

Tehipite Middle

10621666088538

Principal's Name: Shannon West

Principal's Signature: 

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

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

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

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/Designee	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Vice Principal– Dario Rodriguez	X				
2. Chairperson - Eric Tovar			X		
3. Ana Medina		X			
4. Frank Molina		X			
5. Victoria Leal		X			
6. Christopher Esparza					X
7. Gia Gloria					X
8. Lizbeth Nava					
9. Adriana Tenorio				X	
10. Ana Hercules				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Tehipite Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Shannon West		3/12/26
SSC Chairperson	Eric Tovar		3/12/26

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

Tehipite - 0440

ON-SITE ALLOCATION

3010	Title I	\$54,489 *
7090	LCFF Supplemental & Concentration	\$142,720
7091	LCFF for English Learners	\$49,268

TOTAL 2026/27 ON-SITE ALLOCATION

\$246,477

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,772
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Program Budget	\$52,717
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Total Title I Allocation	\$54,489
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Tehipite 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)		23 %	2025-2026	24.1 % 
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		15 %	2025-2026	16.1 % 
Goal 1	ELPAC - percentage of students who scored 4		8.3 %	2024-2025	9.4 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	24.1 %	37.8 %	2024-2025	38.9 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	25.8 %	43.9 %	2024-2025	45 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44 %	2025-2026	45.1 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.7 %	2025-2026	61.8 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		29.7 %	2025-2026	30.8 % 
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		39.1 %	2025-2026	40.2 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	-75.5 pts	-81.9 pts	2024-2025	-66.9 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		24.1 %	2024-2025	29.1 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-129.4 pts	-138.1 pts	2024-2025	-123.1 pts 
Goal 1	SBAC Math - Average distance from standard (English Learner)		-163 pts	2024-2025	-148 pts 
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-163 pts	2024-2025	-148 pts 
Goal 1	SBAC Math - Average distance from standard (Long-Term English Learner)		-195.5 pts	2024-2025	-180.5 pts 
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-206 pts	-222.1 pts	2024-2025	-207.1 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		9.7 %	2024-2025	14.7 % 

Goal 2	Chronic Absenteeism - (African American)		65.6 %	2024-2025	65 %	↓
Goal 2	Chronic Absenteeism - (English Learner)		30.8 %	2024-2025	30.2 %	↓
Goal 2	Chronic Absenteeism - (Long-Term English Learner)		34.6 %	2024-2025	34 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	37 %	22.9 %	2025-2026	22.3 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	93.1 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	100 %	98 %	2025-2026	99.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 %	↑
Goal 2	Suspension Rate - (African American)		44.1 %	2024-2025	43.77 %	↓
Goal 2	Suspension Rate - (English Learner)		14.5 %	2024-2025	14.17 %	↓
Goal 2	Suspension Rate - (Hispanic)		17.1 %	2024-2025	16.77 %	↓
Goal 2	Suspension Rate - (Long-Term English Learner)		18.6 %	2024-2025	18.27 %	↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		18.8 %	2024-2025	18.47 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)	19.97 %	34.1 %	2024-2025	33.77 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	9.47 %	6.7 %	2025-2026	6.37 %	↓

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.

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

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

Based on the metrics, our overall chronic absenteeism rate is 22.9%, which is a significant improvement from our target of 37% for all students. However, the data reveal higher rates of chronic absenteeism among specific student groups, particularly African American students, English Learners, and Long-Term English Learners.

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

Over the past year, our suspension rate has decreased from 9.47% to 6.7%. Yet, there is still room for improvement in our African American subgroup, with a 44.1% suspension rate.

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

- Teachers are not using formative assessments such as i-Ready, and Ed Cite to differentiate instruction for all students.
- Common formative assessments (CFAs) and data analysis are not consistently utilized during Professional Learning Communities (PLCs).
- Students do not consistently engage with a variety of reading, writing, speaking, and listening strategies on a daily basis.
- There are limited opportunities for students to engage in deeper thinking and critical reasoning strategies.
- A lack of consistent, standards-based instructional planning across classrooms limits students' opportunities to engage with grade-level content in ELA and math.

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

Chronic Absenteeism Causes:

- Limited sense of belonging and connection to school
- Academic struggles
- External barriers such as transportation, health issues, or home responsibilities
- Bullying

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

High % of Suspensions for African American Causes:

- Zero-Tolerance policies
- Not using restorative practices as an alternative to suspensions
- Cultural disconnect between students and teachers
- Implicit Biases

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.

Chronic Absenteeism Needs:

- Relationship-building opportunities during advisory or through a mentoring program (The Connection Crew) to help students feel seen and supported.
- Increase intentional outreach, access, and participation among African American students, English Learners, and Long-Term English Learners to strengthen their sense of belonging on campus.
- Targeted academic supports, such as small-group instruction, tutoring, and reteaching, to reduce frustration and increase confidence.

- Professional development for teachers on strategies to support struggling readers, multilingual learners, and students below grade level.
- Consistent progress monitoring to identify students falling behind early and intervene before academic gaps widen.
- Flexible intervention approaches (e.g., morning check-ins, follow-ups, safe arrival options) for students experiencing instability.
- Continue to consistently implement schoolwide behavior expectations and follow through on all reported bullying incidents.
- Maintain increased adult supervision in high-risk areas such as hallways, lunch areas, and bathrooms during unstructured times.

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.

Instructional Needs:

- Strengthen PLC foundations through professional development.
- Embed cycles of continuous improvement to progress monitor early in the learning.
- Use of formative assessments to progress monitor student learning.
- Leadership provides targeted feedback often.
- ILT identifies evidence-based strategies that help all subgroups.
- Use of the guaranteed viable curriculum.

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.

Behavior Management Needs:

- Implementation of Restorative Practices across Multi-Tiered Systems-Support.
- Embed the School Connect curriculum into advisory lessons.
- Using the Target Support Team to progress monitor our students with the most needs. Identify students who are consistently misbehaving and establish interventions to help change the repeated misbehavior.
- Consistently use restorative practices to guide students in de-escalating conflict.

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.

CAASPP Mathematics

Partially Implemented

The actions were only partially implemented due to inconsistent teacher use of student data analysis, backward mapping, and the integration of research-based practices needed to support our diverse learners.

CAASPP ELA/Literacy

Partially Implemented

The actions were only partially implemented due to inconsistent teacher use of student data analysis, backward mapping, and the integration of research-based practices needed to support our diverse learners.

Supporting English Learners

Fully Implemented

The actions were fully implemented to meet the desired student outcomes.

Real-World & Authentic Experiences for Students

Partially Implemented

The actions were partially implemented as we were not able to provide all intended experiences.

Student Engagement & Regional Coherence

Fully Implemented

The actions were fully implemented, meeting most of the desired student outcomes.

Culturally Responsive Training & Staff Engagement/Retention

Fully Implemented

The actions were fully implemented, with the desired outcomes largely met.

Inclusive Opportunities for Families

Fully Implemented

The actions were fully implemented to meet the desired outcomes.

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.

CAASPP Mathematics

Partially Effective

The actions were only partially effective due to inconsistent implementation by teachers. This is reflected in our most recent SBAC math average distance from standard: our target for all students was -129.4 points, while our actual performance was -138.1 points and our target for students with disabilities was -206 points, while our actual performance was -222.1 points.

CAASPP ELA/Literacy

Partially Effective

The actions were only partially effective due to inconsistent implementation by teachers. This is reflected in our most recent SBAC ELA average distance from standard: our target was -75.5 points, while our actual performance was -81.9 points.

Supporting English Learners

Effective

The actions implemented to support English Learners this year were effective. Our target was for 24.1% of English Learners (ELs) to improve at least one ELPI level on the 2025 Summative ELPAC. We exceeded this goal, with 37.8% of ELs demonstrating at least one level of growth. Similarly, we anticipated that 25.8% of our Long-Term English Learners (LTELs) would improve by one ELPI level; instead, 43.9% showed measurable progress. Several existing structures contributed to these gains. Our literacy coach played an instrumental role by leading ongoing professional learning for teachers, offering targeted instructional support to specific departments, and providing small-group intervention for English Learners. These supports strengthened both content understanding and linguistic development, ensuring that ELs had multiple entry points for success.

Real-World & Authentic Experiences for Students

Ineffective

The action was ineffective due to partial implementation. At the start of the school year, an optional professional learning session was offered in partnership with the Tulare County Office of Education; however, only five teachers attended. Subsequent follow-up learning opportunities saw even lower participation, with only three staff members consistently engaging in the sessions. Because participation remained limited across the year, the intended instructional shifts did not occur at scale. As a result, students did not experience authentic, student-centered, real-world learning opportunities.

Student Engagement & Regional Coherence

Partially Effective

Despite full implementation of our planned actions, our results were only partially effective. Our target for reducing chronic absenteeism across all subgroups was 37%, and we exceeded this goal, ending the first semester at 21% of students identified as chronically absent. Additionally, our suspension rate target for all students was 9.47%, and we are currently at 6.7%, which is a strong outcome.

However, our suspension rate target for students with disabilities was 19.97%, and we did not meet this goal. The current rate is 34.1%, indicating a significant area of need that requires continued focus and targeted intervention.

Culturally Responsive Training & Staff Engagement/Retention

Effective

While we did not fully reach our target of 100% favorable responses on the Fall Climate & Culture staff survey in the Staff Culture domain, our actual rating of 98% demonstrates strong progress and reflects positively on the impact of our culturally responsive training and staff-engagement efforts.

Inclusive Opportunities for Families

Effective

Our actions were effective. In the Fall Climate & Culture Family Survey, our goal for the Family Engagement domain was 93.1% favorable. We significantly exceeded this target, achieving a 99% favorable rating. This outcome indicates that families not only felt welcomed and included on our campus, but also experienced meaningful opportunities to participate in their students' school experience.

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.

As a result of the analyses in Sections A and B, several key shifts will be implemented to ensure greater consistency, alignment, and support for improved student outcomes. We will continue strengthening practices within our Professional Learning Communities to promote alignment across departments and ensure collaborative support for both teachers and students. We will also develop a structured plan to support teachers in implementing Project-Based Learning so that students engage in real-world, authentic learning experiences that foster connection, relevance, and motivation. Additionally, we will increase supports to address students' social-emotional and academic needs, which will be essential in reducing suspension rates and improving overall student well-being.

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:

- Provide small-group reading interventions, including tutoring or after-school support.
- Host a Career Day featuring professionals from diverse fields to build awareness of career options and motivate students to see the relevance of academics.
- Provide opportunities for students to visit colleges and/or universities for access to real-world exposure and connect classroom learning to future opportunities.
- Incentives and rewards to motivate students.
- Offer leadership opportunities and clubs that encourage collaboration and creativity.
- Offer professional development for teachers on integrating language development with literacy instruction.
- Provide supplemental materials and technology.
- Advisory goal-setting presentations
- Offer leadership opportunities and clubs that encourage collaboration and creativity.
- Support personnel

ELAC:

- Provide small-group reading interventions, including tutoring or after-school support.
- Offer professional development for teachers focused on improving instruction for English learners.
- Increase access to supplemental instructional materials and technology.
- Organize a Career Day featuring professionals from diverse fields.
- Arrange visits to colleges and universities to motivate and inform students.
- Implement incentives to encourage academic progress and positive behavior.
- Provide additional support staff to assist English learners.
- Expand leadership opportunities and student clubs that promote collaboration and creativity.
- Continue delivering School Connect lessons to build self-awareness, relationship skills, and responsible decision-making.

Staff:

- Increase opportunities for students to explain their thinking, justify solutions, and engage in academic discussions during problem solving.
- Incorporate more structured opportunities for students to read complex texts, write about their learning, and use academic language in discussions.
- Provide more real-world and authentic learning experiences that allow students to apply math, reading, and writing skills through projects, problem solving, and real-life scenarios.
- Use instructional strategies that promote active student participation, including partner discussions, collaborative learning structures, and hands-on learning activities.
- Align instructional practices, pacing, and expectations across grade levels and content teams through regular PLC collaboration and shared planning.
- Expand access to music, visual arts, and performance opportunities that allow students to demonstrate creativity and connect the arts to academic learning.



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

CAASPP Mathematics

Action Details

Literacy Intervention

By May 2027, the overall average DFS for 7th graders in Math will increase from - 127 to -112 or more as measured by the Math SBAC.

By May 2027, the overall average DFS for 8th graders in Math will increase from -156 to -141 or more as measured by the Math SBAC.

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

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):

Professional Learning & Teacher Support

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

Focus Areas for Support

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

Instructional Supports for ELs

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

Extended Learning & Enrichment Opportunities

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

Assessment & Data Monitoring

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

Instructional Resources & Technology

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

English Learner Students

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

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

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

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

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

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

- Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Supplemental contracts for staff to ensure an attendance task teams are paid to meet and discuss data and plan problem of practice strategies during non-instructional days.
- Supplemental contracts for RTI will help ensure targeted interventions are provided.

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

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

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

- Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 supports are provided for students.

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- Supplemental contracts for PLC planning
- Supplemental contracts for PBL training
- Supplemental contracts for RTI
- Materials and supplies to improve parent communication, ensuring families are informed and engaged.

- HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

7090 Funds

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

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

1. Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Targeted Instruction & Intervention:

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

2. Data-Driven Support & Progress Monitoring:

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

3. Professional Learning & Teacher Support:

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

4. Family & Community Engagement:

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

5. Extended Learning & Enrichment:

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

Family Engagement

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

Tehipite Middle School will strengthen family engagement by providing inclusive opportunities for families to actively participate in and support their students’ academic progress. Families will be invited to participate in academic workshops, informational sessions, and school events designed to build understanding of instructional programs, assessments, and available supports for students.

Families will receive guidance on how to support student learning at home, including understanding SBAC expectations, i-Ready diagnostics, district interim assessments, and classroom learning goals. The school will provide information about how instructional platforms such as i-Ready and Edcite are used to monitor progress and how families can encourage students to stay engaged with their learning.

Tehipite will also host family engagement nights, student recognition events, and academic celebrations that highlight student progress and reinforce a culture of achievement. Programs such as Steve’s Scholars, peer mentoring, and academic goal-setting conferences will provide additional opportunities for families to celebrate student success and remain connected to their child’s academic journey.

To ensure accessibility for all families, communication will occur through multiple platforms and languages, and families will be invited to participate in surveys, focus groups, and school climate discussions to share their perspectives. These opportunities will help strengthen partnerships between families, staff, and school leadership while ensuring that all voices are heard in shaping the school’s academic and cultural priorities.

Through these inclusive engagement efforts, Tehipite Middle School aims to create strong school-family partnerships that support student achievement, promote a positive school culture, and encourage ongoing communication about student learning and progress.

Professional Learning

Describe Professional Learning related to this action.

Tehipite Middle School will provide ongoing professional learning to strengthen instructional practices, support data-driven decision making, and ensure teachers are equipped to meet the diverse needs of all students.

Teachers will participate in ongoing professional learning focused on research-based instructional strategies, teacher clarity, and student engagement. This learning will support the implementation of the Guaranteed and Viable Curriculum (GVC) and alignment with the California Common Core State Standards (CCSS) to ensure students have consistent access to rigorous grade-level instruction.

Weekly Professional Learning Communities (PLCs) and common preparation periods will provide structured opportunities for teachers to collaboratively analyze student work, review assessment data, and plan instruction that supports all learners. Teachers will use common assessments, district interim assessments, and i-Ready diagnostic data to guide instructional decisions and develop targeted interventions.

Staff will receive continued training on Edcite and i-Ready platforms to strengthen their ability to monitor student progress and use data to inform instruction. Teachers will also participate in PLC+ Certification training to deepen their capacity to engage in collaborative inquiry and improve instructional practices through effective data analysis.

Additional professional learning opportunities will include instructional coaching from the site Literacy Coach, support from Induction Coaches for new teachers, and conference and training opportunities focused on instructional strategies, culturally responsive practices, and school culture development.

Teachers will also receive professional learning focused on supporting English Learners, including strategies such as structured academic discourse, cooperative learning, gradual release of responsibility, and the use of writing and reading frameworks such as CERS (Claims, Evidence, Reasoning, Summary) and annotation strategies.

Through these professional learning opportunities, Tehipite Middle School will strengthen instructional practices, support collaborative professional growth, and ensure teachers are equipped to provide high-quality instruction that promotes student achievement in mathematics and across all content areas.

Progress Monitoring: Outcomes

Reasoning for using this action:

Strong Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Teachers will engage students in consistent CFA's, FIABs, and will participate in data analysis through the PLC+ framework and will be monitored by admin walkthroughs and data collection.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District Interim, i-Ready diagnostic and SBAC interim assessments will show an increase in student growth and grade level measurements. 60% of students will meet stretch growth as measured by the i-Ready.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. The overall average DFS for 7th graders in Math will increase from -127 to -112 or more as measured by the Math SBAC. The overall average DFS for 8th graders in Math will increase from -156 to -141 or more as measured by the Math SBAC.

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

CAASPP ELA/Literacy

Action Details

Literacy Intervention

By May 2027, the overall average DFS for 7th graders in ELA will increase from - 71 to -56 or more as measured by the ELA SBAC.

By May 2027, the overall average DFS for 8th graders in ELA will increase from -99 to -84 or more as measured by the ELA SBAC.

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

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):

Professional Learning & Teacher Support

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

Focus Areas for Support

- Establish strong, trust-based relationships with administrators, staff, and key stakeholders.
- Align goals and expectations.

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

Instructional Supports for ELs

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

Extended Learning & Enrichment Opportunities

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

Assessment & Data Monitoring

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

Instructional Resources & Technology

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

English Learner Students

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

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

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

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

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

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

- Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- Supplemental contracts for staff to ensure that attendance task teams are paid to meet and discuss data and plan problem-solving strategies during non-instructional days.
- Supplemental contracts for RTI will help ensure targeted interventions are provided.
- Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs.

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

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

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

- Funds to pay for a Resource Counseling Assistant to ensure our school's MTSS model is carried out by a trained professional ensuring Tier 1 supports are provided for students.

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

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

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

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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

- Supplemental contracts for PLC planning
- Supplemental contracts for PBL training
- Supplemental contracts for RTI
- Professional learning opportunities (e.g., conferences, workshops/trainings)
- Sub coverage
- Materials and supplies to improve parent communication, ensuring families are informed and engaged.
- HSL mileage for home visits to strengthen connections between school and families, providing necessary support for student success.

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

7090 Funds

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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Targeted Instruction & Intervention:

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

Data-Driven Support & Progress Monitoring:

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

Professional Learning & Teacher Support:

- **ELD teachers attend district quarterly trainings** focused on meeting the diverse needs of multilingual learners.
- **Culturally and linguistically responsive teaching** through UnboundEd training, Ron Clark Academy and ASCD.

- **Collaboration in PLCs** to align instruction with ELD and content area standards aligned with the Scope & Sequence.

Family & Community Engagement:

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

Extended Learning & Enrichment:

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

Family Engagement

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

Tehipite Middle School will provide inclusive opportunities for families to actively engage in their students’ academic progress and school community. Families will be invited to participate in informational sessions and workshops that explain academic expectations, including the use of i-Ready diagnostics, district interim assessments, and SBAC assessments, so families understand how student progress is measured and how they can support learning at home.

The school will provide ongoing communication with families regarding student progress through grade checks, data chats, and conferences. Families will be encouraged to participate in goal-setting conversations with students, including quarterly goal-setting meetings where students review their academic performance, track growth, and identify next steps. These conversations will help families better understand the instructional goals of the school and how students are progressing toward meeting grade-level standards.

Tehipite will also engage families through programs and enrichment opportunities that celebrate student growth and strengthen the connection between school and home. Events such as recognition ceremonies, academic milestone celebrations, and programs like Steve’s Scholars will highlight student achievement and reinforce the importance of attendance, academic effort, and positive behavior.

To ensure all families feel welcomed and included, the school will provide opportunities for families to share their perspectives through surveys, focus groups, and community conversations focused on school climate and culture. Feedback gathered from families will help inform school improvement efforts and strengthen culturally responsive practices that support an inclusive learning environment for all students. Through consistent communication, meaningful involvement opportunities, and celebration of student success, Tehipite aims to build strong partnerships with families that support student achievement and engagement.

Professional Learning

Describe Professional Learning related to this action.

Tehipite Middle School will provide ongoing professional learning and instructional support to ensure teachers implement rigorous, standards-aligned instruction that supports the academic growth of all students. Professional learning will focus on research-based instructional strategies, effective implementation of the California Common Core State Standards (CCSS), and alignment to the Scope and Sequence and Guaranteed and Viable Curriculum (GVC).

Teachers will collaborate through weekly Professional Learning Communities (PLCs) and common preparation periods to analyze student work, review assessment data, and plan instruction that meets the diverse learning needs of students. PLC discussions will include reviewing results from i-Ready diagnostics, district interim assessments, and SBAC data to identify trends, adjust instruction, and plan targeted interventions.

Staff will receive continued training on the use of instructional platforms such as Edcite and i-Ready to strengthen their ability to monitor student progress and use data to inform instructional decisions. Teachers will also have access to substitutes and paid planning days to support professional development, collaborative lesson planning, and conference participation.

Instructional coaching will be provided through the site Literacy Coach for all teachers and the Induction Coach for new teachers to support effective classroom practices and strengthen teacher clarity. Professional learning will also focus on culturally responsive teaching practices, cooperative learning strategies, and structured literacy practices that support English learners, including strategies such as the Gradual Release of Responsibility, structured academic discourse, and writing frameworks like CERS (Claims, Evidence, Reasoning, Summary).

In addition, teachers will participate in PLC+ certification training and collaborative data analysis to strengthen their ability to monitor student progress and respond to student needs. These professional learning opportunities will support teachers in refining instructional practices, increasing student engagement, and improving academic outcomes for all students at Tehipite Middle School.

Progress Monitoring: Outcomes

Reasoning for using this action:

Strong Evidence

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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	Travel			: G1A2, G2A1, G2A2 (Attend RCA/ASCD conferences for professional learning and teacher support)	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2, G2A1, G2A2 Materials and supplies to support instruction, incentives, and blanket P.O.'s	75,794.00
G1A1	Sup & Conc	Instruction	Travel			: G1A2, G2A1, G2A2 (Attend RCA/ASCD conferences for professional learning and teacher support).	10,500.00
G1A1	Sup & Conc	Instruction	Direct-Food			G1A2, G2A1, G2A2 Snacks for students from the Nutrition Center for Testing .	3,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : G1A2, G2A1, G2A2 Printing materials through graphics (e.g. instructional posters). Graphics Dept closing, moved from object 5725 to 5899.	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			G1A1, G2A1, G2A2 (Supplemental Contracts for tutoring, PLC) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	24,540.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			RTI (SPED and ELD) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,852.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Two ELPAC Assessors **Budget lines for personnel include salaries and related benefits	7,362.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Reclassification incentives, celebrations, food, materials and supplies.	30,906.00
G1A2	LCFF: EL	Instruction	Direct Trans			Transportation for reclassified student incentive trips.	1,000.00
G1A2	LCFF: EL	Instruction	Cons Svc/Oth			TBD : Student incentive trips to cover costs and entry fees.	4,000.00
G1A2	LCFF: EL	Parent Participation	Direct-Food			Food for ELAC and Family Engagement Hour.	6,000.00

\$192,454.00

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

Real-World & Authentic Experiences for Students

Action Details

College & Career Readiness

By May 2027, the percentage of students who report that they have engaged in real-world learning experiences will increase 78% to 85%.

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

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):

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

English Learner Students

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

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

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

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

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

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

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

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

- Supplemental Pay for Teachers – Additional instructional support will be provided to ensure ELs receive targeted assistance within PBL activities and real-world learning experiences.
- Incentives for EL Achievement – Students will be recognized for their engagement in PBL projects that enhance language skills and real-world problem-solving.

7091 Funded Supports:

- ELPAC Assessors – Language proficiency assessments will be administered through authentic, real-world language tasks that align with PBL experiences.
- ELAC Meeting Materials & Supplies – Resources will be provided to help families understand how PBL supports English learners' academic success.
- Field Trips & Transportation – Students will participate in real-world learning experiences outside the classroom, connecting academic content to career exploration and hands-on projects.
- Tutoring Services – During and after-school tutoring will focus on supporting ELs in language-rich, student-centered PBL activities.

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

Staffing & Training

- Inter-Act Fellows will support newcomers within PBL-based classrooms, ensuring they receive structured academic and language development support.
- .2 FTE EL Support Teacher will provide targeted instruction and scaffolding in PBL classrooms to help students access content.
- ELD Teacher Training will ensure educators embed multilingual strategies into student-centered, real-world learning experiences.

Instruction & Intervention

- Integrated & Designated ELD will incorporate real-world tasks and student-driven projects to develop language proficiency.
- Culturally Responsive Teaching will ensure ELs see their backgrounds and experiences reflected in PBL activities.
- Language Intensive Focus (LIF) Class will provide ELs with project-based instruction aligned to ELA and ELD standards, helping students develop academic language through authentic learning tasks.
- Backwards Mapping & Data Analysis will help structure PBL units to address ELs’ literacy and comprehension needs.

Wrap-Around & Support Services

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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Professional Learning & Collaboration:

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

Intervention & Academic Support:

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

Technology & Instructional Resources:

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

Family Engagement & Student Support:

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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Staffing & Instructional Support:

- Supplemental and/or extra pay contracts will be provided to teachers to support students in PBL settings, enabling differentiated, hands-on learning experiences.

Family & Community Engagement:

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

Administrative Needs:

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

Family & Student Engagement:

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

Extended Learning Opportunities:

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

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Long Term English Learner (LTEL):

English Learner (EL):

Targeted Instruction & Intervention:

- The Language Intensive Focus (LIF) class for EL students (4+ years) will incorporate Project-Based Learning (PBL) strategies that align instruction with ELA and ELD standards, providing ELA credits while engaging students in meaningful, real-world learning experiences.
- Small-group instruction will support targeted language development, integrating authentic tasks and collaborative projects to deepen understanding.
- The Gradual Release of Responsibility (I Do, We Do, You Do) model will scaffold instruction, empowering students to take ownership of their learning as they engage in real-world applications of language and content.

Data-Driven Support & Progress Monitoring:

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

Professional Learning & Teacher Support:

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

Family & Community Engagement:

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

Extended Learning & Enrichment:

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

Family Engagement

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

Tehipite Middle School will create inclusive opportunities for families to engage in and support student learning through the implementation of Project-Based Learning (PBL) and the Multi-Tiered System of Supports (MTSS). Families will be invited to participate in student exhibitions, project showcases, and learning celebrations, where students present their work and explain how their projects connect to real-world issues and academic standards. These events will provide families with meaningful insight into how student-centered instruction supports both academic growth and the development of critical thinking, collaboration, and problem-solving skills.

To further strengthen partnerships with families, the school will provide regular communication about student progress and available supports, including updates on MTSS interventions, progress monitoring, and strategies families can use at home to reinforce learning. Workshops and informational sessions will be offered to help families better understand the MTSS framework, the role of Project-Based Learning in Tier 1 instruction, and how targeted supports are provided to students who need additional assistance.

Tehipite will also actively invite families and community members to contribute their career experiences, cultural knowledge, and professional expertise to classroom projects and school events. By involving families as guest speakers, mentors, or project partners, students will gain valuable real-world perspectives while families feel more connected to the learning happening on campus.

To ensure equitable access and participation, family engagement opportunities will include multiple communication methods, bilingual outreach, flexible scheduling, and virtual participation options when possible. These efforts will help ensure that all families feel welcomed, informed, and empowered to support their students' academic and social growth.

Professional Learning

Describe Professional Learning related to this action.

To effectively implement a Multi-Tiered System of Supports (MTSS) that integrates Project-Based Learning (PBL) and student-centered instructional practices, Tehipite staff will engage in ongoing professional learning focused on instructional design, data analysis, and differentiated support strategies. Teachers will receive training on the core elements of high-quality PBL, including developing meaningful driving questions, facilitating inquiry-based learning, integrating academic standards into authentic projects, and designing learning experiences that promote collaboration and real-world problem-solving.

Professional learning will also focus on strengthening staff understanding of the MTSS framework, including how to use formative assessments, benchmark data, and teacher observations to identify student needs and provide appropriate interventions across Tier 1, Tier 2, and Tier 3 supports. Teachers will collaborate in Professional Learning Communities (PLCs) to analyze student data, monitor progress, and plan targeted instruction that supports diverse learners.

Instructional coaching and collaborative planning will provide teachers with opportunities to refine student-centered practices, design scaffolded supports within PBL experiences, and develop strategies for engaging students who require additional academic or behavioral support. Staff will also learn how to incorporate student reflection tools, engagement rubrics, and self-assessment strategies to help students track their own growth and take ownership of their learning.

Through ongoing professional learning, collaboration, and coaching, teachers will strengthen their ability to provide inclusive, responsive instruction that ensures all students have access to rigorous learning experiences and the supports necessary to succeed.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong Evidence

Short-Term (Learning)
Expect 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.

We will achieve these changes by:

- Conducting professional development sessions on PBL framework and real-world learning strategies.
- Ensuring all teachers integrate PBL-aligned learning objectives into unit plans.
- Establishing collaborative PLC meetings focused on designing PBL experiences that incorporate real-world applications.
- Developing a baseline survey to assess teacher readiness and student perceptions of PBL.
- Implement pilot PBL projects in at least one core subject per grade level to test effectiveness.

Measurement & Monitoring:

- Teacher Participation Logs from PBL training sessions (Monitored by Instructional Lead Teachers & Admin Team).
- Lesson Plan Reviews for PBL-aligned learning objectives (Monitored by Department Leads & ILT).
- PLC Meeting Agendas & Notes documenting PBL planning (Monitored by PLC Facilitators).
- Baseline Teacher & Student Surveys on PBL perception and engagement (Monitored by Admin Team).
- Classroom Walkthrough Data to assess initial implementation of PBL strategies (Monitored by Admin & Instructional Coaches).

Medium-Term (Change in Behavior or Performance) Want to see
<i>Shape these behaviors...</i>
Include how these outcomes will be measured and who will monitor them.
We will achieve these changes by: • Expand PBL implementation across all core content areas and electives. • Increase real-world learning experiences through field trips, guest speakers, and community partnerships. • Facilitate student showcases or exhibitions where students present their PBL projects to peers, staff, and families. • Provide targeted coaching and feedback cycles for teachers implementing PBL strategies. • Implement common formative assessments (CFAs) within PBL units to measure student progress. • Conduct peer observations and reflection meetings for teachers to share best practices and challenges.
Measurement & Monitoring: • PBL Unit Plans & Student Work Samples reviewed for alignment and effectiveness (Monitored by ILT & Department Leads). • Field Trip & Guest Speaker Logs to track real-world learning engagement (Monitored by Admin & Community Liaisons). • Showcase Participation & Feedback Forms to measure student confidence and learning outcomes (Monitored by Teachers & Admin). • Coaching Logs & Walkthrough Data on teacher implementation of PBL (Monitored by Instructional Coaches). • Common Formative Assessment Results analyzed for PBL impact on student learning (Monitored by PLC Teams). • Teacher Reflection & Peer Observation Notes to refine PBL strategies (Monitored by PLC Leads).

And ultimately achieve these impacts.

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

We will achieve these changes by:

- Establish PBL as a core instructional strategy across all subjects and grade levels.
- Strengthen community partnerships to provide sustained real-world learning experiences (internships, mentorships, service-learning).
- Conduct student-led conferences where students reflect on their learning and growth through PBL.
- Analyze longitudinal student achievement data to measure the impact of PBL on academic performance and language acquisition.
- Embed PBL expectations into teacher evaluation and coaching cycles for continuous improvement.
- Administer end-of-year surveys to assess teacher and student perspectives on PBL effectiveness.

Measurement & Monitoring:

- Student Achievement Data (SBAC, CFAs, ELPAC for ELs) compared pre- and post-PBL implementation (Monitored by Admin & ILT).
- Community Partnership Engagement Logs tracking internships, guest speakers, and real-world learning experiences (Monitored by Admin & Community Liaisons).
- Student-Led Conference Participation & Reflection Artifacts to measure student ownership of learning (Monitored by Teachers & Admin).
- End-of-Year Surveys & Focus Groups to gauge PBL impact and plan for the next academic year (Monitored by Admin & ILT).

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

Student Engagement & Regional Coherence

Action Details

Health & Wellness

By May 2027, the percentage of students who are chronically absent will decrease from 22.9% to 15% or lower.

By May 2027, the suspension rate will decrease from 6.7% to 5% or lower.

By May 2027, the suspension rate for SWD will decrease from 9.5% to 5% or lower.

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

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):

Class Meetings & Teacher Support

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

Focus Areas for Support

- Establish strong, trust-based relationships with administrators, staff, and key stakeholders.
- Align goals and expectations.
- Provide coaching and office hours to support staff and leadership in addressing immediate cultural needs
- Comprehensive Data Collection & Analysis
- Conduct surveys to gather insights on school climate, culture, and stakeholder experiences.

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

Extended Learning & Enrichment Opportunities

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

English Learner Students

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

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

- Materials and supplies related to parent meetings to provide resources to our parents pertaining to SBAC and California Dashboard.
- Parent meetings for EL learners around plans of actions to meet the ELPAC and IAB assessed needs.
- Mileage for Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting.
- Subs for teacher planning and collaboration around services to students.
- Supplemental contracts for staff to ensure an attendance task team is paid to meet and discuss data, plan problem-solving strategies during non-instructional days.
- Hardware, software, and technology.
- Essential conferences will be paid for staff, including administration, to ensure they are provided with best practices to meet student needs.
- Supplemental contracts for RTI will help ensure students' targeted interventions are provided.
- Some clubs and elective courses will also be created to help align with purposeful cultural and technology literacy as well as to help build coherence into Roosevelt School of the arts pathways.
- Ethnic studies will be added to help meet cultural needs within our school community, continuation of 3 tech courses and other programs to help engage students in purposeful use of technology to develop language acquisition, leadership classes aimed at creation of cultural events,
- Outside of school hours RTI supports, this may include extra pay contracts for teachers and paraeducators, Incentives for goal creation and attainment, and materials and supplies to ensure assessed needs are met within and outside of school.
- Funds to pay for needed transportation/food/costs associated to Steve's Scholars events and ceremonies in alignment to the criteria for success and goal setting, Career Pathways and College study trips, teacher substitutes to support with student engagement and college study trips.

- Supplemental reading materials to support with the culturally relevant lesson designs across all content areas, as well as the schoolwide culturally responsive teaching practices, and schoolwide Professional Development (PD) for staff.
- Funds to pay for student rewards for meeting school-wide positive behavior intervention program, which is not limited to materials and supplies for rewards, spirit wear, teacher purchase orders for classroom incentives and classroom instructional needs, student fieldtrips, buses for student transportation, etc.
- CADA conference dues for students and staff to engage students in leadership opportunities within and outside our school. Transportation and membership dues to pay for CADA conference.
- CAT pack celebrations for students in alignment to school-wide academic, attendance, and SEL criteria for success, which includes funds for transportation, rental of equipment, and purchase orders to pay for incentive destinations.
- Repair of facilities not covered by district in support of G1, G2, and G4. In order to ensure our campus is safe, clean, and a welcoming environment that is conducive to learning.
- Snacks for students from nutrition services to provide to students during testing days to meet student needs, additionally, food from food services to ensure families and staff are provided with food during long working days, meeting days, family engagement days to ensure high family, student and staff engagement.
- Funds to help create a positive environment conducive to learning through assemblies, materials and supplies for cultural events, purchase orders in support of G1, G2, G3 and G4.
- Mileage for office staff, administration, and Home School Liaison to help with communication home to school, student accountability chats, purchase, or delivery of incentives for students to support with Goal setting and attainment.
- ELPAC assessors
- Materials and Supplies to pay for reclassification support services such as RTI materials and supplies, celebrations, food, and ELAC meeting materials.
- Reclassified student incentives not to be limited to fieldtrips, buses for fieldtrips, payment to venues for fieldtrips, materials and supplies needed for fieldtrips.
- Food from nutrition center for ELAC meetings, and parent coffee chats.

Student Groups

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

Students with Disabilities (SWD):

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

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

Students with Disabilities (SWD):

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

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

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

Family Engagement

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

At Tehipite Middle School, families will be engaged as essential partners in supporting student success, attendance, and positive school culture. The school will create multiple opportunities for families to participate in the educational process through structured communication, collaborative goal-setting, and engagement in school programs. Quarterly student goal-setting meetings will provide opportunities for families to review academic progress, attendance, and behavioral data alongside their child and school staff. These meetings will allow families to better understand student progress and support goal setting related to academics, engagement, and personal growth.

Families will also be invited to participate in surveys, interviews, and focus groups designed to gather insights into school climate, cultural responsiveness, and overall stakeholder experiences. These feedback opportunities will help ensure that family perspectives are included in ongoing efforts to strengthen school culture and guide improvement initiatives.

In addition, families will be encouraged to participate in school events and enrichment opportunities connected to programs such as Steve's Scholars, peer mentoring initiatives, and extended learning programs offered before, during, and after school. Field trips and cultural enrichment experiences will also provide opportunities for families to connect with the school community while supporting language development and real-world learning opportunities for students. Through consistent communication and inclusive engagement structures, Tehipite Middle School will foster strong partnerships with families that support improved attendance, positive behavior, and student success.

Professional Learning

Describe Professional Learning related to this action.

Teachers and staff at Tehipite Middle School will participate in ongoing professional learning designed to strengthen instructional practices, improve student engagement, and support a positive and inclusive school culture. Professional learning will focus on research-based instructional strategies and the use of Scope and Sequence aligned with the California Common Core State Standards (CCSS) to ensure instruction meets the needs of students at all proficiency levels.

Weekly Professional Learning Communities (PLCs) and common preparation periods will provide opportunities for teachers to collaboratively analyze student data, plan instruction, and integrate research-based practices into their classrooms. Staff will also receive continued training on instructional platforms such as Edcite and i-Ready to strengthen their ability to monitor student progress and use data to inform instruction and targeted interventions.

Additional professional learning opportunities will include instructional coaching from the site Literacy Coach for all teachers and support from the Induction Coach for new teachers. Teachers will also have access to professional development opportunities, conferences, and collaborative planning time supported through substitute coverage. These experiences will support the development of culturally responsive instructional practices and strengthen classroom environments that foster student engagement and belonging.

School leadership will also support staff through coaching, office hours, and collaborative learning opportunities focused on strengthening school culture and climate. Data from surveys, classroom walkthroughs, and stakeholder feedback will be analyzed to identify trends, strengths, and areas for growth. These insights will guide the development of a shared theory of change and targeted initiatives that support continuous improvement in both instructional practice and school culture. Through these collaborative professional learning structures, staff will be equipped to implement effective interventions, strengthen student engagement, and support positive outcomes for all students.

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.

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

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

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

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

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

Attendance rates on a daily basis will increase.

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

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

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

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

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

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

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

Prop 28

Action Details

Life Skills

At Tehipite Middle School we will continue to augment Arts Education with the added elective teacher in band.

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 and supplies will be purchased to support music.
- Materials and classroom supplies needed for production
- Basic props for creativity
- Curriculum materials that align with the standards
- Basic costumes and shoes that can be used repeatedly
- Guest presenters and professional learning for teachers to improve 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 required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

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

Arts will be showcased at various family engagement events like:

- Open House
- Fall Fest
- Concerts

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

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 Student Enrollment and Interest in the Arts:

- More students choose to participate in band.
- Outcomes measured by course enrollment data and student interest surveys.
- Outcomes monitored by counselors and administrators.

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
- Outcomes measured by teacher feedback, grade trends, and student reflections.
- Outcomes monitored by arts teachers, counselors, and administrators.

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.

Stronger School Culture Centered on the Arts:

- The school develops a reputation for valuing creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.
- Outcomes measured by school climate surveys, parent/community feedback, and student engagement metrics.
- Outcomes monitored by site administrators.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0440 Tehipite 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-Subs			G1A1, G1A2, G2A2 (e.g. PBL Qtr. Subs, Move-Up Days, PLC Planning Days) **Budget lines for personnel include salaries and related benefits	8,357.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for CAT Pack and other field trips.	6,500.00
G2A2	Title 1 Basic	Parent Participation	Mat & Supp			G1A1, G1A2, G1A3(Materials and supplies for increasing parent communication and engagement) **No food or incentives**	2,397.00
G2A2	Title 1 Basic	Attendance & Social Work Service	Local Mileage			G1A1, G1A2, G2A2 (HSL Mileage for Home Visits)	700.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts for the Culture and Climate Team. **Budget lines for personnel include salaries and related benefits	26,569.00
G2A2	Sup & Conc	Instruction	Dues And Mem			CADA Membership and Dues.	500.00
G2A2	Sup & Conc	Instruction	Equip Rental			CAT Pack rental equipment or other school events and activities.	5,000.00
G2A2	Sup & Conc	Instruction	Direct-Maint			Computer repairs, phone repairs, and minor building repairs.	4,000.00

\$54,023.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0440 Tehipite Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0440	1110	1000	1160	Teacher-Supp					G1A2	G1A1, G2A1, G2A2 (Supplemental Contracts for tutoring, PLC) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	24,540.00
060	3010	0440	1110	1000	1160	Teacher-Supp					G1A2	RTI (SPED and ELD) **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	6,852.00
060	3010	0440	1110	1000	5221	Travel					G1A1	: G1A2, G2A1, G2A2 (Attend RCA/ASCD conferences for professional learning and teacher support)	20,000.00
060	3010	0440	1110	2495	4300	Mat & Supp					G2A2	G1A1, G1A2, G1A3(Materials and supplies for increasing parent communication and engagement) **No food or incentives**	2,397.00
060	3010	0440	1110	3130	5211	Local Mileag					G2A2	G1A1, G1A2, G2A2 (HSL Mileage for Home Visits)	700.00
030	7090	0440	1110	1000	1120	Teacher-Subs					G2A1	G1A1, G1A2, G2A2 (e.g. PBL Qtr. Subs, Move-Up Days, PLC Planning Days) **Budget lines for personnel include salaries and related benefits	8,357.00
030	7090	0440	1110	1000	1160	Teacher-Supp					G2A2	Supplemental Contracts for the Culture and Climate Team. **Budget lines for personnel include salaries and related benefits	26,569.00
030	7090	0440	1110	1000	4300	Mat & Supp					G1A1	G1A2, G2A1, G2A2 Materials and supplies to support instruction, incentives, and blanket P.O.'s	75,794.00
030	7090	0440	1110	1000	5221	Travel					G1A1	: G1A2, G2A1, G2A2 (Attend RCA/ASCD conferences for professional learning and teacher support).	10,500.00
030	7090	0440	1110	1000	5300	Dues And Mem					G2A2	CADA Membership and Dues.	500.00
030	7090	0440	1110	1000	5611	Equip Rental					G2A2	CAT Pack rental equipment or other school events and activities.	5,000.00
030	7090	0440	1110	1000	5721	Direct Trans					G2A1	Transportation for CAT Pack and other field trips.	6,500.00
030	7090	0440	1110	1000	5723	Direct-Maint					G2A2	Computer repairs, phone repairs, and minor building repairs.	4,000.00
030	7090	0440	1110	1000	5767	Direct-Food					G1A1	G1A2, G2A1, G2A2 Snacks for students from the Nutrition Center for Testing .	3,500.00
030	7090	0440	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : G1A2, G2A1, G2A2 Printing materials through graphics (e.g. instructional posters). Graphics Dept closing, moved from object 5725 to 5899.	2,000.00
030	7091	0440	4760	1000	1160	Teacher-Supp					G1A2	Two ELPAC Assessors **Budget lines for personnel include salaries and related benefits	7,362.00
030	7091	0440	4760	1000	4300	Mat & Supp					G1A2	Reclassification incentives, celebrations, food, materials and supplies.	30,906.00
030	7091	0440	4760	1000	5721	Direct Trans					G1A2	Transportation for reclassified student incentive trips.	1,000.00
030	7091	0440	4760	1000	5899	Cons Svc/Oth					G1A2	TBD : Student incentive trips to cover costs and entry fees.	4,000.00
030	7091	0440	4760	2495	5767	Direct-Food					G1A2	Food for ELAC and Family Engagement Hour.	6,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,489.00
Sup & Conc	7090	\$142,720.00
LCFF: EL	7091	\$49,268.00
Grand Total		\$246,477.00

\$246,477.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$192,454.00
G2 - The Whole Child (SEL and Engagement)	\$54,023.00
Grand Total	\$246,477.00