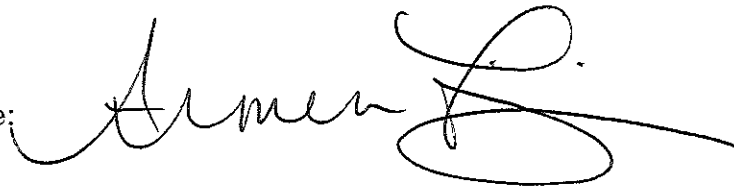


Tenaya Middle

10621666057343

Principal's Name: Armen Torigian

Principal's Signature:

A handwritten signature in black ink, appearing to read "Armen T.", with a large, stylized flourish at the end.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
Plan Partnership	<i>Assurances for Targeted Support and Improvement Schools (TSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

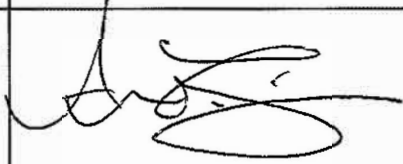

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Armen Torigian	X				
2. Chairperson - Christa Hancer				X	
3. Vice - Principal - Angie Maxon			X		
4. Teacher - Bryan Cardoza		X			
5. Teacher - Sarah Lanfranco		X			
6. Teacher - David McKinley		X			
7. Teacher - Dorothy Davis-Mason		X			
8. Teacher - Austin LeMay		X			
9. Emily Madrigal					X
10. Qiyamah Jackson					X
11. Elijah Romero					X
12. Malaki Rodriguez					X
13. Alyssah Lopez					X
14. Diana Haskins				X	
15. Monica Swanson				X	
16. Kevin Macy-Ayotte				X	
17. Mary Plemons				X	

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date: 5/14/19

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Armen Torigian		3/20/19
SSC Chairperson	Christa Hancer		3/21/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Tenaya - 0445

ON-SITE ALLOCATION

3010	Title I	\$46,500
7090	LCFF Supplemental & Concentration	\$179,106
7091	LCFF for English Learners	\$14,478
TOTAL 2019/20 ON-SITE ALLOCATION		\$240,084

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,860
Remaining Title I funds are at the discretion of the School Site Council	\$44,640
Total Title I Allocation	\$46,500

Assurances for Targeted Support Improvement (TSI)

- ❖ Cross Functional (CF) Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress.

- ❖ Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.

- ❖ Professional learning for site leaders and teachers focused on TSI identified student group.

- ❖ Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Tenaya Middle 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	39.732 %	43.033 %	2017-2018	50.033 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.128 %	28.571 %	2017-2018	35.571 %
One D or F on Any Report Card (grades 2-12)	57.739 %	61.624 %	2017-2018	54.624 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)		-136.7 pts	2017-2018	-121.7 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)		-175.7 pts	2017-2018	-160.7 pts

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Overall increase from 33% (16/17) to 43% (17/18)
 - Overall 7th Grade SBAC ELA- 44.5% met/exceed standards. 9.9% increase.
 - Overall 8th Grade - 41.3% met/exceed standards. 10.3% increase.
- Implementation of Springboard curriculum in Year 3.
- CFA's in beginning phases and may have lacked alignment to and rigor of SBAC
- Teacher analysis of CFA data made little to no student intervention in the regular instructional day.
- Implementation of IAB's are at beginning stages and are in alignment to and rigor of SBAC.
- Student apathy towards SBAC test format has decreased as students are spending more time using tablets to complete IAB's and CFA's
- Students test taking endurance with digital platform is increasing due to PL

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Overall increase from 25% (16/17) to 29% (17/18)
 - Overall 7th Grade SBAC Math - 17.1% met/exceed standards. 2.7% increase.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Overall chronic absenteeism has decreased from 15% (17/18) to 12% (18/19) - students missing school are missing instruction; Asian, 3%; EL's, 15.4%; African American, 10.3%; White, 11%; Foster, 33.3%; Hispanic, 14%; SWD, 21%; Homeless, 50%

Overall SBAC-ELA data shows the following:

- Hispanic students** - 38% with 14.9% growth -Highest ethnic sub group for chronic absenteeism at 14% with little to no support regarding academics; no Hispanic Student Union to increase cultural engagement.
- African American students** - 36.4% with 13.6% growth - 2nd highest ethnic sub group for chronic absenteeism at 10.3% with little to no parent support regarding academics; students are beginning to utilize the After School Program to increase academic success.. Black Student Union is functioning along with the Academic Acceleration of African Americans (A4) is at its infancy stages.
- White students** - 56.7% with 5.8% growth
- English Learners** - Did not show any gains

- Overall 8th Grade SBAC Math - 29.4% met/exceed standards. 4.9% increase.
- Third year implementation for new curriculum (Go Math); thus, teachers had increased efficacy and fidelity to program.
- CFA's in beginning phases and may have lacked alignment to and rigor of SBAC; VP worked intensively with math team to analyze data and better align assessments
- Teacher analysis of CFA data made some student intervention in the regular instructional day
- Teachers provided after school tutorial to support struggling students based off data
- Students test taking endurance with digital platform and ability to manipulate online tools
- Teachers attended Regional Math PL's to help deepen instructional practices and use of IAB's.

One D or F on Any Report Card (grades 2-12)

- Both 7th and 8th grade combined:
 - Quarter 1 = 40%
 - Quarter 2 = 48%
- 7th grade students:
 - Quarter 1 = 35%
 - Quarter 2 = 45%
- 8th grade students:
 - Quarter 1 = 45%
 - Quarter 2 = 51%
- AC's alignment of essential standards and grading practices
- CFA's are being used by AC to inform instruction and needed supports

SBAC ELA Distance from Level 3 (Students w/Disabilities)

SBAC Math Distance from Level 3 (Students w/Disabilities)

- **Students with Disabilities** - 37.3% with 10.2% growth - 3rd highest overall subgroup for chronic absenteeism at 28%.
- **SED** - 37.5% with 10.2% growth - highest overall subgroup for chronic absenteeism at 50%

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Overall chronic absenteeism has decreased from 15% (17/18) to 12% (18/19) - students missing school are missing instruction; Asian, 3%; EL's, 15.4%; African American, 10.3%; White, 11%; Foster, 33.3%; Hispanic, 14%; SWD, 21%; Homeless, 50%
- **Hispanic students** - 24.3% with 4.8% growth - Highest ethnic sub group for chronic absenteeism at 14% with little to no support regarding academics; no Hispanic Student Union to increase cultural engagement.
- **African American students** - 18.2% with 2.6% growth - 2nd highest ethnic sub group for chronic absenteeism at 10.3% with little to no parent support regarding academics; students are beginning to utilize the After School Program to increase academic success.. Black Student Union is functioning along with the Academic Acceleration of African Americans (A4) is at its infancy stages.
- **White students** - 42% with 4.4% growth
- **English Learners** - 5.4% with 5.4% growth
- **Students with Disabilities** - 5.5% with 5.5% growth; 3rd highest overall subgroup for chronic absenteeism at 28%.
- **SED** - 23.8% with 3.9% growth - highest overall subgroup for chronic absenteeism at 50%

One D or F on Any Report Card (grades 2-12)

- Overall grade data shows a (4.6%) decrease- student data reflects the following decreases by ethnicity/race; African American, 15.2%; White, 1.9%; ; Hispanic, 4.8%; SWD, 8.5%

SBAC ELA Distance from Level 3 (Students w/Disabilities)

SBAC Math Distance from Level 3 (Students w/Disabilities)

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Student need is measured by Common Formative Assessment data.
- Teachers identifying specific needs by-student by-standard helps with the tier 2 interventions.
- Student support for corrective instruction can be whole group reteach, individualized learning, small group instruction or deployment.
- Students will have access to additional support during lunch or after school.

Continue previous actions:

- Parents continue to use the ATLAS parent portal.
- Teacher contact to parents by phone and/or email regarding academic concerns
- Consistent attendance and participation at IEP's, 504's, and SST's to collectively support individual student needs
- Parent use of EduText to keep updated on student progress
- Phone calls home to inform parents of student positive progress and accomplishments.
- Braves of Distinction Luncheon to honor students for academic success.
- Provide opportunities for parents to get involved in PTA, Parent University and attend SSC, ELAC meetings

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

ELA Instruction: Instructional planning for teams with department support to implement good first instruction in Tier 1 in all ELA classes. Utilize CFA's to drive RTI planning and implementation within ELA. Planning and training days for ELA teachers and PLI Leads with sub release for History/Social Science and Science departments for lesson planning embedding ELA standards.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Feedback

Increase in interim #2 results with students meeting or exceeding standards and not meeting standards to nearly meeting standards in math compared to this time last year shows math teachers are collaborating and aligning the grade level standards.

Data shows a need to better support students in ELA and Math Co-teach classes.

Suggestions

Analyze structures to provide the best learning environment for students to be successful.

2 ELAC:

ELAC committee was created at first SSC meeting, however, that was the only meeting parents have attended since.

3 Staff:

Feedback:

- ELA teacher familiarity with Springboard curriculum

Suggestions

- Equity for student access to tablets.(see action 1)
- Tablet for each math teacher (see action 1)
- More formal support for ELLs and struggling readers.
- Providing teachers with planning days with sub release to allow for lesson planning embedding Math/ELA standards.

Action 1

Title: Academic Domain: Literacy, Writing, and Math

Action Details:

Tenaya will provide focused, high quality first instruction within CORE courses aligning essential literacy, writing, and mathematical standards by grade level in order to support student understanding and connections of content to specific critical thinking skills as outlined by CCSS/ NGSS and adherence to Guaranteed Viable Curriculum with a common focus on skills in which students will access content. All students will increase in proficiency a minimum of level per year in ELA and math.

1. Response to Intervention (RtI) structures in order to meet the needs of all students, based on Common Formative Assessments (CFAs) across CORE subjects in both Literacy and Math essential standards and learning targets.
 - Tier 1- high quality first instruction and reteach opportunities based on on-going observations and checks for understanding in order to assess and provide instructional feedback quickly during the course of a lesson/ unit/ module, etc.
 - Tier 2- high quality system of deployment/ push-in instruction based on CFA results. Students are placed into intervention groups for remediation, on grade level complex tasks, enrichment opportunities to expand depth of understanding at a more rigorous level, utilizing CORE teachers, Co-teachers as needed to support skill/will issues of each student identified.
 - Tier 3- high quality universal access intervention based on individual students needs as measured by universal screeners, grades, CFA, SBAC, Interim/ Benchmark data, utilizing SpEd, Academic Counselor, and Paraprofessionals as needed.
1. SMART Goals in which 8- 10 Literacy standards are identified across subject matter and commitments to DOK level 3-4 instruction and frequent CFAs are the basis for each ACs' Cycle of Continuous Improvement (quarterly) inclusive of all courses in 7th grade and all courses in 8th grade.
2. After school program tutorials through supplemental contracts and programs with content teachers in which students identified as chronically missing assignments or multiple D/Fs as measured on bi-weekly progress reports receive, by parent, student, teacher contract, specifically identified supports to set goals, complete assignments and improve habits leading to greater success.
3. Ongoing effective feedback on Instructional Practices and Behavioral Management from administration with support given where needed.
4. Incentives provided for students who are successfully moving toward improvement goals.
5. Access to digital devices and technology, including but not limited to APPS, website licenses, contracts and supports will allow teachers to provide instruction through the use of technology. Continue goal of providing more opportunities for one-to-one digital learning by acquiring more tablets.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Owner(s):

Timeline:

1. CFAs as created by ACs by department by, grade level. Data will be analyzed by standard, by student, by target.
2. CFA protocol will be used to identify students' needs and create intervention based on the outcomes.
3. Follow up from Tier 1 and Tier 2 supports with post-assessment data.
4. Interim/benchmark assessments analysis by teacher, by student, by standard.
5. ATLAS data tool analyzed to determine need for academic/ D-F chats.
6. Weekly grade book data- used to determine after school tutorial.
7. Tier 2- caseload data, identify chronically below students.
8. Instructional Practice Guide- ratings identify instructional needs by teacher, by course including timely feedback.
9. CCI process- using Problem of Practice Protocols to identify strengths/weaknesses to instructional program.
10. Use of PowerBi to analyze ELA/Math SBAC data to determine needs of specific sub groups.

1. Teachers
2. Teachers
3. Teachers/ ILT
4. Teachers/ ILT/ Principal, VP and GLA
5. Academic Counselor
6. Teachers/ Academic Counselor
7. Teachers
8. Principal, VP and GLA/ Teachers
9. ACs/ Principal, VP and GLA
10. Principal, VP's and GLA

1. On-going
2. On-going
3. Monthly
4. Interim Calendar (within 2 weeks of each assessment)
5. Bi-Weekly
6. Weekly
7. Quarterly
8. Weekly
9. Quarterly
10. Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Differentiated instruction (all courses, including SPED).
2. Emphasis and focus of instruction will be on essential standards, CFAs and Tiered-level of support.
3. Variety of elective options to connect students to interests and help support sense of self to improve learning across all subject matter. Materials, supplies, technology, contracts and training will be provided.
4. Laptop Program provides inclusive opportunities for any student who meets the academic/ behavioral criteria. Students may purchase their own computer or use a Loaner Tablet to be part of this instructional program. Materials, supplies and license fees will be provided.
5. GATE courses offered in ELA, Science and History. Materials, supplies and training fees will be provided.
6. All courses will utilize complex texts in order for students to access information and deepen learning.
7. Student Success team meetings will help to identify next steps supports for identified students; School Psychologist will support the process for those needing significant behavioral, emotional or academic support.
8. All courses will employ common complex tasks, complex student discourse and complex assessments based on identified essential standards and learning targets utilizing specific content to provide context of learning. All students will have access to electronic devices such as tablets. Either the classroom will have a permanent tablet cart or a cart can be checked out from the library.
9. Springboard and other district approved curriculum will lend itself to providing students with Guaranteed-Viable Curriculum based on content/ subject matter, not individual teacher.
10. Instructional technology (tablets, laptops, doc cameras, projectors, etc.) will assist students in accessing instruction and learning of critical thinking skills and CCSS. Materials, supplies and devices will be purchased as possible.
11. Tablets will enhance learning opportunities as teachers participate in Personal Learning Initiative (PLI) trainings. Contracts and substitutes will be provided.

Specify enhanced services for EL students:

1. ELL students will be provided SDAIE and ELD strategies within course of study as needed.
2. New Comers will be assigned a BCLAD teacher who will provide on-going support and instruction to help students understand content, complex text, tasks and assessments.
3. As possible, EL New Comer course schedule will parallel that of like language peers to enhance oral and written communication in both languages and support English Language acquisition and access to the curriculum.

Explain the actions for Parent Involvement (required by Title I):

1. ATLAS Parent portal used as a tool to keep parents informed and create a basis for joint goal setting for individual students
2. Phone calls by staff to of academic concerns based on Tier 2 intervention data
3. Attendance at SSTs, IEPs and 504s to collaborate with staff regarding student needs and support opportunities and collaborative goal setting.
4. Parent/ Teacher/ Student Afterschool Study Contract: support and enforce with child as a partner in learning.
5. Parents encouraged to subscribe to and utilize EduText to keep updated on student progress.
6. Attendance at Parent/ Teacher/ Student conferences as requested by either party
7. Communication of concerns to teachers as they arise rather than waiting until the end of quarter or semester
8. Phone calls by staff will help notify parents of the improvements student is making.
9. Participation in PTA opportunities will help parents get to know staff and the culture of learning on the campus.

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
4. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
6. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
7. Professional learning for site leaders and teachers focused on TSI identified student group.
8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes

Describe Professional Learning related to this action:

Professional Learning will continue and include various strategies with technology and software. Work will continue in the Professional Learning Communities (PLC's) using the following elements:

- ACs Cycles of Continuous Improvement
- iPL as determined by district
- Instructional focus on CCSS essential standards and alignment of CFAs to respond appropriately to the four grounding questions: -

What do we want students to know and be able to do? –

How do we know they have learned it? –

What do we do if they have not learned it? –

What do we do when they have learned it

10. Participation in Parent University is a way in which instruction and behavioral concerns can be addressed and the instruction on structures and protocols can be learned.
11. Parents will be invited to attend: SSC, ELAC and LCAP meetings to partner with staff in the decision making.

- Using Illuminate to identify appropriate questions for CFAs which focus on the identified essential standards across each course/ subject.
- Conferences/ Trainings to support a deeper understanding of instructional practices/ strategies to meet the needs of all students (GATE, SpEd, ELL, etc.).
- Using the Instructional Practice Guide (IPG) as a planning tool. Deconstructing essential standards/ beginning with the end (outcome) in mind
- Use of instructional technology: websites, site licenses, programs: turnitin.com, One Drive, One Note, Google Classroom, etc.
- Travel/ conference fees, substitute funds and supplemental contracts will be provided as needed to support the instructional system and student achievement.
- California Teaching Fellows interns maybe utilized for after school tutorials as needed will be utilized for incentivizing progress on Interim and Grade Data

Action 2

Title: Students with low GPA's D and F Data

Action Details:

Students who receive more than D's or F's on report card, will be identified and provided intervention, during RtI or during After school support to improve learning and complete required tasks or assignments. Grading by teacher, by subject will be standardized school wide to ensure students are being held accountable for performance tasks, work evidence, and assessments. Data chats for identified students will be conducted during each quarter to allow maximum time for supporting students toward organization, work completion or improved understanding and application of identified essential standards.

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

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

1. Uniform Grading Policy and practices will support a system of coherent and consistent accountability for all students. AC created and Admin provides feedback.
2. Grades to be input on a weekly basis as possible and monitored for improvement bi-weekly.
3. Monthly grade analysis, will identify students who are receiving multiple Ds or Fs.
4. Data chats will be conducted as a means to instruct students on the importance of maintaining Cs or better.
5. SMART Goals will be created with students for their individual needs based on data and written in planners at the beginning of each quarter in Advisory.
6. Teaching Fellows will be used to identify and work alongside struggling students to help with organization, goal tracking, and academic tutoring.

Owner(s):

1. Teachers, VP and GLA
2. Academic Counselors/ Teachers
3. VP, GLA and Academic Counselors
4. Academic Counselors/ PLUS Teachers
5. Academic Counselors/ PLUS Teachers
6. Academic Counselors

Timeline:

1. Create and implemented at beginning of 2017 school year, analysis and refinement by end of 2nd quarter.
2. Bi-weekly with progress reports and EIS/ ATLAS data tool.
3. Bi-weekly with progress reports and EIS/ ATLAS data tool.
4. Quarterly
5. Quarterly
6. Bi-weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Students will receive on-going guidance for A-G requirements, high school preparation, Xello (Career Cruising) and Data Chats/ SMART Goal Setting. Technology, materials, and supplies provided as needed.
2. Transition to high school training and support will help students better understand what is expected and what to anticipate as they enter. Materials, supplies and fees will be provided as needed.
3. Field trips will support student understanding the importance of increased effort in their academic pursuits. Materials, supplies and fees will be provided.
4. Quarterly grade data reflection, identification of strengths and areas for growth and identification of students failing below criteria for success will be conducted by teacher, by course, by student.

5. Student Action Contracts will be given to students in need of greater accountability. Materials, supplies, and incentives will be provided.
6. Students who demonstrate improvement to GPA by 1.0 during a quarter will be rewarded for their progress and effort with a lunch trip with administration. Materials, supplies and food provided.
7. Students who excel in cumulative courses will be recognized for their achievements: 3.0-3.49 Merit; 3.50-4.0 Honor Roll.

Specify enhanced services for EL students:

1. At-risk or gap students will be monitored more frequently through the ATLAS systems.
2. EL students provided support for language acquisition and redesignation through goal setting and support with ELD teacher and academic counselor.
3. Parent- Teacher- Student conference will be encouraged for struggling students.
4. Struggling students from the disproportionate groups will be supported more frequently with support staff (California Teaching Fellows) and priority for afterschool tutorials with subject specific credentialed teachers.

Explain the actions for Parent Involvement (required by Title I):

1. Parents will be encouraged to: Check ATLAS weekly to ensure work assigned has been turned in.
2. Attend collaboration meetings to create an intervention plan and provide support to school implementation of the plan.
3. Communicate with teachers with any questions or concerns around missing assignments or grades.
4. Teachers will make every effort to inform parents of chronic issues around grades and missing assignments will be documented in grade book, visible on ATLAS.
5. Meet with site personnel during designated opportunities to collaborate on behalf of child.
6. Invite parents into classrooms to support students with failing grades.
7. Invite parents current and future parents to Back to School Night and Open House to observe classroom environment and educate them how to be involved.

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
4. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
6. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
7. Professional learning for site leaders and teachers focused on TSI identified student group.
8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes

Describe Professional Learning related to this action:

- CCSS and A-G training to understand cognitive demand and success criteria for coursework for high school preparedness.
- Training on grading practice and focus in protocols in Learning By Doing, Visible Learning and other research based supports.
- Training on PLC work and attending PLC Conferences.

Action 3

Title: EL Redesignation

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Students will be identified via ATLAS reporting systems.
2. Students who are long-term ELLs will meet with counselors and EL support teacher/ case manager in order to create goals for progress as reported on ATLAS. Materials and supplies will be provided.
3. Assessment (ELPAC, Interim and Common Formative Assessments) along with on-going grades checks, will help determine instructional next steps.
4. Instructional Practice Guide will help provide a metric in regard to the engagement, participation and performance with the curriculum of each EL student.
5. Students demonstrating progress will recognition for their efforts and progress. Awards, materials, supplies and food will be provided.

Owner(s):

1. Academic Counselor, VP
2. Academic Counselor
3. Teachers/ ELL designated Teacher
4. Administration, Teachers

Timeline:

1. ATLAS/EIIS weekly report
2. Quarterly
3. On-going
4. Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Students will receive EL support based on EL level and need including to but not limited to: SDAIE strategies, Push-in language support, peer language support, etc.
2. EL students will be encouraged to participate in FUSD-GOAL 2 Activities, Arts and Athletics in order to help build social relationships, foster oral language acquisition and feel a member of the school community.
3. EL students will receive support in digital learning and have opportunities to be part of the laptop program as appropriate.
4. EL students will be provided educational trips to help foster language acquisition and understanding the community and culture of our community.
5. Students will receive intensive intervention supports through instruction with EL designated teacher in support of learning CORE curriculum (Guaranteed Viable Curriculum) and teacher will advocate for students as needed for clarity and inclusion of learning.

Specify enhanced services for EL students:

1. Designated EL teacher/ case manager
2. Data (Interim, SBAC, CFAs) used to determine progress and incentives for growth
3. ELPAC assessment for redesignation data
4. IPG feedback
5. Interpreters as available and necessary
6. Technology

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
4. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
6. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
7. Professional learning for site leaders and teachers focused on TSI identified student group.
8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes

Explain the actions for Parent Involvement (required by Title I):

1. Parents will attend ELAC meetings.
2. Parents will meet with teachers, counselors or administration as needed to help develop and support EL Academic Plan.
3. Parents will communicate academic concerns to Teachers and Academic Counselor.
4. Parents will learn to use ATLAS with on-site support as needed to ensure students are keeping current with assignments.

Describe Professional Learning related to this action:

- ELD updated strategies
- Universal Access/Differentiated instruction
- Support and interventions for Long-term ELLs

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	17,271.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes	7,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher contracts	18,081.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	66,839.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	12,729.00
G1A1	Sup & Conc	Instruction	Travel			Travel PL	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements:PLI : Education Elements	6,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Equipment Lease	12,400.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			G1A1/Tier 2 Interventions	13,056.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies	4,348.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			EL Technology; G3A1	1,365.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC	1,000.00

\$168,088.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	77.036 %	48.485 %	2017-2018	55.485 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

- As of 3/11/19 we have a 75.3% in Goal 2 Engagements.
- African American Subgroup is at 79% in Activities and 40% in Athletics (3rd Quarter 18/19)
- White Subgroup is at 75% in Activities and 35% in Athletics (3rd Quarter 18/19)
- All other subgroups were above 61% in the 18/19 school year
- Engagements were well reported in the ATLAS Engagement tool for the 18/19 school year, however, VAPA was not well reported due to VAPA teacher out on medical leave.
- Posters and announcements of club meetings, activities, and athletics are communicated to students, staff, parents, and community weekly on our Week at a Glance.
- Week at a Glance is completed on Smores.com and is communicated to students, staff, parents, and community via school website, Remind App, weekly school messenger, school marquee, and daily announcements.
- School dances and other after school activities are offered to students to attend and become a part of the school culture.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

There is little disproportionality in the participation rates of significant subgroups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We implemented more actions than we prescribed.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Support of mentoring program for students to work with professionals within the community for academics and social emotional growth.

Provide additional field trips and volunteer opportunities for our leadership students to grow within the community.
Increase participation in Pep and Cheer program and provide a competition team.
Encouraging BSU to plan more cultural events and provide additional field trips to encourage club engagement and cultural growth.
Provide incentives for students encouraging participation in Goal 2 Engagements.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

We agreed to have a goal of 100% engagement of all students.

Student Feedback

Continue to fund Goal 2 activities and provide structures for new students

Students enjoyed sports, noontime rallies and activities, and yoga class.

Students enjoyed engagement of staff in noontime rallies and competitions.

Increase participation by providing more variety of clubs

Suggestions

Open up weight room and fitness room for students during lunch.

Align athletic programs to the high school by going to a 3 season of sport and changing leagues to elevate the competition level and mindset of our student-athletes.

We agreed to have a goal of 100% engagement of all students.

2 ELAC:

Same as SSC

3 Staff:

Feedback

Ensure that Tenaya's clubs and programs are aligned with that of Bullard High School.

Continue to provide lunch time activities and clubs, sports transportation, and restructure and rebuild WEB.

Suggestions:

- Students who are in sports should participate in the After School Program to obtain and complete missing assignments and get academic assistance.

Action 1

Title: Social Emotional Domain: Arts, Activities, and Athletics

Action Details:

Students are encouraged to participate as much as possible in any arts, activities and athletics engagements. Students who participate in two or more per semester will receive an incentive for their dedication and time. Students are used in providing a voice in the types of engagements held on the campus in collaboration with ASB officers, Leadership, and Advisory as directed by the Campus Culture Director and Athletic Director. Students who participate in engagements after school will be afforded transportation on the "late" bus in order to increase number of participants.

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

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

1. ATLAS Engagement tool updated regularly.
2. Use of 5 Star Students App to help scan students when attending engagements.
3. Club rush will occur within 2 weeks of each new semester in order to maximize time within clubs and providing opportunities for more student engagements.
4. Quarter Sports announced in advance to provide ample opportunity for more students to know about and provide proper paperwork to try-out and play.
5. CIF Non- Privilege list per quarter.
6. Non-Privilege list for students with two or more "N's" on citizenship
7. VAPA events will be calendared in advance to maximize participants.
8. Events will be advertised well in advance in order to maximize participation and notify staff..
9. Regularly schedule lunchtime activities will be calendared and advertised to promote more engagements.

Owner(s):

1. Athletic Director (AD) and Campus Culture Director (CCD)
2. CCD/ Teachers
3. AD
4. VP, GLA
5. VAPA Teachers/ CCD
6. CCD
7. AD/CCD

Timeline:

1. Weekly
2. Each Semester
3. Quarterly
4. Quarterly
5. Quarterly
6. Quarterly
7. Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Beginning of year and Mid-Year assembly will focus on ways to connect to school. Dances, activities, events and clubs will be offered within the first month of the new semesters. Materials, supplies, services, and food items will be provided.
2. Supports will be provided through a variety of personnel based on data retrieved from Student School Climate Survey, Social- Emotional Survey and Growth-Mindset Survey.
3. Club rushes will encourage student to define their own interests and create a club of their choice. Staff will support students through acting as an Adviser for clubs. Materials and supplies for clubs will be provided.
4. The Black Student Union (BSU) will provide weekly opportunities to students of color to engage with an adviser and guest speakers in order to develop perspective and connection to one another. Materials and supplies will be provided.
5. African American Advisory provides students of color with an opportunity to receive support in AVID type strategies for organization, data chats, student issues, etc, with a credentialed teacher. Materials and supplies will be provided.
6. Peer Mentoring is provided in conjunction with Bullard High School students to provide a specific number of identified at-risk students with a high school mentor. A roster is developed for each semester identifying new students each time (unduplicated services) during the fall and spring semesters. Meetings are 1x each week. Students participate in field trips, listen to guest speakers and engage in a variety of discussions and activities.
7. 8th grade students will be invited to apply for a position on the Where Everyone Belongs (WEB) mentoring team. Students will be trained in the Spring of the prior school year in how to engage and lead 7th grade students through a variety of fun activities in order to build relationships and connections to school prior to the new school year beginning. Materials, supplies, and meals will be provided for students.
8. Advanced Leadership Section to identify students with leadership abilities that will support campus culture and climate of student body. Students will be a part of the planning, development, and implementation of a variety of activities. Students are required to turn in an application for Leadership classes and will be chosen by a panel.

9. Activities such as field trips and assemblies will support both academic and social-emotional learning and needs of students. Fees, transportation and materials/supplies provided.
10. Align club opportunities with the 70 current clubs offered at Bullard.

Specify enhanced services for EL students:

1. EL students will be encouraged to participate in FUSD-GOAL 2 Activities, Arts and Athletics in order to help build social relationships, foster oral language acquisition and feel a member of the school community.
2. EL students will be provided educational trips to help foster language acquisition and understanding the community and culture of our community.
3. EL Students will be provided a zero period ELPAC enrichment to help increase re-designation rates.

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
4. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
6. Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
7. Professional learning for site leaders and teachers focused on TSI identified student group.
8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
9. Providing low performing students with the opportunity to play intramural sports or join other clubs to help students engage in other Goal 2 Engagements that are not sponsored by CIF.

Explain the actions for Parent Involvement (required by Title I):

1. Parents will encourage students to participate in GOAL 2 offerings.
2. Parents will support through planning for extended time on campus and timely transportation after the event if not by school bus.
3. Parents will ensure all forms: medical, permission slips, insurance, etc. are filled out and returned by deadlines in order for child to participate.
4. Parents will support students who are involved by ensuring they keep up with their course work and all work is turned in by the due dates.
5. Parents will ensure students make up missing assignments/ keep up on assignments due to missing classes as they participate in Goal #2 opportunities.

Describe Professional Learning related to this action:

- Climate/ Culture training,
- Campus Culture Training
- WEB training
- Social-emotional or topic specific conferences
- Club activities will be offered every day.
- Clubs offered at Bullard will be analyzed and discussed as what could be duplicated at Tenaya.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics to support all goals	3,231.00

\$3,231.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	29.931 %	84.383 %	2017-2018	91.383 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 8th Grade

- As of 6/7/19, 99% of all 7th and 8th grade students will have completed Xello (Career Cruising).
- 8th grade students attended the FUSD CTE showcase in the Fall of 18/19.
- 8th grade students attended various college field trips:
 - 2017-2018 CSU-Monterey Bay, Cal Berkeley, CSU Fresno
 - 2018-2019 Fresno State, UC Merced, USC
- 8th grade students participated in a transition rally and field trip to Bullard High School
- Duncan Poly-technical High School came to speak with students during a lunch time rally.
- Phillip J. Patino Entrepreneurial High School came to speak with students in the cafeteria with a presentation and interest sign-ups.
- 8th Grade students in Peer Mentoring attended Wonder Valley Ranch.
- We have numerous students participate in our PLTW (Exploring Engineering) elective into Bullard, which promotes the regions STE/CTE career pathway.
- Tenaya offers three electives that Explore career options: Exploring Arts & Media, Exploring Engineering, and Exploring Careers.
- Algebra and Spanish I & II are elective offerings meeting A-G for college eligibility for students that also earn them high school credit.
- Students have an opportunity to take zero period Physical Education in order to take an additional elective.
- English Language Development and Spanish classes provides students with the opportunity to gain mastery of a second language that enables them to work toward a Seal of Bi-literacy.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 8th Grade

NO Data at this time
 Black Student Union was formed in 2017-2018- students have had exposure to different careers through diverse speakers from the African American community.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Funds will be used to support a school wide Career Day for 7-8 students
- Middle school students will be exposed to and participate in workshops where they will be able to hear from people in their career interests

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- A School wide career day
- Implementation and starting of a new student store that will be part of our PLTW and will align to Bullard High Schools Business Pathway.
- Setting up internships with local business for students to experience the workplace environment.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- Continue CTE electives. Grade data shows students being successful in the program.
- College and career workshops of A-G Requirements
- Lesson on skills needed to successfully complete a resume and interview.
- Introduction of Student Store and small business management.

2 ELAC:

- Provide English Language Development (ELD) course to support English language acquisition and support toward redesignation.
- ELD course promotes work toward Seal of Bi-literacy.

3 Staff:

Continued participation in the CTE showcase
Intro to mock job skills, resume, interviews, dress for success.

Action 1

Title: Career and Competencies

Action Details:

Students will be provided opportunities to learn a variety of career and technical education type jobs. Eighth grade students based on GPA

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Using Xello data reports to monitor completion rates of students completing career assessment.
2. Using District provided reports (through Xello) that compare all middle schools assessment rates to one another.
3. Using district, "On Track" conference forms to determine student eligibility to attend field trips and conferences.
4. Partnering with Bullard High School Peer Mentoring Program to identify and mentor Tenaya students. Identified students are met with on a weekly basis to check grades, behavior, and attendance.

Owner(s):

1. Counselors
2. Counselors
3. Counselors
4. Counselors (Tenaya/Bullard)

Timeline:

1. Quarterly
2. Quarterly
3. Quarterly
4. Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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

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

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

- Eighth grade students will be invited to attend college/university trips based on course level and GPA
- Eighth grade students will participate in Career Cruising under the direction of Academic Counselors
- Eighth grade students will participate in transition opportunities specific to Bullard High School and specialty schools
- 5 more sections of CTE elective will be added to the 2018-2019 Master Schedule. 5 sections will specifically pertain to the 7th grade curriculum and 5 sections to the 8th grade curriculum. This move doubles the opportunity for students to engage in an elective that feeds into Bullard High School.

Specify enhanced services for EL students:

- EL students will be provided the same opportunities to attend
- Translators will be provided

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
4. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
6. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
7. Professional learning for site leaders and teachers focused on TSI identified student group.
8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes

Explain the actions for Parent Involvement (required by Title I):

- Parents will allow students to participate in the activities as provided by the site and district.
- Parents will ensure their student turn in all necessary paperwork on time.

Describe Professional Learning related to this action:

- Academic Counselor training and conferences

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation	6,000.00

\$6,000.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	11.842 %	14.354 %	2017-2018	12.354 %
Suspensions Per 100	18.654 %	18.107 %	2017-2018	17.107 %
Chronic Absenteeism (Students with Disabilities)		28 %	2017-2018	26 %
Suspension Rate (Students w/Disabilities)		23.1 %	2017-2018	20.1 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

- Increase in chronically absent schoolwide for 18/19 (at the end of 3rd quarter) 14.5%.
- SpEd, Foster and Homeless Youth have significantly higher rates of absenteeism (SWD: 23.9%; FY: 33.3%; HY: 66.7%) than Non- SpEd, Non-Foster, and Non-Homeless Youth
- Slight increase in number of suspensions could contribute to the increase in absenteeism
- Students who are chronically in mental health crisis frequently miss school (??%)
- There have been 7 students who have been 5150 in 18/19 (at the end of 3rd quarter) needing a wellness plan
- Low attendance rate of parents of at T1, T2 or T3 attendance meetings
- Number of students who responded favorably there is a caring adult on campus has stayed consistent at 54% for 15/16 and 16/17 school years. We are awaiting results for 18/19 school year.
- Number of students who responded they feel like an included member of the school decreased by 1.5% from 15/16 to 16/17 school year. We are awaiting results for 18/19 school year.

Suspensions Per 100

- Suspensions Increase of Suspensions per 100 have increased to 19.55%.
- The number of students in foster care has increased from 10 (17/18) to 13 (18/19)
- The number of homeless youth has decreased from 8 (17/18) to 4 (18/19)
- Social Media has created an increase in the number of overall suspensions in the past three years.

Chronic Absenteeism (Students with Disabilities)

Suspension Rate (Students w/Disabilities)

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

- Overall chronic absenteeism (14.5%) - students missing school are missing instruction; Asian, 2.8%; EL's, 15.4%; African American, 11.4%; White, 11.4%; Foster, 33.3%; Hispanic, 17.4%; SWD, 23.9%; Homeless, 66.7%
-

Suspensions Per 100

- Overall suspension per 100: 19.55% (as of 3/15/19) - ; Asian, 9.52; EL's, 16.67%; African American, 44.35%; White, 10.4%; Foster, 40%; Hispanic, 20%; SWD, 29%; Homeless, 83%

Chronic Absenteeism (Students with Disabilities)

Suspension Rate (Students w/Disabilities)

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Funding of the Resource Counseling Assistant (RCA) has provided a greater opportunity to engage and support the chronically absent through weekly data meetings, incentivized challenges and parent phone calls. During the 18/19 school year this position was only funded for the entire year. The position is currently funded for 6 hours per day (prior years it was only funded for 3.5 hours per day). This increase in time has positively benefited our students, ensuring more students are reached each day.
2. The current school psychologist funding is for three days per week. We have noticed an increase in the number of students in crisis and the number of students whose parents are requesting SpEd testing. Due to an Intensive Behavioral Autism Program being placed at Tenaya, the psychologist time on campus was supposed to increase by 1 day, however, this was not given to us for the 18/19 School Year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

1. Funding of the Resource Counseling Assistant (RCA) has provided a greater opportunity to engage and support the chronically absent through weekly data meetings, incentivized, challenges, and parent phone calls. During the 18/19 school this position was funded for the full year. The position is currently funded for 6 hours a day.
2. The current school psychologist funding is for three days per. We have noticed an increase in the number of students in crisis and the number of students whose parents are requesting SpEd testing. According to the 18/19 SPSA the School Psychologist day should have increased by one day due to an Intensive Behavior Program being placed at Tenaya. The extra day was not given and are planning for the 19/20 school year.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
<p>Feedback</p> <p>Suggestions</p> <p>Continue to use all other means of intervention for misbehaviors prior to formal suspensions occurring.</p>	<p>N/A</p>	<p>Feedback</p> <p>Suggestions: Home School Liaison would be helpful to support school - home communication.</p>

Action 1

Title: Suspensions per 100

Action Details:

Students will be encouraged to participate in mentoring activities and goal #2 activities. Goal setting for students with behavioral history will help students understand where they are and where they need to get to in order to prevent suspensions from continuing. Students will be referred to the Re-Engagement Center as a means to support academics while proactively getting students to think about actions as needed prior to a suspension. Students particularly in foster care will be supported as needed with on-site social worker.

Levels of Misbehaviors will continue to be used where:

Level 1 (mild) infractions can be corrected in the moment and does not require a consequence or parent contact (Tier 1)

Level 2 (moderate) infractions will require an Atlas entry and possible consequences and/or parent contact. Level 2 infractions need to be brought to the attention of administration for intervention and possibly pro-active actions to eliminate any severe misbehaviors in the future. (Tier 2)

Level 3 (severe) misbehaviors requires a student to be removed from the environment immediately due to a physical altercation, verbal threats, excessive profanity, etc. Repeated acts of Defiance is when a student repeatedly refuses to follow the teacher's clear and precise directions and the teacher is not able to teach because of this behavior. Students will be escorted to the Re-engagement Center and seen by administration. Parent contact and consequences will happen in a timely manner. (Tier 3)

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

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

Owner(s):

Timeline:

1. District Data Dashboard Tableau will be monitored regularly as incidents are input in ATLAS:
 - All Grade/ Gender and Year
 - All Month and Year
 - All by Violation Type
 - All by Location
1. Number of on-campus suspensions as a means for intervention.
2. Number of engagements chronic or repeat offenders are involved in.
3. Number students referred to SNRO.
4. Number of student referred to counseling.

1. Principal, VP and GLA
2. Principal, VP and GLA
3. Campus Culture/ Athletic Direct
4. Principal, VP and GLA
5. RCA/ Counseling Team

1. Monthly
2. Monthly
3. Quarterly
4. Monthly
5. Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Students will receive on-going guidance for behavioral issues from REC teacher, Resource Counseling Assistant, Counselors, Social Worker, and Administration.
2. Field Trips with SNRO to juvenile justice system, Wonder Valley Ranch and other community services will help students gain a greater picture of causal relationships.
3. Student may be assigned to Men's and Women's Alliance course as a means of intervention.
4. Peer Mentoring or other clubs may be used to help support student social needs as an intervention.
5. Behavior Contracts may be implemented to help students build good habits for good behaviors.
6. Referral to counseling supports to help students better understand self and the world around them.
7. Parent-Student-Staff conferences will be used to support a collaborative approach to changing behaviors.
8. SESS will continue to support students and parents with instruction and information on the effects of social media on behaviors of school aged children and how best to monitor.

9. Academic Acceleration for African American Students (A4) organization established for African American students that are identified by district personnel.

Specify enhanced services for EL students:

1. At-risk or gap students will be monitored more frequently through the ATLAS systems.
2. EL students provided support for language acquisition and redesignation through goal setting and support with ELD teacher and academic counselor.
3. Parent- Teacher- Student conference will be encouraged for struggling students.
4. Struggling students from the disproportionate groups will be supported more frequently with support staff (California Teaching Fellows) and priority for after school tutorials with subject specific credentialed teachers.

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
4. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
6. Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
7. Professional learning for site leaders and teachers focused on TSI identified student group.
8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes

Explain the actions for Parent Involvement (required by Title I):

1. Parents will be encouraged to: Check ATLAS weekly to ensure work assigned has been turned in.
2. Attend collaboration meetings to create an intervention plan and provide support to school implementation of the plan.
3. Communicate with teachers with any questions or concerns around missing assignments, behaviors, or grades.
4. Encourage student to be involved in positive extra curricular activities with positive peers.
5. Teachers will make every effort to inform parents of chronic issues around grades and missing assignments will be documented in grade book, visible on ATLAS.
6. Meet with site personnel during designated opportunities to collaborate on behalf of child.
7. Invite parents into classrooms to support students with behavioral issues and failing grades.

Describe Professional Learning related to this action:

- CCSS and A-G training to understand cognitive demand and success criteria for coursework for high school preparedness.
- Training on grading practice and focus in protocols in Learning By Doing, Visible Learning and other research based supports.

Action 2

Title: Attendance and Chronic Absentism

Action Details:

Students designated as code Purple or Red as defined by SESS personnel through EIS reports, will be provided a variety of interventions to support both attendance and truancy. Students will receive Social-Emotional supports based on need through Social Worker, Family Foundations Therapist or Comprehensive Youth services referrals. Attendance phone calls and meetings will be initiated by SESS and Attendance/Registrar as needed based on data. Attendance will be incentivized as students demonstrate progress to goals set during conferences with students and parents around attendance policies and laws. On-going support and contact efforts will be documented on ATLAS to ensure trend patterns can be the focus of conferences and meetings. Documentation for intervention will be assigned to the Counseling Tab or Other Tab in ATLAS as applicable.

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

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

1. SESS Social Worker will analyze weekly attendance reports of identified students and incentivise the progress made in support with RCA Rewards, materials and supplies will be provided.
2. Quarterly attendance analysis by SESS, Attendance/Registrar, Counseling Assistant, and Administration to determine next steps for individual or groups of students.
3. Saturday school assignments (in conjunction with Bullard High) as a means of effort to correct chronic tardy issues. Contracts, materials and supplies will be provided.
4. Intervention opportunities will be based on weekly data.
5. Implementation of intervention for each individual such as; daily attendance behavior report, weekly improvement recognition, and quarterly recognition. Awards, materials and supplies will be provided.
6. Assessment and reflection of RtI effectiveness based on attendance data, ATLAS entry reports and EIS data.
7. Refinement or improvement of intervention strategies will be based on on-going CCI process.

Owner(s):

1. SESS (Social Worker), HSL (Home School Liaison)
2. SESS (Social Worker), GLA, Counseling Assistant, HSL (Home School Liaison)
3. SESS (Social Worker) Counseling Assistant, Saturday Academy Director, Attendance/Registrar, Principal
4. SESS (Social Worker), VP
5. SESS (Social Worker), Counseling Assistant
6. SESS (Social Worker)
7. SESS (Social Worker), GLA, VP

Timeline:

1. Weekly
2. Quarterly
3. Bi-Weekly
4. Weekly
5. Weekly/Quarterly
6. Bi-Weekly
7. As Needed

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

1. Counseling Assistant and HSL will work with SESS Counselor to conduct monitoring and meetings to achieve maximum support.
2. Phone calls and referral to outside resources will be provided as needed.
3. Schoolwide attendance campaign to promote and reward improvement goals, attendance chats with Counseling Assistant, will address T1 & T2 students.
4. Women's and Men's Alliances courses to support social-emotional learning and develop self-awareness and self-help skills.
5. On-site therapeutic opportunities with a clinical counselor to provide Tier III level supports, home visits and conferences.
6. On-going mental health supports, case management, and home visits as needed.
7. SSTs/ 504s/ IEPs as determined from Tier I and II data analysis.
8. SESS Social Worker will provide individual or small group counseling to establish a connection of self-with others; case management, mental health supports, and outside referrals.
9. Appropriate materials to support instruction of social-emotional and academic demands; incentives and rewards to support progress of student goals.
10. Parenting resources to support mental health and social-emotional needs of students.

Specify enhanced services for EL students:

Various enhanced services for EL students will include the use of technology and appropriate software to support their academic needs. Administration and counselors will identify small case loads to monitor and provide support throughout the school year. All students taking the ELPAC will meet with counselors and set individual goals.

1. Same behavioral interventions.
2. Translators for students or parents as appropriate.-HSL
3. Peer (same language) course alignment when possible for added support
4. EL instruction support as determined by district, (.2 FTE) ELL specific newcomer instructor.

Explain the actions for Parent Involvement (required by Title I):

1. Attend meetings as designed by school personnel to help collaborate in building appropriate intervention supports to meet student needs.
2. Administration/ Teacher, Parent Conferences to create Attendance Support Plans (ASP).
3. Participate in Problem Solving Teams: SSTs, SESS and A2A meetings. -HSL support
4. Stay updated by intentionally spending time on ATLAS to review Attendance and Academic Data.
5. Attendance at meetings for support with Counseling Assistant.
6. Encourage child to participate in FUSD-GOAL 2 Activities, Arts and Athletics to help provide them a sense of belonging and connectedness to peers and the school community.

Specify enhanced services for low-performing student groups:

1. District Pivot Team, which includes appropriate department designees, will come and help support SWD and teachers.

Describe Professional Learning related to this action:

- Social-Emotional Learning Competencies
- Positive Behavior Supports
- Schoolwide-classroom based Use of Capturing Kids Hearts/ Safe and Civil-CHAMPs, Olweus Anti-Bullying class meetings
- Uses and strategies of the Re-Engagement Center
- Restorative Practices
- Crisis Management Tiered Levels of Support Systems
- Travel, conference fees, or substitutes as needed for student success and progress in meeting goals
- Supplemental contracts, or salary contracts for support as needed
- Students will be offered and encouraged to participate a variety FUSD-GOAL 2 Activities, Arts and Athletics

as a way to engage them in the social environment and feel a greater sense of connectedness to peers and the school community.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250	and other goal 4 actions	38,827.00
G4A1	LCFF: EL	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	and other goal 4 actions	7,765.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			**NO FOOD. NO INCENTIVES.** Parent Participation	1,200.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	G1A3	14,473.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: HSL mileage	500.00

\$62,765.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0445 Tenaya Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	17,271.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher substitutes	7,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher contracts	18,081.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	66,839.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	12,729.00
G1A1	Sup & Conc	Instruction	Travel			Travel PL	7,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements:PLI : Education Elements	6,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Equipment Lease	12,400.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			G1A1/Tier 2 Interventions	13,056.00
G1A3	LCFF: EL	Instruction	Mat & Supp			EL Materials and Supplies	4,348.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			EL Technology: G3A1	1,365.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC	1,000.00
G2A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics to support all goals	3,231.00
G3A1	Sup & Conc	Instruction	Direct Trans			Transportation	6,000.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250	and other goal 4 actions	38,827.00
G4A1	LCFF: EL	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	and other goal 4 actions	7,765.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			**NO FOOD. NO INCENTIVES.** Parent Participation	1,200.00
G4A2	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	G1A3	14,473.00
G4A2	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			: HSL mileage	500.00

\$240,084.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,500.00
Sup & Conc	7090	\$179,106.00
LCFF: EL	7091	\$14,478.00
Grand Total		\$240,084.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$168,088.00
G2 - All students will engage in arts, activities, and athletics	\$3,231.00
G3 - All students will demonstrate the character and competencies for workplace success	\$6,000.00
G4 - All students will stay in school on target to graduate	\$62,765.00
Grand Total	\$240,084.00