficiency level annually and increase the number of students meeting criteria for Reclassification to Fluent English Proficient (RFEP)** by the end of the 2026–27 school year. Student achievement data will be reviewed regularly to ensure EL students are progressing toward **English proficiency and grade-level academic standards**.

Student Groups

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

African American (AA), Asian (AS), Students with Disabilities (SWD), English Learner (EL):

- Before and after school tutoring opportunities.
- Professional learning for teachers on differentiated instructional methods to address identified students learning gaps.
- Additional teacher planning time to identify students learning gaps and plan lessons to improve students literacy skills.
- Additional planning time to develop student academic growth goals.

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

- **Quarterly PLC Team planning days to plan instruction based on assessed learning needs.** During PLC planning sessions, teams will:
  - Identify and prioritize grade-level essential standards to ensure instruction is focused on the most critical learning outcomes.
  - Develop clear learning targets aligned to those standards.
  - Create quarterly assessment calendars to ensure consistent progress monitoring.
  - Establish scheduled data analysis cycles to review student performance and adjust instruction accordingly.
  - Design high-quality, standards-aligned lessons based on assessed student learning needs.
  - Develop targeted intervention lessons and action plans for students who are not yet meeting grade-level expectations.
  - Set measurable student growth goals based on identified learning gaps.
- **Fund field trip**s to increase motivation and relevance.

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

- **Tier 1 Instruction:** All students will receive high-quality first instruction, supported by collaboration and professional learning communities (PLCs). Teachers will use PLC time to analyze student learning, share best practices, and ensure consistent implementation of the Guaranteed and Viable Curriculum (GVC). Department and PLC goals will include embedding targeted interventions within instructional time, guided by formative assessment data. Literacy instruction will be integrated across all subject areas, with a focus on subject-specific literacy skills. Technology tools like Springboard will be used to enhance teacher feedback on student writing.
- **Literacy Intervention:** Identified students will receive direct, targeted literacy intervention during the school day focused on foundational reading skills, fluency, vocabulary development, and reading comprehension. Instruction will be explicit, systematic, and data-driven, delivered in small-group settings to address specific skill deficits and accelerate progress toward grade-level proficiency.

- **Student-Aligned Academic Growth Goals:** Teachers will partner with students to set clear academic growth goals aligned to grade-level standards. These goals will guide instruction, monitor progress, and ensure students remain focused on mastering essential skills and achieving measurable growth.
- **Anchoring Growth Goals in High-Leverage Standards:** Teachers will align daily instruction and interventions to high-leverage standards—the essential skills and concepts that drive long-term student proficiency. By prioritizing these critical standards, instructional time, targeted supports, and progress monitoring will directly focus on the academic competencies that most significantly impact student achievement and readiness for future learning.
- **Student Data Tracking:** Students will use individual data trackers to monitor their academic progress toward grade-level growth goals. Regular review of data will help students reflect on their performance, identify areas for improvement, and take ownership of their learning.
- **Strategic, Data-Driven Instruction:** Teachers will use student data to identify specific skill gaps and select instructional strategies that directly address those academic barriers. Instruction will be purposeful and responsive, ensuring that teaching methods are aligned to student needs and adjusted as necessary to promote measurable academic growth.
- **Differentiated Instruction:** Teachers will provide targeted, differentiated instruction to meet diverse student needs through small groups, flexible grouping, cooperative learning, learning stations, and project-based learning. Direct, explicit instruction in reading comprehension, vocabulary development, and writing will be embedded across all content areas to strengthen core academic skills and ensure equitable access to grade-level learning.
- **Tier 2 – Targeted Interventions:** Teachers will use formative assessment data to provide targeted interventions during instructional time to address specific skill gaps. Students needing additional support will have access to structured literacy and math interventions, including Zero Period and afterschool tutoring.

  Tier 3 – Intensive Support: Students requiring more individualized intervention will be referred to the Student Success Team to receive Tier 3 supports designed to address persistent academic needs and accelerate progress.

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Parent Education on Student Data and Academic Progress:**
  Families will receive information on **SBAC, ELPAC, and district benchmark assessments**, including how to interpret results and support their child's academic goals. Parent meetings and resources will help families understand **student growth goals and progress monitoring tools**.
- **Regular Communication on Student Progress:**
  Teachers and staff will communicate regularly with families regarding **student progress, attendance, academic goals, and intervention supports** through conferences, phone calls, emails, and school communication platforms.
- **Family Participation in Academic Planning:**
  Families will be encouraged to participate in **Student Success Team (SST) meetings, parent-teacher conferences, and academic planning meetings** to support individualized student learning plans and intervention strategies.

- **Parent Engagement Opportunities:**
  The school will provide opportunities for families to engage with the school community through **Back-to-School Night, Parent-Teacher Conferences, ELAC, School Site Council, and other school events** that support student success and strengthen home–school partnerships.
- **Access to Academic Support Resources:**
  Families will be informed about **tutoring opportunities, intervention programs, and extended learning supports** available to students so they can help ensure students participate in additional academic support when needed.

Professional Learning

Describe Professional Learning related to this action.

1. **Strengthening Instructional Decision-Making Through Professional Development:** Professional development will center on elevating the quality of instructional decision-making across classrooms. Teachers will build their capacity to move from reactive adjustments to diagnostic, strategic, and culture-driven instructional choices. This includes deepening expertise in conducting root cause analysis, aligning strategies precisely to diagnosed needs, differentiating by achievement band, and embedding real-time checks for understanding during instruction. Emphasis will also be placed on increasing student ownership of growth goals and academic progress. The impact of student data depends not on the data itself, but on the instructional decisions made in response to it. Strengthening the precision of those decisions increases the likelihood of measurable and sustained student growth.
2. Professional development will focus on **expanding teachers' instructional toolkit** with high-impact engagement strategies that promote active thinking, discourse, collaboration, and productive struggle. Emphasis will be placed on aligning engagement practices with high-leverage standards and growth goals, ensuring that engagement is not entertainment-driven, but intellectually rigorous and purposefully connected to learning outcomes. Teachers will deepen their understanding of how engagement strategies intersect with differentiation, culturally responsive teaching, and student agency.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* Include how these outcomes will be measured and who will monitor them.

- **Lead Teacher and ILT Capacity:**
  Continue developing lead teacher skills in **ILT meetings** with a focus on strengthening **PLC processes, data analysis, and instructional improvement**. Outcomes monitored by **Principal and Vice Principals**.
- **PLC Alignment to Essential Standards:**
  PLC teams will identify **essential standards for each unit** to ensure instruction supports **CAASPP and ELPAC proficiency**. Teams will align lessons, interventions, and assessments to these standards. Outcomes monitored by **Principal and Vice Principals**.
- **Classroom Observations and Coaching:**
  Administration will conduct **regular classroom observations** and provide **targeted coaching** to support teachers in improving the **Culture of Achievement**, instructional practices, and student engagement. Outcomes monitored by **Principal and Vice Principals**.
- **Quarterly Data-Driven Planning:**
  PLCs will use **quarterly planning days** to analyze **Interim, CFA, and iReady assessment results**, align instruction to essential standards, and select **FIABs (Formative Instructional Assessment Blocks)** to support SBAC-style learning. Outcomes monitored by **supervising VP**.
- **Baseline and Ongoing Instructional Data:**
  Administration will collect **baseline data on the percentage of instruction delivered at grade-level standards or above** and monitor ongoing progress to ensure **high-quality Tier 1 instruction**. Outcomes monitored by **Principal, Vice Principals, and ILT**.
- **Tier 2 and Tier 3 Intervention Monitoring:**
  Teachers will implement **targeted Tier 2 interventions** based on formative assessment data, and students requiring **Tier 3 intensive support** will be referred to the **Student Success Team**. Administration will track intervention fidelity and student growth. Outcomes monitored by **Principal and Vice Principals**.

- **Improved Teacher Instructional Practices:**
  Teachers will consistently implement **high-quality Tier 1 instruction, differentiated strategies, and literacy integration** across all content areas. Teachers will routinely **use formative assessment data to adjust instruction** and target student learning gaps.
- **Effective PLC Collaboration and Use of Data:**
  PLC teams will **regularly analyze student data, identify essential standards, and plan interventions** aligned to high-leverage skills. Teachers will **collaborate to select FIABs, develop common formative assessments, and share best practices** to improve student outcomes.
- **Increased Student Engagement and Ownership:**
  Students will actively **track their progress toward academic growth goals**, reflect on performance, and participate in **data chats to adjust learning strategies**. Students will demonstrate improved **reading, writing, and comprehension skills** across content areas.
- **Targeted Intervention Implementation:**
  Tier 2 and Tier 3 interventions will be **delivered with fidelity**, addressing skill gaps identified through assessment data. Students receiving interventions will demonstrate **growth toward grade-level standards**.

Monitoring Responsibility:

- **Principal and Vice Principals:** Monitor classroom instruction, PLC implementation, and intervention fidelity.
- **ILT Leads:** Monitor PLC collaboration, instructional planning, and alignment to essential standards.
- **Teachers:** Monitor student growth goals, data trackers, and targeted interventions in their classrooms.

- **Increase in ELA Proficiency:**
  The percentage of students meeting or exceeding **SBAC ELA standards** will increase from **38.4% to 43.4%** by the end of the 2026–27 school year.
- **Growth Toward Grade-Level Standards:**
  Students will demonstrate **measurable growth in reading comprehension, writing, and vocabulary development**, as evidenced by **benchmark, interim, and CFA assessments**.
- **English Learner Progress and Reclassification:**
  English Learners will show **annual proficiency growth on ELPAC**, with an increased number of students meeting **reclassification criteria (RFEP)** by the end of the school year.
- **Reduction of Learning Gaps for Targeted Student Groups:**
  African American, Asian, Students with Disabilities, and other priority groups will demonstrate **progress toward grade-level standards** through Tier 1 instruction, Tier 2 interventions, and Tier 3 intensive support.
- **Improved Student Ownership and Engagement:**
  Students will actively **track progress toward academic goals, participate in data chats, and apply strategies to strengthen learning**, demonstrating higher engagement and accountability for their growth.

Monitoring Responsibility:

- **Principal and Vice Principals:** Monitor classroom instruction, PLC implementation, and intervention fidelity.
- **ILT Leads:** Monitor PLC collaboration, instructional planning, and alignment to essential standards.
- **Teachers:** Monitor student growth goals, data trackers, and targeted interventions in their classrooms.

- **Student Progress Tracking and Growth Goals:** Teachers will partner with students to set **academic growth goals aligned to grade-level standards**. **Student data trackers** will be used to monitor progress and inform instructional adjustments. Outcomes monitored by **Principal, ILT, and PLC teams**.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

EL Student Supports

Action Details

Literacy Intervention

Based on the current needs assessment data, where **3.6% of English Learner students met or exceeded standards on the SBAC ELA**, the school will **decrease the average distance from standard by 45 points and increase SBAC ELA proficiency by 5 percentage points to 8.6% and -95 DFS by the end of the 2026–27 school year**. For Long Term English Learners only 7.1% **met or exceeded standards on the SBAC ELA**, the school will **decrease the average distance from standard by 45 points and increase SBAC ELA proficiency by 5 percentage points to 12.1% and -103 DFS by the end of the 2026–27 school year**.

English Learners will receive a comprehensive system of ongoing academic and language supports designed to accelerate English language development and support progress toward **English Learner Reclassification (RFEP)**. Teachers will integrate both **designated and integrated ELD strategies** within instruction to ensure students have consistent opportunities to develop reading, writing, speaking, and listening skills aligned to grade-level standards.

Direct Instructional Services

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

- **Integrated & Designated ELD Instruction:** Teachers will integrate the **CA ELD Standards** across all core subjects and provide daily **designated ELD instruction** to support English language development in reading, writing, speaking, and listening.
- **Professional Learning & Resources:** Teachers will participate in professional development on effective English Learner strategies. Support will include **teacher release time, supplemental contracts, and instructional materials and supplies** to strengthen ELD instruction.
- **MTSS Support System:**
  - **Tier 1:** High-quality core instruction with integrated ELD strategies in all classrooms.
  - **Tier 2:** Targeted small-group interventions based on student needs.
  - **Tier 3:** Intensive support from an **EL-designated teacher** to help students access the core Guaranteed and Viable Curriculum.
- **Data Monitoring & PLC Collaboration:** Teachers, PLCs, and site leadership will analyze **CAASPP (SBAC), ELPAC, IAB/FIAB interim assessments, CFAs, and i-Ready data** to monitor progress and adjust instruction for English Learners.
- **Progress Toward Reclassification:** English Learner progress will be monitored after each assessment cycle to ensure students are progressing toward **one ELPI level of growth annually** and meeting **reclassification (RFEP) criteria**.

- **Student Engagement & Enrichment:** English Learners will be encouraged to participate in **school activities, arts, athletics, and educational field trips** to strengthen language development, build relationships, and increase connection to the school community.
- **Recognition of Achievement:** Students who are **reclassified as Fluent English Proficient (RFEP)** will be celebrated during **quarterly award assemblies** to recognize their progress and accomplishments.

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.

- **Daily ELD Instruction:** EL students receive **integrated and designated ELD** daily, targeting reading, writing, speaking, listening, and academic language aligned to **CA ELD Standards**.
- **Course Placement Based on ELPAC:**
  - **Level 1:** Enrolled in Advanced ELD as elective
  - **Levels 2–3:** Enrolled in ELA LIF (Language Intensive Focus) elective
- **Targeted Support for Newcomers and LTELs:** Additional scaffolding, small-group interventions, and teacher support to accelerate language acquisition and access grade-level curriculum.
- **Data-Driven Instruction & Goal Setting:** Teachers use **ELPAC, CAASPP/SBAC, IAB/FIAB, benchmarks, and CFAs** to monitor progress; students engage in **data chats and goal-setting** to track growth.
- **Tutoring & Intervention:** EL students have **priority access to before- and after-school tutoring** and targeted intervention aligned to core curriculum.
- **Assessment Preparation & Accommodations:** Provide **practice tests, review sessions, test-taking strategies, and accommodations** to ensure EL students are prepared for state assessments.
- **Recognition of Achievement:** Students who meet **reclassification (RFEP) criteria** or demonstrate strong growth are celebrated during **semester and year-end awards**.

Student Groups

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

Long Term English Learner (LTEL):
Fund after school stipends for teachers for additional before or after-school tutoring in ELA, Science and History.

English Learner (EL):

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

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

Long Term English Learner (LTEL):
Fund after school stipends for teachers for additional before or after-school tutoring in ELA, Science and History.

English Learner (EL):

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

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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Parent Education on Student Data and Academic Progress:**
  Families will receive information on **SBAC, ELPAC, and district benchmark assessments**, including how to interpret results and support their child's academic goals. Parent meetings and resources will help families understand **student growth goals and progress monitoring tools**.
- **Regular Communication on Student Progress:**
  Teachers and staff will communicate regularly with families regarding **student progress, attendance, academic goals, and intervention supports** through conferences, phone calls, emails, and school communication platforms.
- **Family Participation in Academic Planning:**
  Families will be encouraged to participate in **Student Success Team (SST) meetings, parent-teacher conferences, and academic planning meetings** to support individualized student learning plans and intervention strategies.
- **Parent Engagement Opportunities:**
  The school will provide opportunities for families to engage with the school community through **Back-to-School Night, Parent-Teacher Conferences, ELAC, School Site Council, and other school events** that support student success and strengthen home–school partnerships.
- **Access to Academic Support Resources:**
  Families will be informed about **tutoring opportunities, intervention programs, and extended learning supports** available to students so they can help ensure students participate in additional academic support when needed.

Professional Learning

Describe Professional Learning related to this action.

1. **Strengthening Instructional Decision-Making Through Professional Development:** Professional development will center on elevating the quality of instructional decision-making across classrooms. Teachers will build their capacity to move from reactive adjustments to diagnostic, strategic, and culture-driven instructional choices. This includes deepening expertise in conducting root cause analysis, aligning strategies precisely to diagnosed needs, differentiating by achievement band, and embedding real-time checks for understanding during instruction. Emphasis will also be placed on increasing student ownership of growth goals and academic progress. The impact of student data depends not on the data itself, but on the instructional decisions made in response to it. Strengthening the precision of those decisions increases the likelihood of measurable and sustained student growth.
2. Professional development will focus on **expanding teachers' instructional toolkit** with high-impact engagement strategies that promote active thinking, discourse, collaboration, and productive struggle. Emphasis will be placed on aligning engagement practices with high-leverage standards and growth goals, ensuring that engagement is not entertainment-driven, but intellectually rigorous and purposefully connected to learning outcomes. Teachers will deepen their understanding of how engagement strategies intersect with differentiation, culturally responsive teaching, and student agency.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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.

- Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs.
- PLC teams will continue identifying essential standards for their units that support student proficiency/met standards in CAASPP and ELPAC. Outcomes monitored by Principal and VPs.
- Administration will conduct classroom observations and provide feedback and coaching to support teachers improving culture of achievement within their classrooms and PLC teams. Outcomes monitored by Principal and VPs.
- PLC teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results and Essential Standards to inform instruction, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP.
- Administration will collect baseline data on percentage of instruction being delivered to students is at grade level standard or above. Outcomes monitored by Principal, VP's, and ILT.

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.

- High Quality First instruction at or above grade level standard will increase across all content areas by 25%. Outcomes monitored by Principal, VP's, and ILT.
- D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration pull Atlas Gradebook Snapshot reports.

  Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs.

- EL student progress will be monitored after each assessment period (ELPAC, i-Ready, Interim) to ensure that students are making adequate progress, towards one ELPI level growth each year and be reclassified on time.
- Outcomes will be monitored by teachers, counselors, EL coordinator.
- Counselors will meet with EL students quarterly for Goal setting and monitoring progress.

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.

- SBAC Results: Decrease the distance from meeting standards in ELA from -47.7 to -32.7. Improve from 36.2% to 41.2% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers.
- SBAC Results: Decrease the distance from meeting standards in Math from -87.6 to -72.6. Improve from 22.5% to 27.5% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers.
- ELPI Results: (EL) Percentage of students who improved at least one ELPI level from 22.7% to 32.7%.
- Long-Term EL - Percentage of students who improved at least one ELPI level from 22.2% to 32.2%.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			PLC Team Q1 planning days for 12 subs*No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,507.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Before school year planning 27 teachers X 6 hours *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	9,600.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Online subscription	1,556.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation**No Food or Incentives**	2,712.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			10 day - SBAC make up testing **Budget lines for personnel include salaries and related benefits	2,591.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Q2 & Q3 PLC planning Days 54 subs @ 27 teachers **Budget lines for personnel include salaries and related benefits	13,988.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			PLC q1 planning 15 teachers **Budget lines for personnel include salaries and related benefits	3,820.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			25 extra planning hours x19 teacher -PLC work **Budget lines for personnel include salaries and related benefits	29,080.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	40,217.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics Dept closing, moved from object 5725 to 5899.	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Taylor'd Consulting : Taylor'd Consulting	20,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Off Eq Lease			Copier Lease	24,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELD Tutoring before or after school **Budget lines for personnel include salaries and related benefits	4,295.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors 2 assessors at 25 hours each **Budget lines for personnel include salaries and related benefits	3,067.00
G1A2	LCFF: EL	Instruction	Bks & Ref			: Scholastic for ELD	3,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: M&S for ELD	3,252.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			: Translation Devices	7,000.00
G1A2	LCFF: EL	Attendance & Social Work Servic	Local Mileag			HSL Mileage for Parent Support	750.00

$173,935.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

California Colleges/Career Readiness

Action Details

College & Career Readiness

By June 2027, the amount of Students responding favorably in **domain student-centered and real world experiences will increase from 73% to 83%** as measured by the spring student climate and culture survey. All Tenaya students will be provided early exposure to college and career exploration through multiple opportunities in their core classes. As a component of our culture of connectedness and collaboration, students will use technology in meaningful ways and will review results as a way to increase student self awareness as they learn about their developing interests and skills as they explore opportunities that are right for them. This will promote an increase of students who participate and continually access the California Colleges curriculum the 2026-27 school year as measured by ongoing data collection.

Direct Instructional Services

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

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

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

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

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

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

English Learner Students

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

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

Increase in English Proficiency Levels:

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

Reduction in Long-Term EL Status:

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

Student Groups

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

English Learner (EL):

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

African American (AA):

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

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

English Learner (EL):.

- Supplemental tutoring contracts to provide zero period and/or after school tutoring.

- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Fund field trips to increase motivation and relevance.

African American (AA):

- Supplemental tutoring contracts to provide zero period and/or after school tutoring.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Fund field trips to increase motivation and relevance.

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

English Learner (EL):

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

African American (AA):

- **Intervention Tutorials:** Low-performing students will have access to **intervention tutorials** for Literacy and Math. Students will be invited to tutoring sessions based on **teacher recommendations** to provide targeted support.
- **RCA Support:** An additional **RCA (Resource Classroom Assistant)** will be hired to meet regularly with students to set goals, track progress, and monitor student achievement. The RCA will provide incentives for students who meet their goals, helping to motivate continued improvement.
- **Data Monitoring and Targeted Support: iReady**, **District Interim Assessments**, **SBAC**, and previous **grades performance** data will be used to identify African American students struggling academically. This data will be shared with content area PLCs to track progress and ensure that effective interventions are implemented.

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Parent Education on Student Data and Academic Progress:**
  Families will receive information on **SBAC, ELPAC, and district benchmark assessments**, including how to interpret results and support their child's academic goals. Parent meetings and resources will help families understand **student growth goals and progress monitoring tools**.
- **Regular Communication on Student Progress:**
  Teachers and staff will communicate regularly with families regarding **student progress, attendance, academic goals, and intervention supports** through conferences, phone calls, emails, and school communication platforms.
- **Family Participation in Academic Planning:**
  Families will be encouraged to participate in **Student Success Team (SST) meetings, parent-teacher conferences, and academic planning meetings** to support individualized student learning plans and intervention strategies.
- **Parent Engagement Opportunities:**
  The school will provide opportunities for families to engage with the school community through **Back-to-School Night, Parent-Teacher Conferences, ELAC, School Site Council, and other school events** that support student success and strengthen home–school partnerships.
- **Access to Academic Support Resources:**
  Families will be informed about **tutoring opportunities, intervention programs, and extended learning supports** available to students so they can help ensure students participate in additional academic support when needed.

Professional Learning

Describe Professional Learning related to this action.

1. **Strengthening Instructional Decision-Making Through Professional Development:** Professional development will center on elevating the quality of instructional decision-making across classrooms. Teachers will build their capacity to move from reactive adjustments to diagnostic, strategic, and culture-driven instructional choices. This includes deepening expertise in conducting root cause analysis, aligning strategies precisely to diagnosed needs, differentiating by achievement band, and embedding real-time checks for understanding during instruction. Emphasis will also be placed on increasing student ownership of growth goals and academic progress. The impact of student data depends not on the data itself, but on the instructional decisions made in response to it. Strengthening the precision of those decisions increases the likelihood of measurable and sustained student growth.
2. Professional development will focus on **expanding teachers' instructional toolkit** with high-impact engagement strategies that promote active thinking, discourse, collaboration, and productive struggle. Emphasis will be placed on aligning engagement practices with high-leverage standards and growth goals, ensuring that engagement is not entertainment-driven, but intellectually rigorous and purposefully connected to learning outcomes. Teachers will deepen their understanding of how engagement strategies intersect with differentiation, culturally responsive teaching, and student agency.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

- Continue building lead teach capacity in ILT meetings and focus on improvement in the PLC process. Outcomes monitored by Principal, and VPs.
- PLC teams will continue identifying essential standards for their units that support student proficiency/met standards in CAASPP and ELPAC. Outcomes monitored by Principal and VPs.
- Administration will conduct classroom observations and provide feedback and coaching to support teachers improving culture of achievement within their classrooms and PLC teams. Outcomes monitored by Principal and VPs.
- PLC teams with quarterly planning days geared towards analysis of Interim/CFA/iReady Assessment results and Essential Standards to inform instruction, and selection of FIABs for support with SBAC type assessments. Outcomes monitored by supervising VP.

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.

- High Quality First instruction at or above grade level standard will increase across all content areas by 25%. Outcomes monitored by Principal, VP's, and ILT.
- D/F rates: By the end of semester 1 reduce the D/F rates by 5%. Outcomes measured by having administration pull Atlas Gradebook Snapshot reports.

  Interim Assessment Growth: PLC teams will compare yearly performance data and set goals for student achievement on Interim Assessments. Outcomes will be measured by pulling data from EDCITE. Monitored by PLCs and supervising VPs.

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.

- SBAC Results: Decrease the distance from meeting standards in ELA from -47.7 to -32.7. Improve from 36.2% to 41.2% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers.
- SBAC Results: Decrease the distance from meeting standards in Math from -87.6 to -72.6. Improve from 22.5% to 27.5% of students meeting/exceeding standards. Outcomes monitored by Principal and teachers.
- ELPI Results: (EL) Percentage of students who improved at least one ELPI level from 22.7% to 32.7%.
- Long-Term EL - Percentage of students who improved at least one ELPI level from 22.2% to 32.2%.

- Administration will collect baseline data on percentage of instruction being delivered to students is at grade level standard or above. Outcomes monitored by Principal, VP's, and ILT.

- EL student progress will be monitored after each assessment period (ELPAC, i-Ready, Interim) to ensure that students are making adequate progress, towards one ELPI level growth each year and be reclassified on time.
- Outcomes will be monitored by teachers, counselors, EL coordinator.
- Counselors will meet with EL students quarterly for Goal setting and monitoring progress.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Decrease Suspensions

Action Details

Life Skills

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

Levels of Misbehaviors will continue to be used where:

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

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

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

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

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

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

Strategic Focus Areas Our work in Year 3 (2026-27) will be be to dive deeper into five key pillars, each with specific strategies and action plans:

1. **Culture of Achievement**

a. Supporting a growth mindset among students and staff

b. Establishing clear expectations for academic success

c. Implementing data-driven strategies to track progress and improvements

2. **Culture with Students**

a. Fostering inclusive and affirming learning environments

b. Strengthening student voice and leadership opportunities

c. Enhancing student engagement through culturally responsive practices

3. **Culture with Families**

a. Building stronger family-school partnerships

b. Increasing opportunities for meaningful family involvement

c. Enhancing communication and transparency with families

4. **Culture with Staff**

a. Providing ongoing professional development and coaching as it relates to belief, mindsets, dispositions and practices about students

b. Strengthening staff collaboration and shared leadership

c. Addressing teacher well-being and sustainability in the profession

5. **Culture with Administration**

a. Enhancing leadership capacity and cultural proficiency

b. Establishing sustainable systems for continuous improvement

c. Creating a shared vision for a strong school culture

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

Direct Instructional Services

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

Tier 1

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

Tier 2

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

English Learner Students

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

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

Student Groups

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

Multiple Races (MR), African American (AA), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI), & English Learner (EL):

- Fund a .75 Resouce Counseling Assistant to support with students needs and provide interventions.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Pay certificated teachers to provide academic support before or after school to low performing student groups.

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

Multiple Races (MR):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

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

- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Taylor'd Consulting to provide professional learning to support in build a strong Culture of Achievement.

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

Multiple Races (MR):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

1. **Assess Underlying Causes of Misbehavior:**
    - Conduct regular assessments to determine whether student misbehaviors are linked to academic struggles, language barriers, cultural misunderstandings, or social-emotional issues.
    - Use data from student performance, behavior records, and teacher observations to identify patterns that could indicate the root causes of misbehavior.
2. **Targeted Academic Support:**
    - Provide individualized or small-group academic interventions for at-risk EL and AA students, focusing on areas where they are struggling academically.
    - Offer language development support for EL students through specialized language classes or tutoring.
    - Implement after-school tutoring, zero-period classes to address academic gaps and prevent disengagement.
3. **Social-Emotional Support and Skill-Building:**

- Offer social-emotional learning (SEL) programs for students to help them develop coping skills, emotional regulation, and resilience, which can reduce misbehavior.
- Provide targeted behavior skill-building to help students understand expectations and improve their behavior in the classroom.

4. **Professional Development for Staff:**
   - Train teachers and staff in trauma-informed practices to help them understand and respond appropriately to students who may be dealing with past trauma or difficult life experiences.
   - Implement training on de-escalation strategies and culturally responsive discipline techniques to support diverse student needs and reduce biased responses to behavior.
   - Promote culturally responsive teaching methods that acknowledge and embrace the cultural identities of EL and AA students while addressing behavior concerns.
5. **Family and Community Engagement:**
   - Host workshops and informational sessions for parents of EL and AA students on behavior strategies, conflict resolution, and navigating school discipline policies.
   - Provide resources for parents to support their child's academic and social-emotional development at home, fostering a strong school-home connection.
6. **Alternatives to Suspension:**
   - Develop and implement alternatives to suspension, such as reflection spaces where students can process their actions and learn from the experience.
   - Introduce peer mediation programs that allow students to resolve conflicts with the guidance of trained mediators.
   - Create mentorship groups where students can receive guidance and support from older peers or adult mentors to help them build positive behaviors and relationships.
7. **Monitoring and Feedback:**
   - Establish a system to regularly monitor the progress of students receiving targeted support, both academically and behaviorally, and adjust interventions as necessary.
   - Involve students, teachers, and parents in feedback loops to ensure that the interventions are effective and to identify areas for improvement.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be provided opportunities to support this work through targeted communication, workshops, and collaboration with school staff. Parent meetings and workshops will provide information on restorative practices, conflict resolution, and strategies to support positive student behavior. For students with a history of behavioral incidents, families will be invited to participate in goal-setting conferences to review progress and identify strategies that reinforce positive decision-making at school and at home. The school will also maintain ongoing communication with families regarding available supports such as mentoring programs, extracurricular opportunities, the Re-Engagement Center, and social-emotional resources. Targeted outreach will be conducted to support families of African American students, students with disabilities, foster youth, and students experiencing homelessness to ensure they are connected to school and community resources that promote student well-being and reduce behaviors that may lead to suspension.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will be provided to staff to strengthen the implementation of restorative practices, positive behavior interventions, and culturally responsive strategies that support students and reduce suspension rates. Staff will participate in training focused on de-escalation techniques, conflict resolution, and strategies to address behaviors that may lead to physical injury incidents. Professional learning will also include guidance on building positive relationships with students, supporting the social-emotional needs of African American students, students with disabilities, foster youth, and students experiencing homelessness, and effectively utilizing the Re-Engagement Center as a proactive intervention. Ongoing collaboration during staff meetings and PLC time will allow staff to review behavior data, reflect on practices, and identify additional supports to ensure a safe and inclusive school environment.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Staff will implement restorative practices and proactive behavior strategies in classrooms and common areas to address behaviors before they escalate.
- Teachers and support staff will refer students with behavioral concerns to appropriate supports such as mentoring programs, counseling services, the on-site social worker, and the Re-Engagement Center.
- Students with a history of behavioral incidents will develop behavior goals and monitor progress with support from staff.
- Families will receive communication about available supports and will be invited to participate in conferences or workshops that promote strategies for positive student behavior.
- Administration and support staff will regularly review behavior referral and suspension data to identify trends and ensure timely interventions are implemented.

Outcomes will be monitored by Principal, VP's, and teachers.

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.

- A decrease in the number of behavior referrals related to physical injury incidents (48900(a)(1)).
- Increased student participation in mentoring programs, extracurricular activities, and positive school climate initiatives.
- Students demonstrating improved conflict resolution skills and the ability to regulate emotions before situations escalate.
- Students with behavioral goals showing measurable progress through behavior tracking and reduced repeat incidents.
- Increased use of restorative practices and re-engagement supports by staff as alternatives to exclusionary discipline.
- Stronger collaboration between families and school staff in supporting positive student behavior and accountability.
- Improved sense of safety, belonging, and connectedness among targeted student groups.
- Outcomes will be monitored by Principal, VP's

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.

- A sustained reduction in suspension rates, particularly among African American students, students with disabilities, foster youth, and students experiencing homelessness.
- A significant decrease in incidents involving physical injury (48900(a)(1)).
- Improved overall school climate where students feel safe, supported, and connected to school.
- Increased student engagement in school through participation in mentoring programs, extracurricular activities, and positive peer relationships.
- Students demonstrating consistent use of conflict resolution and self-regulation skills.
- Stronger partnerships between families and the school in supporting student behavior and well-being.
- Increased instructional time for students as a result of fewer suspensions and disciplinary removals.
- . Outcomes will be monitored by Principal, VP's

Tenaya Middle 2026-2027 - SPSA Draft Edits

Action

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance and Chronic Absenteeism

Action Details

By the end of the 2026–2027 school year, Tenaya will reduce chronic absenteeism by addressing root causes related to behavioral challenges, lack of engagement, and barriers to school connectedness. The goal is to decrease chronic absenteeism rates among African American students from **25% to 15%**, English Learners from **28.6% to 28%**, Students with Disabilities from **41.8% to 30%**, and Hispanic students from **37.4% to 27%**. This work will focus on strengthening student engagement, improving behavior supports, and building stronger connections between students, staff, and families.

Key strategies to achieve this goal include:

- **Behavioral Supports:** Provide targeted behavioral interventions such as positive reinforcement systems, counseling, mentoring, and individualized behavior plans for students with a history of behavioral challenges. These supports will help address behaviors that may lead to suspensions and missed instructional time.
- **Culturally Responsive Teaching:** Provide professional learning for teachers on culturally responsive instructional practices that incorporate students' cultural backgrounds and lived experiences into classroom instruction. These practices will strengthen relationships, increase student engagement, and promote a more inclusive learning environment.
- **Mentorship Programs:** Connect students with mentors who can provide guidance, encouragement, and accountability around school attendance and engagement. Mentors will support students in overcoming barriers to attendance and maintaining positive connections to school.
- **Parent Outreach and Communication:** Strengthen communication with families through regular outreach, attendance meetings, and resource sharing to ensure families understand attendance expectations and available supports. Building strong partnerships with families will reinforce the importance of consistent school attendance.
- **Inclusive School Culture:** Continue to foster a positive and inclusive school climate where students feel safe, valued, and connected to their school community. When students experience a strong sense of belonging, they are more likely to attend school regularly and engage positively in learning.

Direct Instructional Services

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

1. **Collaborative Support Team:**
    - The **TIER II Intervention Specialist**, **Resource Counseling Assistant (RCA)**, and **Home School Liaison (HSL)** will work closely with the **Clinical School Social Worker (CSSW)** to monitor student attendance, behavior, and emotional well-being. This team will coordinate regular meetings to ensure students receive comprehensive support across academic, behavioral, and social-emotional domains.
    - Together, this team will ensure that no student slips through the cracks by offering consistent, targeted interventions and regular communication about progress.
2. **Attendance Monitoring and Support:**
    - **Phone Calls and Referrals**: The **HSL**, **TIER II Intervention Specialist**, and **RCA** will initiate attendance phone calls, home visits, and referrals to outside resources (e.g., community services, mental health resources) for students with chronic absenteeism. This proactive approach ensures that families are aware of attendance concerns and available support services.
    - **Schoolwide Attendance Campaign**: A schoolwide campaign will be implemented to promote and reward improvements in student attendance. This campaign will encourage students to meet their attendance goals, providing recognition and rewards for progress. **Attendance chats** with the **Intervention Specialists**, **RCA**, or **Counselors** will be conducted for **Tier I & II** students to monitor progress and address barriers to attendance.
3. **Social-Emotional Support:**
    - **Women's and Men's Alliances Courses**: These courses will provide students with an opportunity to develop social-emotional skills, including self-awareness, self-regulation, conflict resolution, and interpersonal skills. These courses will be aimed at fostering a sense of belonging and helping students build resilience.
    - **Tier III Supports**: For students who need more intensive support, **on-site therapeutic opportunities** with a clinical counselor will be available. These services will include **individual counseling**, **group therapy**, and **mental health support** for students struggling with deeper emotional or behavioral issues.
    - **Mental Health Supports and Case Management**: The **CSSW**, supported by the **RCA**, will provide individualized counseling, case management, and referrals for external mental health services as needed. Home visits and conferences will be conducted to ensure comprehensive support for students and families facing significant barriers to school attendance.
4. **Special Education and 504 Support:**
    - **SSTs/504s/IEPs**: Based on data analysis from **Tier I and II** interventions, students who require additional supports will be referred for **Student Study Team (SST)** meetings, **504 plans**, or **IEP assessments**. The **CSSW** and other team members will work with these students to ensure that accommodations and interventions are in place to support both their attendance and academic success.
5. **Individualized and Small Group Counseling:**
    - The **CSSW**, with support from the **RCA**, will provide **individual or small group counseling** sessions designed to help students build self-awareness, develop coping skills, and connect with others. These sessions will focus on fostering emotional well-being, improving social skills, and addressing any barriers to attendance and school engagement.
6. **Incentives and Rewards:**
    - To support students in achieving their attendance and behavioral goals, appropriate materials and incentives will be provided. These may include rewards for meeting attendance targets, academic progress, or social-emotional milestones. The incentives will be linked to goals set during conferences with students and parents to ensure a focus on meaningful progress.
7. **Parenting and Community Support Resources:**
    - **Parenting Resources**: In collaboration with families, **parenting workshops** and resources will be provided to support students' mental health and social-emotional needs. These resources will help parents better understand the challenges students face and provide strategies to support positive behavior and attendance at home.
    - **Community Engagement**: The team will also work to connect families with additional community-based resources that can offer mental health services, housing assistance, or other necessary supports.
8. **Ongoing Monitoring and Documentation:**
    - All intervention efforts will be consistently documented in **ATLAS**, allowing the team to track student progress over time. Trends and patterns will be analyzed during regular meetings to adjust interventions as needed. **Documentation for intervention** will be logged under the **Counseling Tab** or **Other Tab** in ATLAS, as applicable.

English Learner Students

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

English Learner (EL) Supports

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

Student Groups

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

Students with Disabilities (SWD), English Learner (EL), African American (AA), & Hispanic (HI):

- Fund a .75 Resouce Counseling Assistant to support with students needs and provide interventions.
- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Pay certificated teachers to provide academic support before or after school to low performing student groups.

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

- Supplies to hold parent workshops to support parents with best practices in how they can support their students learning.
- Quarterly PLC Team planning days to plan instruction based on assessed learning needs.
- Substitute teachers to cover classrooms for teachers to attend Student Success Team meetings.
- Taylor'd Consulting to provide professional learning to support in build a strong Culture of Achievement.

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

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

- Involve students, teachers, and parents in feedback loops to ensure that the interventions are effective and to identify areas for improvement.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- **Targeted Family Communication:** The school will maintain ongoing communication with families about the importance of consistent attendance and positive behavior through newsletters, phone calls, meetings, and digital platforms. Families will also receive information about available supports such as mentoring programs, extracurricular opportunities, the Re-Engagement Center, and social-emotional resources that help increase student engagement and attendance.
- **Parent Workshops and Meetings:** Parent workshops will provide information on restorative practices, conflict resolution, and strategies families can use at home to support positive student behavior and reinforce the importance of daily school attendance.
- **Goal-Setting Conferences:** Families of students with behavioral or attendance concerns will be invited to participate in goal-setting conferences to review behavior and attendance data, monitor progress, and collaborate with staff on strategies that support improved decision-making and consistent school participation.
- **Family Collaboration with School Staff:** Staff will work collaboratively with families to identify barriers that may impact student attendance and behavior, and connect families with appropriate school and community supports.
- **Targeted Outreach to Priority Student Groups:** The school will provide additional outreach and support to families of African American students, students with disabilities, English Learners, foster youth, and students experiencing homelessness to ensure they are connected to resources that address barriers to attendance and support student well-being.

Professional Learning

Describe Professional Learning related to this action.

- **Restorative Practices & Behavior Support:** Training on restorative practices, positive behavior interventions, and culturally responsive strategies to address behaviors that impact attendance.
- **Attendance Monitoring & Intervention:** Learn to monitor attendance data, identify early warning signs of chronic absenteeism, and implement targeted interventions.
- **Goal-Setting with Families:** Training on conducting goal-setting conferences with families to develop actionable plans that support consistent attendance.
- **Culturally Responsive Family Engagement:** Strategies for building trust and collaboration with families of African American students, students with disabilities, English Learners, foster youth, and students experiencing homelessness.
- **Effective Communication & Outreach:** Professional learning on communicating constructively with families and connecting them to school and community resources that support attendance and student well-being.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- **Increased Staff Knowledge of Attendance Strategies:** Staff will demonstrate understanding of early warning signs of chronic absenteeism and how behavioral challenges impact attendance.
- **Understanding of Restorative Practices and Interventions:** Staff will be able to identify and apply restorative practices, positive behavior supports, and culturally responsive strategies to reduce barriers to attendance.
- **Improved Skills in Family Engagement:** Staff will learn effective strategies for communicating with families, conducting goal-setting conferences, and connecting families to school and community resources.

Measurement and Monitoring:

- Staff participation and completion of professional learning modules and workshops will be tracked.
- Pre- and post-training surveys or assessments will measure changes in staff knowledge and confidence in attendance interventions and family engagement strategies.

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.

- **Increased Staff Implementation of Strategies:** Teachers and support staff consistently apply restorative practices, positive behavior interventions, and culturally responsive strategies to reduce absenteeism.
- **Improved Family Engagement:** Families participate in goal-setting conferences, workshops, and school communications to support regular attendance and positive student behavior.
- **Early Intervention for At-Risk Students:** Staff identify students at risk of chronic absenteeism and implement targeted supports, including mentoring, counseling, and referrals to the Re-Engagement Center.
- **Improved Student Attendance and Engagement:** Students demonstrate improved school attendance and participation in classroom and extracurricular activities.

Measurement and Monitoring:

- Attendance team and administrators will monitor staff use of restorative practices and interventions through classroom observations and PLC reflections.

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.

- **Sustained Reduction in Chronic Absenteeism:** Chronic absenteeism rates decrease among African American students, English Learners, Students with Disabilities, and Hispanic students, meeting or approaching target goals.
- **Positive School Climate and Engagement:** Students feel connected, supported, and valued within the school community, leading to increased participation in academics, mentoring, and extracurricular activities.
- **Consistent Family-School Partnerships:** Families actively engage in supporting attendance, behavior, and overall student success through ongoing collaboration with school staff.
- **Improved Academic Outcomes:** Increased instructional time due to fewer absences contributes to higher student achievement and improved social-emotional well-being.

Measurement and Monitoring:

- School leadership and the attendance team will monitor chronic absenteeism data by student group, tracking progress toward the target goals.

- Administrators and the school attendance team will monitor implementation by reviewing staff participation logs, observing classroom and support interactions, and tracking early intervention referrals for students at risk of chronic absenteeism.

- Family participation will be tracked via conference logs, workshop attendance records, and communication documentation.
- Student attendance data will be reviewed monthly to identify trends and the effectiveness of interventions, with the attendance team reporting progress to school leadership.

- Surveys and feedback from students, families, and staff will assess school climate, engagement, and the effectiveness of family partnerships.
- Academic performance and participation metrics will be reviewed annually to determine the impact of improved attendance on student outcomes.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

PROP 28

Action Details

Life Skills

Tenaya Middle School will continue to augment Arts Education with the added elective teacher in ART.

Direct Instructional Services

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

- classroom materials will be purchased to support music and art electives.
- curriculum and materials that align with standards.
- guest instructors and professional learning for teachers to support instruction.

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.

not applicable

Student Groups

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

not applicable

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

not applicable

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

not applicable

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various events throughout the year:

- Quarterly Concerts
- Back to School Night & Open House
- District Festivals
- Tenaya and Bullard High hosted events

Professional Learning

Describe Professional Learning related to this action.

not applicable

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)		Long-Term (Change in Condition)
Expect to see		Hope to see

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

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

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increased Student Enrollment and Interest in the Arts:

- Increase in elective rankings and course enrollment for VAPA classes.
- This will be measured by measured by elective rankings and course enrollment.
- Monitored by: counselors, arts lead, and site 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.

Improved Student Achievement and Focus:

- Students demonstrate stronger concentration, creativity, and problem solving skills that carry over into academic classes
- Measure by: arts teachers, and site administration

And ultimately achieve these impacts.

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

Strong School Culture Centered on **the Arts:**

- The school creates a reputation for valuing creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.
- Measured by: school climate surveys, parent/community feedback, and student metrics
- Monitored by: site administration

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Zero Period PE - Brett Jones ID#1064801 **Budget lines for personnel include salaries and related benefits	13,740.00
G2A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	SEL Support for All Studentsc **Budget lines for personnel include salaries and related benefits	65,019.00
G2A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Transition Teacher Prep Buyout - Kevin McGensy ID1051626 **Budget lines for personnel include salaries and related benefits	13,740.00
G2A4	Sup & Conc	Instruction	Teacher-Regu	Teacher, Music, Elementary	0.3500	LCFF FTE increased from 0.20 to 0.35 FTE - 2.19.26 dr **Budget lines for personnel include salaries and related benefits	56,884.00

$149,383.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Culturally Responsive School Environment

Action Details

Equitable Access

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

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

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

In Year 2 (2025–2026), Tenaya focused on implementing and refining strategies to strengthen an inclusive, supportive, and high-achieving school culture. Efforts emphasized growth mindset and clear academic expectations, culturally responsive practices, and enhanced student engagement. Family partnerships were expanded through increased involvement opportunities and improved communication, while staff received ongoing professional development, coaching, and support to strengthen collaboration, instructional practices, and well-being. Administrative leadership capacity and cultural proficiency were enhanced through systems for continuous improvement and a shared vision for school culture. Professional learning, coaching, and data-informed monitoring guided implementation and allowed for adjustments based on feedback, ensuring strategies were effective and sustainable. Collectively, these efforts advanced Tenaya's goal of creating a positive school environment where students, staff, families, and administrators feel valued, engaged, and supported in achieving academic and social-emotional success.

Year 3 (2026-2027), our Culture of Achievement work represents a shift from establishing systems to refining instructional precision and maximizing impact. In previous years, we focused on building strong classroom culture and defining measurable student growth goals supported by achievement bands and student trackers. With those foundations in place, Year 3 centers on ensuring that instructional decisions are consistently aligned, data-driven, and capable of accelerating measurable student growth across classrooms.

The strategic priorities outlined within the Culture of Achievement framework are designed to produce measurable, sustainable improvements in instructional coherence, student growth, and overall school culture. The intended outcomes reflect both academic acceleration and systemic alignment across classrooms and leadership structures.

1. Growth goals will be tightly anchored to high-leverage standards, ensuring that instructional focus remains concentrated on the skills and competencies that drive long-term proficiency. As a result, academic targets will become clearer, more measurable, and directly connected to daily instruction.
2. Consistent definitions of what it means for students to be on track, near track, or off track will create shared clarity across PLCs and leadership teams. This alignment will lead to earlier identification of learning gaps and more timely, strategic instructional adjustments. Progress monitoring will shift from a compliance-driven activity to a decision-making tool that informs real-time action.
3. Instructional methods will be selected and implemented with greater intentionality and precision. Teachers will demonstrate strengthened capacity to diagnose root causes for stalled growth and respond with strategies aligned to specific academic barriers. This will reduce broad reteaching and increase differentiated acceleration across achievement bands.
4. Instructional decision-making will become increasingly diagnostic, data-driven, and culture-driven. Through professional development and coaching, teachers will refine their ability to collect meaningful data, analyze patterns, and adjust instruction proactively. Student ownership of learning will increase as growth goals and data tracking become more transparent and student-centered.

5. Leadership capacity will deepen at both the administrative and academic coaching levels. Administrators will demonstrate stronger coherence across the four pillars of the Culture of Achievement—school and classroom culture, student achievement, instructional methods and practices, and student engagement—ensuring that systems operate in alignment. Academic coaches will strengthen their ability to identify the most salient instructional shifts that yield measurable student impact, scaling precision across classrooms.
6. Student engagement will become more intentional, rigorous, and responsive. Teachers will expand their toolkit of engagement strategies while incorporating student voice into instructional refinement. As a result, classrooms will reflect higher levels of cognitive demand, belonging, and academic agency.

Collectively, these outcomes are intended to produce a coherent schoolwide ecosystem in which culture, instruction, engagement, and achievement operate in tandem. The ultimate impact will be more predictable student acceleration, stronger instructional consistency across classrooms, and a culturally proficient learning environment that supports all students—particularly those from underserved communities—in achieving measurable academic growth.

Direct Instructional Services

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

- **Tier 1 – Core Instruction:**
  - Standards-aligned curriculum with culturally responsive teaching.
  - Formative and summative assessments to guide instruction.
  - **Materials/Supplies:** Textbooks, digital resources, instructional guides, student growth trackers.
- **Tier 2 – Targeted Interventions:**
  - Small-group instruction for skill gaps or at-risk students.
  - Mentoring, behavioral supports, and academic counseling.
  - **Materials/Supplies:** Intervention curriculum, manipulatives, online programs, progress-monitoring charts.
- **Tier 3 – Intensive Supports:**
  - Individualized instruction for students with significant gaps or behavioral needs.
  - Access to Re-Engagement Center, SEL supports, or one-on-one tutoring.
  - **Materials/Supplies:** Specialized curriculum, assistive technology, adaptive tools, data tracking systems.

- **MTSS Integration:**
  - Progress monitored through assessments, behavior logs, and attendance data.
  - Interventions adjusted based on responsiveness to instruction.
  - Collaboration between teachers, support staff, counselors, and families to address academic and social-emotional needs.

English Learner Students

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

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

Student Groups

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

Not applicable as goal is directed to staff.

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

Taylor'd Consulting for Professional Learning/Coaching

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

Not applicable as goal is directed to staff.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Communicate regularly with families about student progress, instructional programs, and available supports.
- Offer workshops and trainings to help families support learning, growth goals, and positive behaviors at home.
- Invite families to goal-setting conferences for students receiving Tier 2 or Tier 3 interventions.
- Connect families to mentoring programs, Re-Engagement Center supports, SEL resources, and community services.
- Conduct targeted outreach to families of African American students, students with disabilities, English Learners, foster youth, and students experiencing homelessness.
- Foster strong family-school partnerships to reinforce consistent attendance, engagement, and academic growth.

Professional Learning

Describe Professional Learning related to this action.

- Training on implementing Tier 1–3 instruction and MTSS supports for academic and behavioral needs.
- Using data to guide instruction, monitor progress, and make timely interventions.
- Culturally responsive teaching and inclusive instructional strategies to engage all students.
- Positive behavior interventions and restorative practices to reduce disciplinary barriers to learning.
- Effective family engagement, including goal-setting conferences and connecting families to school/community supports.
- Ongoing collaboration through PLCs, coaching, and peer reflection to scale effective practices

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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.

- **Staff Knowledge Growth:** Teachers and support staff demonstrate increased understanding of Tier 1–3 instruction, MTSS framework, culturally responsive practices, restorative behavior strategies, and family engagement methods.
- **Data Use Skills:** Staff can collect, analyze, and apply student data to guide instructional decisions and adjust interventions.
- **Family Engagement Practices:** Staff gain knowledge and skills to conduct goal-setting conferences, communicate effectively with families, and connect families to school and community supports.
- **Targeted Intervention Implementation:** Staff can identify students at risk and deliver small-group or individualized instruction with fidelity.

Measurement and Monitoring:

- Professional learning participation logs and completion of training modules.
- Pre- and post-training assessments or surveys measuring staff knowledge, confidence, and readiness to apply strategies.
- Classroom observations and PLC reflections to monitor implementation of MTSS, instructional, and engagement practices.
- Attendance team and administrators will review early intervention referrals, goal-setting documentation, and family communication records to track progress.

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.

- **Consistent Implementation of MTSS:** Staff apply Tier 1–3 strategies with fidelity, using data to inform small-group and individualized instruction.
- **Improved Student Engagement:** Students participate more actively in classroom learning, mentoring programs, and school activities.
- **Early Intervention Effectiveness:** At-risk students show progress in targeted skills and behavior, reducing barriers to learning and attendance.
- **Stronger Family Partnerships:** Families participate in goal-setting conferences, workshops, and ongoing communication, supporting student learning and positive behaviors.

Measurement and Monitoring:

- Administrators and instructional coaches review classroom observations, PLC reflections, and fidelity checklists for MTSS and intervention implementation.
- Student progress tracked through assessments, behavior logs, and growth trackers across Tier 2 and Tier 3 supports.
- Family engagement measured via conference attendance, workshop participation, and communication records.
- Attendance and referral data reviewed monthly by the attendance team and leadership to monitor impact.

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.

- **Reduced Achievement Gaps:** Students, including African American students, English Learners, students with disabilities, foster youth, and Hispanic students, demonstrate measurable growth and proficiency in academic standards.
- **Sustained Improvement in Attendance and Behavior:** Chronic absenteeism decreases, and behavior referrals are reduced, especially for at-risk student populations.
- **Equitable Access to Instructional Supports:** Tiered supports and interventions are embedded consistently across classrooms, ensuring all students have access to targeted learning opportunities.
- **Strong School-Family Partnerships:** Families remain actively engaged in supporting learning, attendance, and positive behavior.
- **Enhanced School Culture:** Classrooms and the school environment reflect high engagement, belonging, and culturally responsive practices.

Measurement and Monitoring:

- Annual review of student assessment data, growth trackers, and achievement band progress.
- Longitudinal tracking of attendance and behavior data to measure sustained improvements.
- Surveys of families, students, and staff to assess engagement, culture, and effectiveness of family-school partnerships.

- Leadership and instructional coaches review school-wide implementation fidelity and student outcomes to guide ongoing improvement.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increasing inclusive opportunities for families

Action Details

Community Engagement

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

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

Direct Instructional Services

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

Student Academics:

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

Student/Family Engagement:

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

English Learner Students

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

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

Student Groups

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

General School Community:

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

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

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

English Learner (EL):

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

General School Community:

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

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

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

Admin Team:

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

Department Chair:

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

CCD:

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

Counseling Team:

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

Office and Classified Staff:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

The family engagement opportunities at Tenaya Middle School directly support instructional services to students by equipping families with strategies and resources that reinforce learning outside of the classroom. Through workshops and engagement events, families will learn how to support **academic skills, study habits, digital learning platforms, and social-emotional development**, enabling them to actively partner with teachers in supporting student success.

These events will include sessions that model **instructional strategies, curriculum expectations, and intervention supports** used at school so families can reinforce these practices at home. By strengthening the home–school connection, Tenaya ensures that students receive **consistent academic support and encouragement both in the classroom and at home**, which contributes to improved engagement, attendance, and academic achievement.

This approach aligns with **Tier 1 universal supports within the MTSS framework**, ensuring that all students benefit from a collaborative partnership between school staff and families that promotes academic growth, cultural inclusivity, and a positive school climate.

Professional Learning

Describe Professional Learning related to this action.

1. Professional Learning on Culturally Responsive Family Engagement
Tenaya Middle School will provide **two professional development sessions per year** for certificated and classified staff focused on **culturally responsive family engagement, inclusive communication strategies, and building partnerships with diverse families**. Training will support staff in creating welcoming environments and increasing family participation in school events, contributing to the goal of increasing the **Climate and Culture Survey Family Engagement score to 90%**.

2. Training on Supporting Families With Academic and Digital Learning Tools
Teachers will participate in **professional learning during staff collaboration time** to build capacity in guiding families on how to support students' academic success at home. This will include training on **curriculum expectations, digital learning platforms, study strategies, and intervention supports** so staff can effectively share instructional strategies with families during engagement events and conferences.

3. Data-Driven Reflection on Family Engagement and Student Outcomes
School leadership and staff will engage in **quarterly data review sessions** to analyze **family engagement participation data, Climate and Culture Survey results, and student academic indicators**. Findings will be used to adjust family engagement strategies and ensure alignment with **MTSS Tier 1 universal supports** that strengthen home–school partnerships and improve student engagement and achievement.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence ☑ Moderate 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.

We will achieve increased knowledge and understanding among families regarding how to support their students' academic progress, social-emotional well-being, and engagement in school. Families will gain awareness of available school resources, instructional expectations, and strategies to support learning at home.

These outcomes will be measured through **family feedback surveys, participation data from family engagement events, and input collected from parent groups and the broader school community**. The effectiveness of these efforts will be monitored by **school administration, the leadership team, and staff responsible for family engagement initiatives**, who will review feedback and participation trends to guide continuous improvement.

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.

As a result of increased knowledge and communication, families will demonstrate increased participation in school events, workshops, and engagement opportunities that support student learning and well-being. Staff will implement more consistent and culturally responsive family engagement practices, including sharing instructional strategies, resources, and academic expectations with families.

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.

The outcome will be monitored by:

- Home School Liaison
- VP of parent engagement
- Principal

Progress will be measured through **family event attendance records, participation in workshops, communication logs, and feedback surveys** collected throughout the school year.
The **administration team, family engagement coordinator, and school leadership team** will monitor participation data and feedback to evaluate improvements in family involvement and engagement practices.

The outcome will be monitored by:

- Home School Liaison
- VP of parent engagement
- Principal

- Increased family engagement and strengthened home–school partnerships will lead to improved **student engagement, sense of belonging, and academic success**. Students will benefit from consistent support between school and home, resulting in improved attendance, participation in learning, and positive school climate.

  Success will be measured through **Climate and Culture Survey results (target: 90% positive response in the Family Engagement domain), student attendance data, engagement indicators, and academic performance data**. The **school leadership team and administration** will review these data annually to determine progress toward the school's family engagement and student success goals.

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The outcomes will be monitored by:

- CCT & CCD
- VP
- Principal

2026-2027 Budget Detail for Schools

State/Federal Dept 0445 Tenaya Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0445	1110	1000	1120	Teacher-Subs					G1A1	PLC Team Q1 planning days for 12 subs*No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	4,507.00
060	3010	0445	1110	1000	1160	Teacher-Supp					G1A1	Before school year planning 27 teachers X 6 hours *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	9,600.00
060	3010	0445	1110	1000	4200	Bks & Ref					G1A1	: Online subscription	1,556.00
060	3010	0445	1110	2495	4300	Mat & Supp					G1A1	Parent Participation**No Food or Incentives**	2,712.00
060	3010	0445	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	McCauley, Jenny	0.7500	G2A2	SEL Support for All Studentsc **Budget lines for personnel include salaries and related benefits	65,019.00
030	7090	0445	1110	1000	1110	Teacher-Regu	Teacher, Music, Elementary	T067	Perdomo, Monica	0.3500	G2A4	LCFF FTE increased from 0.20 to 0.35 FTE - 2.19.26 dr **Budget lines for personnel include salaries and related benefits	56,884.00
030	7090	0445	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	(New/Open Position)	0.1250	G2A1	Zero Period PE - Brett Jones ID#1064801 **Budget lines for personnel include salaries and related benefits	13,740.00
030	7090	0445	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	(New/Open Position)	0.1250	G2A2	Transition Teacher Prep Buyout - Kevin McGensy ID1051626 **Budget lines for personnel include salaries and related benefits	13,740.00
030	7090	0445	1110	1000	1120	Teacher-Subs					G1A1	10 day - SBAC make up testing **Budget lines for personnel include salaries and related benefits	2,591.00
030	7090	0445	1110	1000	1120	Teacher-Subs					G1A1	Q2 & Q3 PLC planning Days 54 subs @ 27 teachers **Budget lines for personnel include salaries and related benefits	13,988.00
030	7090	0445	1110	1000	1120	Teacher-Subs					G1A1	PLC q1 planning 15 teachers **Budget lines for personnel include salaries and related benefits	3,820.00
030	7090	0445	1110	1000	1160	Teacher-Supp					G1A1	25 extra planning hours x19 teacher -PLC work **Budget lines for personnel include salaries and related benefits	29,080.00
030	7090	0445	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies	40,217.00
030	7090	0445	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics Dept closing, moved from object 5725 to 5899.	500.00
030	7090	0445	1110	1000	5899	Cons Svc/Oth					G1A1	Taylor'd Consulting : Taylor'd Consulting	20,000.00
030	7090	0445	1110	2100	5631	Off Eq Lease					G1A1	Copier Lease	24,000.00
030	7091	0445	4760	1000	1160	Teacher-Supp					G1A2	ELD Tutoring before or after school **Budget lines for personnel include salaries and related benefits	4,295.00
030	7091	0445	4760	1000	1160	Teacher-Supp					G1A2	ELPAC Assessors 2 assessors at 25 hours each **Budget lines for personnel include salaries and related benefits	3,067.00
030	7091	0445	4760	1000	4200	Bks & Ref					G1A2	: Scholastic for ELD	3,000.00
030	7091	0445	4760	1000	4300	Mat & Supp					G1A2	: M&S for ELD	3,252.00
030	7091	0445	4760	1000	4400	Nc-Equipment					G1A2	: Translation Devices	7,000.00
030	7091	0445	4760	3130	5211	Local Mileag					G1A2	HSL Mileage for Parent Support	750.00

$323,318.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$83,394.00
Sup & Conc	7090	$218,560.00
LCFF: EL	7091	$21,364.00
Grand Total		**$323,318.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$173,935.00
G2 - The Whole Child (SEL and Engagement)	$149,383.00
Grand Total	**$323,318.00**