

**Tenaya Middle**

10621666057343

Principal's Name: Armen Torigian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
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 Comprehensive Support and Improvement Schools (CSI)</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

<b>District Goals</b>	
<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**

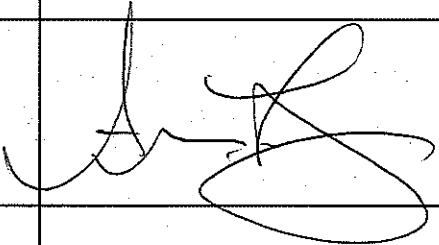
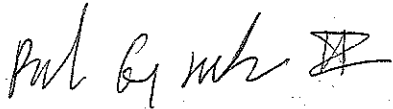
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family 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 School 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 - Paul Martinez				X	
3. Vice Principal – Angie Maxon			X		
4. Austin LeMay		X			
5. Sarah Lanfranco		X			
6. Dorothy Davis-Mason		X			
7. David McKinley		X			
8. Sheena Sharkey		X			
9. Angela Parnagian				X	
10. Heather Young				X	
11. Kevin Macy-Ayotte				X	
12. Dr. Kamille Williams				X	
13. Mary Beth Plemons				X	
14. Diana Haskins				X	
15. Malaki Rodriguez					X
16. Mia Garcia					X
17. Jayden Gonzalez					X
18. Ezekiel Scoggins					X
19. Samantha Shaheen					X
20. Danay Ferguson					X

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>4/2020</u> .

**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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Armen Torigian		4/29/2020
SSC Chairperson	Paul G. Martinez III		4/29/2020

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 2020/21

Tenaya - 0445

**ON-SITE ALLOCATION**

3010	Title I	\$47,227
7090	LCFF Supplemental & Concentration	\$169,707
7091	LCFF for English Learners	\$13,335
3182	Comprehensive Support and Improvement	<u>\$202,564</u>
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$432,833</b>

\* 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	\$1,707
Remaining Title I funds are at the discretion of the School Site Council	<u>\$45,520</u>
Total Title I Allocation	\$47,227

Updated April 17, 2020

February 13, 2020

## Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
  - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
  - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
  - 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 any additional needs to share with Cabinet for feedback and support to accelerate progress.
  - CSI manager III assigned to school site to support CCI data monitoring.
  - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
  - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

## Tenaya Middle 2020-2021 - 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)	50.033 %	40.207 %	2018-2019	47.207 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.571 %	27.105 %	2018-2019	34.105 %

**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 decrease from 43%(17/18) to 40.2%(18/19)
  - Overall 7th Grade SBAC ELA- 44% met/exceed standards. 0.6% decrease.
  - Overall 8th Grade - 36.2% met/exceed standards. 5.1% decrease.
- Implementation of Springboard curriculum in Year 4.
- Implementation of iReady and iReady Diagnostics in Year 1.
- CFA's in intermediate stages and are in better alignment to and rigor of SBAC; teachers attending PLC conference and bringing back strategies to department
- 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
  - Overall 8th Grade SBAC Math - 29.4%met/exceed standards. 4.9%increase.
- Fourth year implementation for new curriculum (Go Math); thus, teachers had increased efficacy and fidelity to program.

**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 remained the same up to the 3rd quarter at 12%(18/19) to 12% (19/20) - students missing school are missing instruction; Asian, 4%; EL's, 14.3%; African American, 13%; White, 11.7%; Foster, **Not reported**; Hispanic, 13.6%; SWD, 20%; Homeless, **42.9%**

#### Overall SBAC-ELA data shows the following:

- **Hispanic students** - 37%with 1% decrease - Highest ethnic sub group for chronic absenteeism at 13.6 %with little to no support regarding academics; no Hispanic Student Union to increase cultural engagement.
- **African American students** - 25.7% with 10.7 % decline - 2nd highest ethnic sub group for chronic absenteeism at 13%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) in its first full year.
- **White students** - 54.2% with a 2.5% decline
- **English Learners** - 5.3%, with no previous reporting.
- **Students with Disabilities** - 37.3%with 10.2%growth - 3rd highest overall subgroup for chronic absenteeism at 28%.
- **Foster Youth** - 40% with 1.5%growth
- **Homeless** - 20% with no report from the previous year.



- First year implementation of Si Swun Math Lesson Design, thus increasing teacher efficacy and fidelity to program.
- CFAs in phases intermediate and in better alignment and rigor of SBAC; VP worked intensively with math team to analyze data and better align assessments; teachers attending PLC conference and bringing back strategies to department
- 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 pulled by academic counselors
- 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** = Decrease from 40% (18/19) to 37% (19/20)
  - **Quarter 2** = Decrease from 48% (18/19) to 43.88 (19/20)
- **7th grade students:**
  - **Quarter 1** = Decrease from 35% (18/19) to 32.07% (19/20)
  - **Quarter 2** = Decrease from 45% (18/19) to 41.31% (19/20)
- **8th grade students:**
  - **Quarter 1** = Decrease from 45% (18/19) to 41.83% (19/20)
  - **Quarter 2** = Decrease from 51% (18/19) to 46.37% (19/20)
- AC's alignment of essential standards and grading practices
- CFAs 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)**

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

- Overall chronic absenteeism has decreased from 16.2% (18/19) to 13.1% (19/20) - students missing school are missing instruction; Asian, 4.1%; EL's, 14.3%; African American, 13%; White, 12.1%; Foster, Not Reported; Hispanic, 14.6%; SWD, 21.6%; Homeless, 42.9%
- **Hispanic students** - 24% which is the same as last year -Highest ethnic sub group for chronic absenteeism at 14.6%with little to no support regarding academics; no Hispanic Student Union to increase cultural engagement.
- **African American students** - 15.3% with 2.9% decrease - 2nd highest ethnic sub group for chronic absenteeism at 13%with little to no parent support regarding academics; students are utilizing the After School Program to increase academic success for this upcoming year. Black Student Union is functioning strong under new leadership along with the Academic Acceleration of African Americans (A4) which is at its beginning stages (year and a half).
- **White students** - 39% with a 2% decrease
- **English Learners** - 7.9% with 2.5% growth
- **Students with Disabilities** - 7.5% with 2.2% growth;
- **Foster Youth**- 20%
- **Homeless** - 20%

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

- Overall EOY grade data shows a (14.5%) decrease- student data reflects the following decreases by ethnicity/race; African American, 8.4%; White, 15.8%; ;Hispanic,14.5%; SWD, 10.3%

**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.

All of the instructional services to students, including implementation of Si Swun Math Lesson Design and iReady, have been implemented this 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.

Our actions will remain the same, with a continued focus on TI and effective instructional practices in ELA along with Math using the Si Swun Math Lesson Design. Something to add will be monitoring students and looking at data to see if our ASP is increasing student achievement.

**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:**

Where to Interact (Teaching) Fellows Come from?  
 How do we make sure teachers are properly trained?  
 Has advisory been helpful with increasing student achievement?  
 Has iReady been effective in increasing student achievement in Math and ELA?  
 Has the After School Program (After Hour Power) increased student achievement?  
 Is it possible to increase the number of tutors/mentors for students?

**2 ELAC:**

Integrated into School Site Council.

**3 Staff:**

How do we ensure that teaching fellows are effective in moving students to closer to meeting or exceeding standards?  
 How do we make sure we use our data effectively from the iReady Diagnostics to work with struggling students?  
 How are our ELA scores improving each year?  
 How are our Math scores improving each year?  
 How has the implementation of Si Swun Math Lesson Design helped with students understanding of Math?  
 Has the implementation of Si Swun Math Lesson Design increased students' scores in the iReady Diagnostic?  
 The need of more teachers to volunteer or sign contracts to help with tutorial and ASP.

## 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) and iReady Lessons and iReady Diagnostic 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, iReady Diagnostic and iReady Lesson 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, 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

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. iReady Diagnostic 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 and iReady Diagnostic Results 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.

#### Owner(s):

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

#### Timeline:

1. On-going
2. On-going
3. Monthly
4. iReady Diagnostic
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. SAI 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.
8. Springboard, GoMath, Si Swun Math Lesson Design, and other district approved curriculum will lend itself to providing students with Guaranteed-Viable Curriculum based on content/ subject matter, not individual teacher.
9. Instructional technology (tablets, laptops, doc cameras, projectors, 70 inch TV monitors, etc.) will assist students in accessing instruction and learning of critical thinking skills and CCSS. Materials, supplies and devices will be purchased as possible.
10. Tablets and Laptops 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 provide 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

#### 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 appropriate department designees that support the TSI identified student

curriculum.

- 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 7<sup>th</sup> 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. Course on study skills will be offered to students utilizing our CSI funded .125 FTE position. to help improve students' grades, attendance, positive relationships.
  8. CSI TSA will provide coaching, work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
  9. Professional learning for site leaders and teachers focused on CSI identified student group will be provided on a monthly basis to support student outcomes.
  10. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

#### 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 ATLAS and 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 and School Site Council opportunities will help parents get to know staff and the culture of learning on the campus.
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.

#### 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
- Planning days provided for teachers
- 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

- Using IAB's to identify appropriate questions for CFAs which focus on the identified essential standards across each course/ subject.
- Conferences/ Training's 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.
- Interact Fellows, also known as, California Teaching Fellows, interns maybe utilized for after school tutorials as needed will be utilized for incentivizing progress on iReady Diagnostic 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 Rtl 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.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. 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. Interact (Teaching) Fellows and T1 Academy 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
5. Academic Counselors
6. Academic Counselors

#### Timeline:

1. Create and implemented at beginning of 2020 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 T1 Academy) 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. Professional learning for site leaders and teachers focused on CSI identified student groups will be

- provided on a monthly basis to support student outcomes.
- 6. Course on study skills will be offered to students utilizing our CSI funded .2 FTE position. to help improve students' grades, attendance, positive relationships
- 7. CSI TSA will provide coaching, work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.
- 8. 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 7<sup>th</sup> grade students and SWD
- 9. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
- 10. 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 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.

**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.
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis by CF Pivot Team to support student outcomes.

**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.

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.
6. 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 7<sup>th</sup> grade students and SWD
7. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
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

## 2020-2021 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	Bks & Ref			: Nearpod & Turn It In	6,868.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support instruction	9,181.00
G1A1	Title 1 Basic	Instruction	Direct Trans			Transportation 4:30pm for Tutoring After School	12,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements (PLI Commitment)	6,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Study Skills Class Prep Buyout	12,112.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Certificated Planning days, Travel for PL, Goal 4 SEL support G1A2 G1A3 G4A1 G4A2	34,651.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology to support instruction	29,231.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Paper for Instruction	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies & We Video	24,380.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier Lease/Maintenance	13,900.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	9,450.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	939.00

**\$168,712.00**



**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	55.485 %	67.331 %	2018-2019	74.331 %

**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 March 2020: Atlas Engagement reports show we have 75.3% in Goal 2 Engagements; however, PowerBi data shows 69.2% of students in Goal 2 Engagements.

Subgroup data of students participating in Goal 2 for 2019.2020 school year as of March 2020:

African American Subgroup: 68%, Asian 62.7%, Hispanic 65%, Other 70.6%, White 80.7%, Homeless 55.6%, SPED 66.4%, EL 55.3%, and Foster 69.3%.

White Subgroup is at 80.19% in Activities and 42.51% in Athletics (3rdQuarter 19/20)

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,

VAPA participation for all groups 17.85%. African American Subgroup is at 13.13%, and White Subgroup is at 18.36%

Campus Culture director coordinates a Club Rush at the beginning of Semester 1 for students to explore the variety of clubs offered at Tenaya. A number of the clubs were created based on student interest.

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.

Walk of Champions is held at the end of each quarter to celebrate sports teams who have won championships, Walk of Champions also celebrates students with 2 quarters 4.0 and students with perfect attendance over 2 quarters at the end of Semester Walk of Champions.

WEB students and WEB teachers conduct team building activities with 7th graders on their first day of

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

**Goal 2 Participation Rate**

Our EL, Homeless and Foster youth subgroups are 14% lower than the average participation rate of all students.

Our White subgroup is 11% higher than the average participation rate of all students.

Our White subgroup is 25% higher in Goal 2 participation than our EL, Homeless, Foster Youth compared to our White subgroup.

Key Factors:

- lack of documentation of engagements in Atlas
- Club Rush was to occur at the beginning of the 2nd Semester but did not
- CIF Non-Privilege prevents students participating in Athletics due to grades below 2.0. which are addressed through actions in Goal 1 of the SPSA

school.

WEB students also support new students at Tenaya by providing tours of our school to help them transition to our campus.

Climate and Culture team have been diligent in create engaging Advisory lessons to help student connect with each other.

A number of after school programs have been offered this school year: Girl Power, Youth Empowerment, and Peer Mentoring.

Every student is given a Tenaya T-shirt at the beginning of school to support School Spirit on Friday.

5Star used to track student engagement of Spirit Days and caught doing positive things on the campus.

Mentor/Mentee program for homeless and foster youth.

---

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

Our clubs are fully funded with budgets available to provide resources to help promote clubs; however, with the lack of club engagement attendance being taken the data does not accurately reflect the number of students engaged. Our intended target was exceeded a number of additional types of engagements to promote a positive school culture. (i.e. consistent class circle lessons, Walk of Champions, Girl Power, Youth Empowerment).

---

**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.

Team will collaborate to create a protocol for tracking club engagements to ensure attendance is consistently taken. Calendar Club Rush for 2nd semester in advance to ensure all students are aware of the clubs available on campus. During extended admin review Engagement reports to identify students not engaged to connect them with activities.

---

**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:

- Encourage student and staff recruitment
- Clubs sponsor a bulletin board to promote individual clubs.
- Provide club shirts

**2** ELAC:

ELAC ceded authority to SSC

**3** Staff:

## 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. Tenaya will increase student involvement in Goal 2 engagements by implementing a comprehensive program that includes equitable access to in-school and after-school sports, clubs, and extra-curricular activities. Engage students in activities that interest them through collaboration with ASB officers, Leadership, and Advisory as directed by the Campus Culture Director and Athletic Director. Provide funds for teachers and staff to lead and facilitate extra-curricular activities. Increase recognition for student participation. Students who participate in engagements after school will be afforded transportation on the "late" bus in order to increase number of participants.

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" type="checkbox"/> 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. 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. Walk of Champions for those sports that won the championship in their sport for that quarter, as well as students who received a cumulative 4.0 GPA for both first and second quarters.
6. CIF Non- Privilege list per quarter.
7. Non-Privilege list for students with two or more "N's" on citizenship
8. VAPA events will be calendared in advance to maximize participants.
9. Events will be advertised well in advance in order to maximize participation and notify staff.
10. Regularly schedule lunchtime activities will be calendared and advertised to promote more engagements.

1. Athletic Director (AD) and Campus Culture Director (CCD)
2. CCD/ Teachers/Admin
3. CCD
4. AD
5. Campus Culture Director/AD
6. Admin
7. Admin
8. VAPA
9. Admin/CCD/AD
10. CCD/Admin

1. Monthly
2. Quarterly
3. Each Semester
4. Quarterly
5. Quarterly
6. Quarterly
7. Quarterly
8. Quarterly
9. 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 Academic Acceleration (A4) provides students of color with an opportunity to receive support in AMD 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 (un-duplicated 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 designee's that support the CSI 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 and CF Pivot Team to identify action and metrics as part of our 6 to 8 week action plan.
6. 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 any additional needs to share with Cabinet for feedback and support to accelerate progress.
7. Coaching/support/monitoring of SPSA goals/actions/outcomes
8. Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.
9. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
10. 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.

## 2020-2021 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	Instruction	Teacher-Supp			CCT	2,440.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies to support achievements	24,727.00
G2A1	Sup & Conc	Instruction	Travel			CADA & PL Conferences	4,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Activities	2,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			: FUSD Food Service Catering	250.00

**\$33,417.00**

**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	91.383 %	0 %	2018-2019	7 %

**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**

- 8th Grade students attended the FUSD CTE showcase in the fall of 2019/2020
- 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 lunchtime rally
- Phillip J. Patino Entrepreneurial High School came to speak with students in the cafeteria with a presentation and interest sign-ups.
- We have numerous students participate in our PLTW (Exploring Engineering) elective into Bullard, which promotes the region's 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**

- Bringing in more speakers from both business and CTE fields that students identify with
- Incorporate an academic activity(s) connected to careers
- Create more incentives for students around soft skills (time management, networking, teamwork, creative thinking, conflict resolution)
- Incorporate more focus on Goal 3
- Utilize ASP to incorporate Goal 3 character and competencies for workplace success

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

CTE funds will be used to support CTE activities

**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.

- ACTE Career Day
- Implementation and starting of a new student store that will be part of our PLTW and will align to Bullard High School's Business Pathway
- Setting up internships with local businesses for students to experience the workplace environment and including Men's and Women's Alliance students

**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:**

- Additional school funded college trips
- Continue CTE electives. According to the academic data, students are successful in CTE classes.
- Introduction of Student Store and small business management.

**2 ELAC:**

- Provides 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, etc

### 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

Owner(s):

Timeline:

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.

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

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 2 sections of CTE elective will be added to the 2020-2021 Master Schedule. 2 section will specifically pertain to the 8th grade curriculum by swapping one section of 7th beginning engineering to 8th advanced engineering, along with swapping one period of Explo Careers for 8th grade to Business Management course (student store). This move provides the opportunity for students to engage in pathways that feeds into Bullard High School.
- 7th and 8th grade students will be invited to participate in the After School Program (ASP) in order to further develop both academic and soft skills that will increase their success rate when entering high school and their future careers.

#### 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 CSI 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 7<sup>th</sup> grade students and SWD
6. Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.
7. 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



## 2020-2021 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	Parent Participation	Direct-Graph			Graphics	1,500.00

**\$1,500.00**

**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	12.354 %	16.246 %	2018-2019	14.246 %
Suspensions Per 100	17.107 %	31.34 %	2018-2019	30.34 %

**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**

Chronic Absenteeism

1. An improvement in the culture overall has contributed to more favorable responses to survey questions.
  - o Number of students who responded they feel like an included member of the school had increased 9% from 17/18 to 18/19 after a decrease previously in 17/18 of 1.4%. Student surveys recently took place through electives for the 19/20 school year.
  - o Number of students who responded favorably there is a caring adult on campus has stayed relatively the same with 51.2% responding favorably in 17/18 to 50.8% in 18/19, a small decrease of .4%. Results for 19/20 school year are not yet available.
2. Perfect Attendance awards quarterly and included these students as part of Walk of Champions
3. Included attendance as a measure for privilege activities to encourage attendance
4. Attendance meetings are set up for T1, T2, and T3; though consistently there has been a low attendance rate of parents responding or attending.
5. Budgeted a Home School Liaison (HSL), for 3.5 hours a day
  - o Supports VP with attendance compacts, parent meetings, phone calls, and home visits to improve attendance.
  - o HSL has mentored and counseled students and parents on the importance of regular attendance. Supported our Saturday Academy with encouraging students to attend as a means to improve their attendance.
  - o Creates attendance contracts with students with incentives.
  - o HSL has partnered with PASW, CSSW, and CWSA to follow up on chronically absent students with home visits.
6. Budgeted a Resource Counseling Assistant with an increased number of hours, from 3.5 (beginning of 18/19) to 6-hours 19/20.

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

**Chronic Absenteeism**

- Overall chronic absenteeism (12.3%) - students missing school are missing instruction; By subgroups: Asian: 4.2% (increase of 2.2% 18/19); ELL: 14.3% (decrease of 1.1% to 15.4% 18/19); African American: 13.0% (with negligible change from 18/19); White: 11.7% (an improvement of .7% from 12.4% in 18/19); Hispanic: 13.6% (a 5.2% improvement from 18/19's 18.8%); Foster: 30% (only 18/19 data available); ; SWD, 23.9%; Homeless, 66.7%

**Suspensions Per 100**

- While the 18/19 school year saw a sharp increase in the suspensions per 100 with 31.34 per 100 up from 18.11 (up 28.2 per 100); the 19/20 school year has seen a dramatic decrease from the 31.34 (18/19) to 11.87 - a change of 19.47).of 40 Overall suspension per 100 - 11.87 (as of 3/10/20).
- All Subgroups showed a decline in suspensions per 100 - African American showed the most drastic reduction with 66.14 reported in 18/19 to 24.14, a decrease of 40; Asian suspensions per 100 decreased from 13.95 to none reported for 19/20 (as of 3/10/20); Hispanic suspensions per 100 decreased from 33.86 (18/19) to 14.47 (19/20 as of 3/10/20); White decreased from 18.43 (18/19) to 14.23 (19/20 as of 3/10/20); ELL dropped from 37.21 (18/19) to 10.42 (as of 3/10/20), an almost 20 per 100 drop; SWD also significantly dropped from 41.01 (18/19) to 17.9 (19/20), a 23.11 decrease; 29%; Homeless currently is 33.33, with no data reported 18/19; Foster Youth in 18/19 reported the largest disproportionality with 90.91 suspensions per 100; Foster youth still remains the group with the greatest disproportionality, despite improving by 33.77, this group still has 57.14 suspension per 100 students.

- Collaborates with HSL to provide a greater opportunity to engage and support the chronically absent through weekly data meetings, incentivized challenges and parent phone calls.
  - Attendance primary focus and support to students with tardiness.
- 7. Budgeted for mentorship through T1SA to provide mentorship, guidance and support for students identified as needing extra support.
- 8. A partnership between our School Psychologist and Academic Counselors helped oversee the *Get Connected Club*. This club targets new students as well as students seemingly isolated.
- 9. A wide-range of clubs, activities, and sports are offered throughout the year helps engage students and encourage them to be at school to participate.

***Decrease in chronically absent schoolwide for 19/20 (as measured at the end of 3rd quarter) to 12.3%; a 3.9% improvement over 18/19, and are currently exceeding our upcoming year's Target by 1.95%***

- The number of students in foster care had increased from 10 (17/18) to 13 (18/19), and dropped slightly to 12 (19/20).
  - The number of homeless youth had decreased from 8 (17/18) to 4 (18/19), but has increased to 9 (19/20 by the end of Q3).
1. Project Access Social Worker (PASW) meets weekly or bi-weekly with Homeless youth, though student absences often decrease the opportunities for support.
  2. Foster/Homeless Youth Mentor/Mentee program is in its 2nd year of implementation. The program pairs a foster or homeless youth with a teacher or staff member on campus who has volunteered to provide support and mentorship - Monthly gatherings and check-ins between gatherings.

***While SPED (SWD), Foster (FY) and Homeless youth (HY) have significantly higher rates of absenteeism: (SWD: 20.2%; FY: no current data in PowerBI for 19/20, though 30% 18/19; HY: 50%) than Non-SPED, Non-Foster, and Non-Homeless Youth. However, each of these subgroups has shown improvement from 18/19 (SPED: a 8.4% improvement from 18/19 (28.6%), HY: a 16.7% improvement from 66.7% in 18/19).***

#### **Suspensions Per 100**

1. Budgeted a Resource Counseling Assistant with an increased number of hours, from 3.5 (beginning of 18/19) to 6-hours 19/20.
  - RCA provides conflict mediation and restorative conferences to decrease conflicts that may lead to fights or other suspendable actions (harrasment, threats, etc.).
  - RCA has begun implementing lunch intervention groups focusing on skills students' have shown a need for based on their behaviors and actions. The RCA began implementing this on a limited basis at the end of Q3 (18/19) for some of our girls on campus. This was expanded to all students (19/20) seeking or referred by admin. She utilizes Foundations, Second Step, and Class Meetings.
2. Budgeted for mentorship through T1SA to provide support and guidance for students to make positive choices. T1SA provided support for students in class that expressed a desire for the support. Our students were also provided support in conflict resolution and mediation. The T1SA also provided a place for students at lunch in the Weight Room as a way to get out aggression, anger, and avoid problem areas or students at lunch.
3. The CSSW oversaw several groups including Youth Empowerment and Girl Power to support students, provide a sense of connectedness, enable them to gain skills necessary for success.
4. The Academic Counselors oversaw Peer Mentoring, a partnership between Bullard High School students and Tenaya students. Tenaya students are selected for additional academic as well as social emotional support by our academic counselors, by teacher or admin referrals, or parent

inquiries..

5. Transition from COST team 18/19 to COST/TST in 19/20 members participating has increased to include two VPs, School Psychologist, two Academic counselors, CSSW, RCA, and Project Access Social Worker (PASW). This has provided additional resources, viewpoints and referrals to identify necessary supports, interventions, and actions for students.
6. CIF rules and guidelines along with Tenaya discipline guidelines encourages students to act in a positive manner and seek support to avoid conflict so that they may eligible to participate.
7. PL for staff included regional work on Culturally Responsive Teaching and Learning as guided by Dr. Sharroky Hollie. Thirteen staff members attended the PLC conference at the end of July 2019, sharing their learnings and take-aways with the staff as well in-depth within their Accountable Communities (ACs). Additionally, our Lead Teachers worked with other regional leads through *All Learning is Social and Emotional*, again with share outs within their ACs. The school year began with a refresher on CHAMPS, Levels of Misbehavior and documenting in Atlas, and Tiered supports. New teachers were offered CHAMPS training opportunities.
8. Our Climate and Culture Team (CCT) provided lessons on bullying prevention, they guided teachers on how to provide Class Meetings and the importance of Class Meetings as supported by previous year's survey data.

***There has been a significant improvement in the number of suspensions per 100. Suspensions per 100 have decreased from 31.34 in 18/19 to 11.87 (as of 3/10/20) in 19/20; which also contributed to the improvement in chronic absenteeism.***

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

- 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. Additionally, our RCA provides conflict mediation and restorative conferences to decrease conflicts that may lead to fights or other suspendable actions (harrasment, threats, etc.) The RCA has begun implementing lunch intervention groups focusing on skills students' have shown a need for based on their behaviors and actions. The RCA began implementing this on a limited basis at the end of Q3 (18/19) for some of our girls on campus. This was expanded to all students (19/20) seeking or referred by admin. She utilizes Foundations, Second Step, and Class Meeting materials. In addition to our RCA expanding the types of interventions, her hours were also increased, providing many more students this support and tiered intervention.
- In the 18/19 school year the site plan had budgeted for additional days for our school psychologist, but the district did not have the resources to fulfill the expenditure; Tenaya had a school psychologist on campus for three days per week. This current school year the district has provided a fulltime school psychologist which has benefited supporting the CSSW with 31 risk assessments (including seven holds as of the end of Q3 19/20). Additionally, this has fulfilled the Intensive Behavioral Autism Program being placed at Tenaya, with additional time of a psychologist time on campus, which was supposed to increase by one day (18/19), however, this was not only met this current school year (19/20) but increased an additional day beyond to five days, or fulltime. Due to the increase this has also supported additional support in SSTs and testing as warranted.
- The Home School Liaison was budgeted for the 19/20 school year, though the HSL wasn't hired and able to start until the 2nd semester.
- T1SA mentorship was not initially budgeted for through the SPSA for 19/20, but plan to build and expand the support for 20/21 school year.
- Administration will continue to work with Project Access for additional time and support from PASW as she is only scheduled one day per week.

**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. The RCA has also been instrumental in decreasing the number of suspensions due to her work in conflict mediation, skill building and other social/emotional supports. During the 18/19 school this position was funded for the full year. The position is currently funded for 6 hours a day, this will be continued in 20/21.
2. The school administration will continue to reach out to district leadership, the Department of Prevention and Intervention, and Equity and Access for a district funded RCA.
3. Funding for the Home School Liaison will be carried over into the 20/21 school year as we are already seeing a drastic improvement in attendance.
4. Additional funding sources will be utilized to expand our T1SA mentorship as supports through mentorship to students at the time of need is a vital component of keeping students at school, in class and learning..
5. The HSL will continue to be funded; she will continue working with the CSSW, PASW, nurse, school Psychologist, teachers, and admin on needed parent contacts via phone and home visits. The HSL will continue to work with the CWSA to support improving school attendance with our most chronic offenders and with VP on Attendance compacts and incentives with students needing to improve their attendance.
6. The HSL, Saturday Academy Lead, AC, and admin will continue to encourage and provide information to students and families about Saturday Academy improving a student's attendance.
7. Admin and AC will continue to provide awards: Quarterly perfect attendance awards, include these students in our *Walk of Champions*; provide medals and/or plaques to students who maintain perfect attendance for the year/two-years; 1st period quarterly challenges to improve attendance and timeliness to 1st period.
8. Continue to encourage students to participate in Goal 2 activities to promote coming to school on a daily basis.
9. Work with School Psychologist, PASW, and CSSW to provide supports, interventions for students with more than one suspension or truancy or chronic absences.

**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:

- Provide more shirts to encourage school connectedness

**2** ELAC:

ELAC voted to cede their authority to SSC.

**3** Staff:

- Provide more shirts to encourage school connectedness
- RCA support

## 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; provide additional support and targeted interventions from RCA, HSL, PASW, and CSSW. 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 those in foster care, will be supported as needed with on-site social worker and communicate concerns to PASW.

Levels of Misbehaviors will continue to be used in the classroom and in common areas. Staff training will be provided and reteaching/refreshers as needed.

- 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)

Professional Learning for staff on Restorative Practices will be part of the focus for the staff for the school year as part of our targeted CSI approach with the support of the CSI TSA. Regional work around culturally responsive teaching and learning will continue.

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. District Data Dashboard 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
2. Number of on-campus suspensions as a means for intervention.
3. Number of misbehaviors chronic or repeat offenders, and by Level of Misbehavior.
4. Number students referred to SNRO or for Project Redirection.
5. Number of student referred to counseling.

Owner(s):

1. Principal, VPs, GLA, CSI TSA
2. Principal, VPs, GLA, CSI TSA
3. Principal, VPs, TSA (Re-engagement teacher), CSI TSA, Campus Culture Team, ILT
4. Principal, VP and GLA
5. RCA/ Counseling Team/TST (COST) - inc. VPs, ACs, school Psych., CSI TSA, CSSW, PASW

Timeline:

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 (provided guidance from CSI TSA), Resource Counseling Assistant, Counselors, Social Worker, and Administration.
2. Field Trips with SNRO to juvenile justice system, Wonder Valley Ranch (Peer Mentoring) 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, Youth Empowerment, Girl Power, 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/CSSW 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 Case Manager will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas; School Psychologist is available to support students and Case Mgrs. Course on study skills will be offered to students utilizing our CSI funded .125 FTE position.
2. SWD Co-Teachers will attend core content (Math, ELA, Science, and History) AC meetings to gain further understanding of grade level standards, concepts, and align rigor. Co-teachers will be included in quarterly content area planning days. 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 CSI 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 (counselors, VPs, CSI TSA, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7<sup>th</sup> grade students and SWD
6. Additional resources (human capital) available through COST/TST for the site team to access to support areas of focus.
7. Course on study skills will be offered to students utilizing our CSI funded .2 FTE position. to help improve students' grades, attendance, positive relationships
8. Professional learning for site leaders and teachers focused on CSI identified student groups will be

- provided on a monthly basis to support student outcomes.
- 9. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
- 10. CSI TSA will provide coaching, work alongside teachers to support improved positive relationships between students and teacher(s), improve engagement in the classroom, and support classroom management skills and strategies.

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

1. Parents are expected at Back-to-School and pre-registration days where they will be provided information on discipline policies; a follow-up Parent Handbook will be provided to all parents for parents to revisit.
2. Parents will be provided information to access Parent Portal in ATLAS so they can monitor and ensure work assigned has been turned in. Parents will be provided education and encouraged to sign-up for EduText to provide on-going monitoring and support for their children in both grades and attendance.
3. Attend collaboration meetings to create an intervention plan and provide support to school implementation of the plan.
4. Communicate with teachers with any questions or concerns around missing assignments, behaviors, or grades.
5. Encourage student to be involved in positive extra curricular activities with positive peers.
6. 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.
7. Meet with site personnel during designated opportunities to collaborate on behalf of child.
8. Invite parents into classrooms to support students with behavioral issues and failing grades.

**Describe Professional Learning related to this action:**

- Restorative Practices PL and training provided to all teachers and support staff (RCA, HSL, T1SA mentors).
- Opportunities to revisit CHAMPS, STOIC, and other Tier 1 structures
- Regional PL on Culturally Responsive Teaching and Learning

## Action 2

**Title:** Attendance and Chronic Absentiism

**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.

<b>Reasoning for using this action:</b>	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> 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. 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 (RCA) and HSL will work with CSSW and PASW 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, Oleweus 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 for teachers needing or reaching out for additional learning opportunities



## 2020-2021 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	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA to support SEL for Restorative Practices	126,570.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Extra Certificated Sub Support to support Classroom Management, SEL, & Engagement G1A1 G1A2 G1A3 Travel/Planning/Site Support	29,710.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Detention & Behavioral Support	3,661.00
G4A1	Sup & Conc	Instruction	Oth Equ Mnt			: Golf Cart Maintenance	1,500.00
G4A1	Sup & Conc	Instruction	Direct-Maint			: General & Tech Maintenance	5,000.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	No translation of mandatory items such as ELAC and IEPs from Title I.	12,875.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: HSL Mileage	303.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5625		37,189.00
G4A2	LCFF: EL	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875		12,396.00

**\$229,204.00**

## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0445 Tenaya Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Nearpod & Turn It In	6,868.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology to support instruction	9,181.00
G1A1	Title 1 Basic	Instruction	Direct Trans			Transportation 4:30pm for Tutoring After School	12,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements (PLI Commitment)	6,000.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Study Skills Class Prep Buyout	12,112.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Certificated Planning days, Travel for PL, Goal 4 SEL support G1A2 G1A3 G4A1 G4A2	34,651.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Technology to support instruction	29,231.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Paper for Instruction	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies & We Video	24,380.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier Lease/Maintenance	13,900.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	9,450.00
G1A3	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	939.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			CCT	2,440.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies to support achievements	24,727.00
G2A1	Sup & Conc	Instruction	Travel			CADA & PL Conferences	4,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Activities	2,000.00
G2A1	Sup & Conc	Instruction	Direct-Food			: FUSD Food Service Catering	250.00
G3A1	Sup & Conc	Parent Participation	Direct-Graph			Graphics	1,500.00
G4A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA to support SEL for Restorative Practices	126,570.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Extra Certificated Sub Support to support Classroom Management, SEL, & Engagement G1A1 G1A2 G1A3 Travel/Planning/Site Support	29,710.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Detention & Behavioral Support	3,661.00
G4A1	Sup & Conc	Instruction	Oth Equ Mnt			: Golf Cart Maintenance	1,500.00
G4A1	Sup & Conc	Instruction	Direct-Maint			: General & Tech Maintenance	5,000.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	No translation of mandatory items such as ELAC and IEPs from Title I.	12,875.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Local Mileag			: HSL Mileage	303.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5625		37,189.00
G4A2	LCFF: EL	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1875		12,396.00

\$432,833.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,227.00
ESSA-CSI	3182	\$202,564.00
Sup & Conc	7090	\$169,707.00
LCFF: EL	7091	\$13,335.00
<b>Grand Total</b>		<b>\$432,833.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$168,712.00
G2 - All students will engage in arts, activities, and athletics	\$33,417.00
G3 - All students will demonstrate the character and competencies for workplace success	\$1,500.00
G4 - All students will stay in school on target to graduate	\$229,204.00
<b>Grand Total</b>	<b>\$432,833.00</b>