


Tenaya Middle

10621666057343

Principal's Name: Armen Torigian

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances

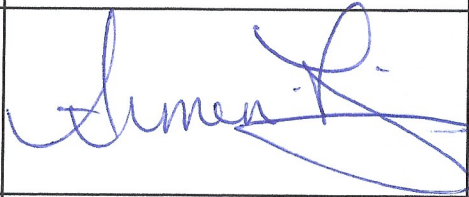

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Engagement 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 -Austin LeMay		X			
3. Angie Maxon (Vice Principal)			X		
4. Ashley Darman (Office Manager)			X		
5. Stephanie Alvarez		X			
6. Dorothy Davis-Mason		X			
7. Pamela Schy (Alternate)		X			
8. Rachael Krumpe (Alternate)		X			
9. Katie Spino					X
10. Elizabeth Akina					X
11. Ezekiel Scoggins					X
12. Katrina Saldivar					X
13. Paul Martinez				X	
14. Angela Parnagian				X	
15. Nicholas Ware				X	
16. Kristine Weber				X	
17. Heather Young				X	
18. Fu Neev Sai Angurana					X
19. Kaylee Kirkpatrick					X
20. Omarosa Acosta					X
21. Alina Romero					X

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

Required Signatures

School Name: Tenaya Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Armen Torigian		4/12/21
SSC Chairperson	Austin LeMay		4/12/21

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 2021/22

Tenaya - 0445

ON-SITE ALLOCATION

3010	Title I	\$52,546
7090	LCFF Supplemental & Concentration	\$168,200
7091	LCFF for English Learners	\$16,383
3182	Comprehensive Support and Improvement	\$235,235
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$11,600</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$483,964

* 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	\$1,833
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$50,713</u>
	Total Title I Allocation	\$52,546

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/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) 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.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Tenaya Middle 2021-2022 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		36.36 %	2020-2021	43.36 %
I-Ready Math D2 On Level		27.19 %	2020-2021	34.19 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

iReady ELA3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Overall increase from 31.18%(19/20) to 36.36%(20/21) in iReady Diagnostic 2
- Implementation of Springboard curriculum in Year 5.
- Implementation of iReady and iReady Diagnostics in Year 2.
- CFA's in intermediate stages and are in better alignment to and rigor of iReady Diagnostic; 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 iReady Diagnostic.
- Student apathy towards iReady Diagnostic 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

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

- **Both 7th and 8th grade combined:**
 - Quarter 1 = Increase from 37%(19/20) to 55%(20/21)

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

I-Ready ELA D2 On Level

iReady ELA3-8, 11 - Meets or Exceeds Standards (grades 3-11)

- Overall chronic absenteeism has decreased up to the 3rd quarter at 13.54%(19/20) to 11.16% (21/22) - students missing school are missing instruction; Asian, 0%; EL's, 15.39%; African American, 16.48%; White, 10.59%; Foster, 14.29%; Hispanic, 11.18%; SWD, 18.92%; Homeless, 0%

Overall iReady-ELA data shows the following:

- **Hispanic students** - 32.83% with 4.76% decrease - Second highest ethnic sub group for chronic absenteeism at 11.18 % with little to no support regarding academics; no Hispanic Student Union to increase cultural engagement.
- **African American students** - 23.68% with 3.9% increase - Highest ethnic sub group for chronic absenteeism at 16.48% with little to no parent support regarding academics; students are beginning to utilize teacher office hours to increase academic success. Black Student Union is functioning along with the Academic Acceleration of African Americans (A4) in its second full year.
- **White students** - 52% with a 12.6% decline
- **English Learners** - 6.9%, with a .23% decline
- **Students with Disabilities** - 3.7% with 6.01% growth - Highest overall subgroup for chronic absenteeism at 18.92%.
- **Foster Youth** - 0% with 25% moving from 2+ behind to 1 behind

- Quarter 2 =Increase from 44%(19/20) to 63% (20/21)
- **7th grade students:**
 - Quarter 1 =Increase from 32.07%(19/20) to 49.5%(20/21)
 - Quarter 2 =Increase from 41.31%(19/20) to 58%(20/21)
- **8th grade students:**
 - Quarter 1 =Increase from 42%(19/20) to 62%(20/21)
 - Quarter 2 =Increase from 46%(19/20) to 68%(20/21)
- AC's alignment of essential standards and grading practices
- CFA's are being used by AC to inform instruction and needed supports

Overall Semester Student GPA

- **Both 7th and 8th Grade combined:**
 - 2.0 - 2.9 GPA - 175/841 students = 21%
 - 3.0 - 4.0 GPA - 273/841 students = 32.4%
 - 2.0 - 4.0 GPA - 448/841 students = 53.2%
- **7th Grade students**
 - 2.0 - 2.9 GPA - 78/405 students = 19%
 - 3.0 - 4.0 GPA - 131/405 students = 32%
 - 2.0 - 4.0 GPA - 209/405 students = 52%
- **8th Grade students**
 - 2.0 - 2.9 GPA - 97/436 students = 22%
 - 3.0 - 4.0 GPA - 142/436 students = 32.5%
 - 2.0 - 4.0 GPA - 239/436 students = 55%

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

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

I-Ready Math D2 On Level

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

- Overall increase from 20.92%(19/20) to 27.19%(20/21)
- Fifth year implementation for new curriculum (Go Math); thus, teachers had increased efficacy and fidelity to program.
- Second 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 iReady Diagnostic; 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 multiple online tools at once due to distance learning.
- Teachers attended Regional Math PL's to help deepen instructional practices and use of IAB's (this normally would happen but did not this year due to COVID. Once we return to in person instruction full time, we will continue to meet regionally).

- **Homeless** - 0% with no change

I-Ready Math D2 On Level

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

- Overall chronic absenteeism has decreased from 13.54% (19/20) to 13.54% (20/21) - students missing school are missing instruction; Asian, 0%; EL's, 15.39%; African American, 16.48%; White, 10.59%; Foster, 14.29%; Hispanic, 11.18%; SWD, 18.92%; Homeless, 0%
- **Hispanic students** - 20.11% which is the same as last year -Second highest ethnic sub group for chronic absenteeism at 11.8% with little to no support regarding academics; no Hispanic Student Union to increase cultural engagement.
- **African American students** - 17.65% with 2.9% decrease - Highest ethnic sub group for chronic absenteeism at 16.48% with little to no parent support regarding academics; some students are utilizing teacher office hours 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 in its second year.
- **White students** - 45.33% with a 2% decrease
- **English Learners** - 5.56% with 2.5% growth
- **Students with Disabilities** - 2.22% with 2.2% growth;
- **Foster Youth**- 0% with 50% moving from behind 2+ to 1 behind
- **Homeless** - 0% with 100% moving from behind 2+ to 1 behind

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

Overall EOY grade data shows a (20%) increase in D and F rates. This is due to distance learning and the challenges that students, teachers, and families were having with technology and getting connected online.

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

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

Step 2: For the current year, 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 the implementation of Si Swun Math Lesson Design and iReady are in its second year. The use of No Red Ink, NearPod, and other new tools have been use to deliver and engage lessons to students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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. This year we will begin to partner with Eurgubian Tutoring Services instead of Interact Fellows to provide tutoring services to our students during the after school program,

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:

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 Eurgubian Tutoring Services are 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 during the distance learning?
How has distance learning effected students growth in Math and ELA?
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.
 - o 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.
 - o 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.
 - o 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. Prep buyout for classroom teacher to support students with study skills and AMD strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues.
4. Hands-on Science materials to support curriculum and learning, creating more engaging and real-world opportunities. Students will be more likely to keep up their attendance so as not to miss opportunities to engage with the learning; this also aids in more on-task behavior, thus less behavioral concerns.
5. Ongoing effective feedback on Instructional Practices and Behavioral Management from administration with support given where needed.
6. Incentives provided for students who are successfully moving toward improvement goals.
7. 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- 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 iReady data to determine needs of specific sub groups.
11. Prep buyout for classroom teacher to support students with study skills and AMD strategies.

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
11. Teacher(s), Academic Counselors

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
11. Daily & Progress monitoring timeline

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, web-cameras, wireless bluetooth headsets, 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. Laptops will continue to enhance learning opportunities as teachers participate in Personal Learning Initiative (PLI) trainings. Due to COVID-19, teachers have been attending district provided trainings on strategies of teaching simultaneously to students in person and online. Contracts and substitutes will be provided.
11. Prep buyout for classroom teacher to support students with study skills and AMD strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

1. SWD Support teacher will monitor academic progress of SWD and provide instructional strategies to support instruction in core content areas
2. SWD Co-Teachers will attend core math content AC meetings to gain further understanding of math concepts and align rigor. Co-teachers will also be given opportunities for PL around content area concepts
3. CF Pivot Team, which includes appropriate department designees that support the TSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)

4. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
6. Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
7. 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 provided 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.

Action 2

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

Action Details:

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

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

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

1. Uniform Grading Policy and practices will support a system of coherent and consistent accountability for all students. AC created and Admin provides feedback.
2. Grades to be input on a weekly basis as possible and monitored for improvement bi-weekly.
3. Monthly grade analysis, will identify students who are receiving multiple Ds or Fs.
4. Data chats will be conducted as a means to instruct students on the importance of maintaining Cs or better.
5. SMART Goals will be created with students for their individual needs based on data and written in planners at the beginning of each quarter in Advisory.
6. Eurgubian Tutoring Services and T1 Academy will be used to identify and work alongside struggling students to help with organization, goal tracking, and academic tutoring.
7. Prep buyout for classroom teacher to support students with study skills and AMD strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues.

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
7. Classroom teache(s), Academic Counselors

Timeline:

1. Create and implemented at beginning of 2021 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
7. Daily & progress monitoring periods

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/ SMARTGoal 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.
8. Prep buyout for classroom teacher to support students with study skills and AVID strategies.

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. EL Support teacher and GLA will monitor academic progress of EL students and provide instructional strategies to support instruction in core content areas.
4. GLA and academic counselors will monitor academic progress of African American and Hispanic students and provide instructional strategies to support instruction in core content areas.
5. 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)
6. School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
7. Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.
8. Course on study skills will be offered to students utilizing our CSI funded .2 FTE position. to help improve students' grades, attendance, positive relationships
9. 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.
10. School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
11. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
12. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

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

Specify enhanced services for EL students:

1. Designated EL teacher/ case manager
2. Data (Interim, SBAC, CFAs) used to determine progress and incentives for growth
3. ELPAC assessment for redesignation data, contracts for assessors
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 7th 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

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: NoRedInk & Turn It In	12,500.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for AVID class	17,056.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Certificated Substitutes for Planning/Observation Cycles - No IEPs	5,418.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Site licenses to support instruction and engagement (RippleEffect, Character Counts, Class Kick)	10,387.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Technology	19,176.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs for Planning	17,566.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	59,107.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	18,930.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General/Tech Maintenance	6,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Copier Lease/Maintenance	15,500.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	18,672.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep buyout for Study Skills - S. Alvarez	17,056.00
G1A2	Sup & Conc	Instruction	Direct Trans			: Transportation 4:30 pm for Tutoring After School	12,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,213.00

\$230,581.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	65 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

As of April 14, 2021: Atlas Engagement reports show that we have 52.3% of our students participating in Goal 2 Engagements during a pandemic year. This figure does not include athletics because FUSD did not participate in 1st - 3rd quarter athletics.

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.

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

Student-centered real world learning experience - Site Defined

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

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 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: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Team will collaborate to create a protocol for tracking club engagements to ensure attendance is consistentlytaken.Calendar Club Rush for 2nd semester in advance to ensure all students are aware of the clubs available on campus. During extended admin reviewEngagement reports to identifystudents 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: Career and Competencies

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

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

Timeline:

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

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

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

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

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

- Eighth grade students will be invited to attend college/university trips based on course level and GPA
- Eighth grade students will participate in Career Cruising under the direction of Academic Counselors
- Eighth grade students will participate in transition opportunities specific to Bullard High School and specialty schools 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 7th 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

Action 2

Title: After School Program

Action Details:

Students have the opportunity to be part of the After School tutorial program. In addition to this, students who need academic assistance as well as those that are not part of athletics or other extracurricular engagements are chosen to be part of the program. The purpose of adding students that are not part of on campus engagements is to lead such students to be more connected to the school while receiving academic support.

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. Folder through 5Star to use as an attendance record.
2. Progress report and quarter report card.
3. Atlas as a tool to monitor each student's academic progress.
4. Microsoft Form Survey. On the online survey, students list their name, the date, what subject they worked on, and which tutor they worked with. Students complete the survey daily. The purpose is to gather data on how students are using their time within the program. This will also assist students in teaching them how to self reflect on how they spent their time during the day and which areas do they need to improve on.

Owner(s):

1. Guidance Learning Advisor
2. RCA
3. Counselors
4. Teacher Volunteers
5. Tutors

Timeline:

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

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

Tier 1: All students in the After School program will be exposed to both content teachers and academic tutors. In addition to this, they will be provided a workspace to complete their assignments and receive assistance when needed.

Tier 2: Groups of students will receive small group instruction and assistance in math, science, and ELA lessons from teachers who teach those subjects in order to assist such students in reaching mastery of the topic.

Tier 3: Individual academic or social needs of a smaller group of students (or one on one) will be met by individual tutors, teachers, the RCA, or the Guidance Learning Advisor.

Guest speakers will share their knowledge and make connections with students within the After School Program.

Prep buyout for classroom teacher to support students with study skills and AMD strategies. This will support students being able to raise grades, being more academically successful, which should lead to improved attendance and less behavioral issues.

Specify enhanced services for EL students:

- EL students will be provided the same opportunities to attend
- EL students will receive direct instructional services at all levels (Tier 1, Tier 2, Tier 3)

Specify enhanced services for low-performing student groups:

1. Tutors will attend specific student's 5th and 6th period courses to provide additional academic support for such students.

- EL Students will be part of data chats in order to determine where they need the most assistance
- EL students will be able to work alongside content teachers
- Some EL students will have access to the Rosetta Stone software

2. Students that are lower performing will have weekly check ins with the Guidance Learning Advisor and the RCA
3. Lower performing students will have access to laptops or tablets, for additional academic support.
4. Teachers, the RCA, about the Guidance Learning Advisor will contact parents and create academic and social supports for struggling students
5. Counselors may initiate schedule changes or SST meetings for struggling students

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		10.8 %	2020-2021	8.8 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- Increase in chronically absent schoolwide for 20/21 (at the end of 3rd quarter) 15.4%. Taking into account the vast changes in schooling due to COVID-19, this increase can be seen as an anomaly. The previous school year the chronically absent decreased 3.1% from 16.2% (18/19) to 13.1% (19/20). Due to the beginning measures being taken to increase student attendance, and increased measures to further improve schoolwide attendance we anticipate meeting our Target of 8.8%. These measures include hiring of a home school liaison, funding a Resource Counseling Assistant (RCA),
- SpEd, ELL, Foster and Homeless Youth have significantly higher rates of absenteeism (SWD: 24.5%; FY: 25%;HY: 50%) than Non- SpEd, Non-ELL, Non-Foster, and Non-Homeless Youth.
- Slight increase in number of suspensions could contribute to the increase in absenteeism, though due to COVID-19 and students attending school virtually there have not been any suspensions during the 2020-2021 school year.
- Students who are chronically in mental health crisis frequently miss school. There have been 7 students who have been 5150 in 18/19 (at the end of 3rd quarter) needing a wellness plan.
- Low attendance rate of parents of at T1, T2 or T3 attendance meetings has limited supporting parents with attendance issues for their child(ren).
- Number of students who responded they feel like an included member of the school has steadily increased the past three school years: 46.6% (17/18), 55.6% (18/19), 57.7% (19/20) . We are awaiting results for 20/21 school year, though these numbers may be affected by the virtual learning environment. Overall the continued improvement is a good indication that increased focus on Goal 2 activities (sports, clubs, etc.), supports from our Resource Counseling Assistant (RCA), contacts with parents increasing with addition of the Home School Liaison.

Suspensions students with 1 or more

- This past school year due to COVID-19, there has been a dramatic decline in suspensions - effectively a 12.35% decrease since no suspensions have occurred this school year (20/21).

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

Chronic Absenteeism

- Overall chronic absenteeism (15.4%) - students missing school are missing instruction: African American, 20.9%; Asian, 2.2%; Hispanic, 16%; White, 13.6%; ELL, 15.4%; SWD, 24.5%; Foster, 25%; Homeless, 50%
- Each of these subgroups, except ELL and Asian, showed an increase in chronic absenteeism this past school year (20/21). However, the effects of virtual learning due to COVID-19 represent a turnaround from the previous school year's decrease in the rates (minus Asian and ELL subgroups) from the previous school year (18/19). This data would suggest the new implementations may have been starting to have an impact on improving student attendance.

Suspensions students with 1 or more

- Due to COVID-19 and the change to distance learning, there have been no suspensions, which represents a 12.35% decline overall in suspensions per 100 students from 2019-2020.
- Yet there was also a significant decline in the Suspensions per 100 the previous school year (19/20): 31.34% (18/19) to 12.35% (19/20).
- This decline is also present in each subgroup from 18/19 to 19/20: African American suspensions declined from 66.14% to 25.86% (the most significant subgroup decline with a 40.28% improvement); Asian suspensions declined from 13.95% to 0%; Hispanic 33.86% to 14.44%; and White suspensions decreased from 14.23% to 5.04%.
- This decline is also present with SWD, declining from 41.08% (18/19) to 18.60% (19/20); ELL decreased from 37.21% (18/19) to 10.42% (19/20); Foster Youth went from 90.91% in 18/19 to 66.7% in 19/20. There were not enough Homeless youth in 19/20 to meet the number of students to measure according to the State metrics.
- The increased awareness of Clubs for our African American subgroup, such as Black Student Union (BSU) and African American Academic Acceleration (A4) have been contributing factors in the improvement in suspensions per 100.

- Yet there was also a significant decline in the Suspensions per 100 the previous school year (19/20): 31.34% (18/19) to 12.35% (19/20). This decline is also present in each subgroup from 18/19 to 19/20: African American suspensions declined from 66.14% to 25.86% (the most significant subgroup decline with a 40.28% improvement); Asian suspensions declined from 13.95% to 0%; Hispanic 33.86% to 14.44%; and White suspensions decreased from 14.23% to 5.04%.
- This decline is also present with SWD, declining from 41.08% (18/19) to 18.60% (19/20); ELL decreased from 37.21% (18/19) to 10.42% (19/20); Foster Youth went from 90.91% in 18/19 to 66.7% in 19/20. There were not enough Homeless youth in 19/20 to meet the number of students to measure according to the State metrics.
- The wide range decline speaks to the on-going expectation talks with students, students feeling connected to the site due to the efforts to improve the campus culture and more students feeling an adult on campus cares for them. Additionally the Resource Counseling Assistant (RCA) has led groups around Second Step lessons to target behavior issues students have struggled with, additionally she has provided conflict mediation and supportive counseling as a means of being proactive to avoid escalation of behaviors or repeated behavior incidents.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Funding of the Resource Counseling Assistant (RCA) has provided a greater opportunity to engage and support the chronically absent through weekly data meetings, incentivized challenges and parent phone calls. During the 18/19, 19/20, and 20/21 school year this position was funded for the entire year. The position is currently funded for 6 hours per day (it had initially only been funded for 3.5 hours per day prior to the 18/19 school year). This increase in time has positively benefited our students, ensuring more students are reached each day.
2. The school psychologist funding was for three days per week during the 18/19 school year. We have noticed an increase in the number of students in crisis and the number of students whose parents are requesting SpEd testing. Due to an Intensive Behavioral Autism Program being placed at Tenaya, the psychologist time on campus was supposed to increase by 1 day, however, this was not given to us for the 18/19 School Year. Starting in the 19/20 school year the school psychologist is at Tenaya full-time. The The Intensive Behavioral Autism Program was replaced at Tenaya with the Alternative Learning Program (ALPS) at the start of the 20/21.
3. Prior to the 19/20 school year we did not have a Home School Liaison (HSL). Starting with the 19/20 school year, a 3.5 hour HSL began to support students and parents with attendance support via attendance compacts, phone calls, home visits. However, this position was not filled the first half of this school year (19/20). Starting the 20/21 school year the HSL has been able to support students, teachers, and families to improve school/home connection. The HSL will continue to support attendance, behavior and academics through attendance compacts, phone calls, and home visits. The HSL also takes referrals from staff for those they are unable to contact and to support Spanish speaking families.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

1. Funding of the Resource Counseling Assistant (RCA) will continue to be funded for six hours to engage and support the chronically absent through weekly data meetings, incentivized challenges and parent phone calls. This increase in time has positively benefited our students, ensuring more students are reached each day.
2. The school psychologist will continue to be full time at Tenaya enabling the support of students in crisis and the number of students whose parents are requesting SpEd testing.
3. The HSL will continue to support attendance, behavior and academics through attendance compacts, phone calls, and home visits. The HSL also takes referrals from staff for those they are unable to contact and to support Spanish speaking families. The HSL will continue to support the improved home/school connection.

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

1 SSC:

- Continue to encourage members of School Site Council (SSC) to share ideas and feedback to improve practices, policies, and procedures at Tenaya.
- Continue to use all other means of intervention for misbehaviors prior to formal suspensions occurring.

2 ELAC:

ELAC ceded authority to the School Site Council

3 Staff:

Home School Liaison will support home/school connection.

Action 1

Title: Suspensions per 100

Action Details:

Students will be encouraged to participate in mentoring activities and goal #2 activities. Goal setting for students with behavioral history will help students understand where they are and where they need to get to in order to prevent suspensions from continuing. Students will be referred to the Re-Engagement Center as a means to support academics while proactively getting students to think about actions as needed prior to a suspension. As the re-engagement teacher (transition teacher) needs to be available for students in each period, the transition teacher prep will be bought out in order to ensure all students will receive this support. Students particularly those in foster care, will be supported as needed with on-site social worker.

Levels of Misbehaviors will continue to be used where:

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

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

Owner(s):

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

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):

Tier 1

1. All students will receive SEL (2nd Step curriculum) for advisory lessons

Tier 2

1. Students will receive on-going guidance for behavioral issues from REC teacher (with prep buyout to be available throughout the day), Resource Counseling Assistant, Counselors, Social Worker, and Administration.
2. Field Trips with SNRO to juvenile justice system, Wonder Valley Ranch and other community services will help students gain a greater picture of causal relationships.
3. Student maybe assigned to Men's and Women's Alliance course as a means of intervention.
4. Peer Mentoring or other clubs maybe used to help support student social needs as an intervention.
5. Behavior Contracts maybe implemented to help students build good habits for good behaviors. Use of manipulatives to support students in class needing additional resources to remain focused in class.
6. Referral to counseling supports to help students better understand self and the world around them. Use of art therapy, journaling, and other supports to support de-escalation, self-reflection, and coping strategies.
7. Parent-Student-Staff conferences will be used to support a collaborative approach to changing behaviors.
8. CSSW, RCA, Counselors, and Admin, will continue to support students and parents with instruction and information on the effects of social media on behaviors of school-aged children and how best to monitor.
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 re-designation through goal setting and support with ELD teacher and academic counselor.
3. Parent- Teacher- Student conference will be encouraged for struggling students.
4. Struggling students from the disproportionate groups will be supported more frequently with support staff (tutorial services) and priority for after school tutorials with subject specific credentialed teachers.

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. CFPivot 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 CFPivot Team to complete a root cause analysis and determine area of focus.
5. School site team (counselor, VPs, and teachers) will work with and CFPivot 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 grade students and SWD.
6. Additional resources (human capital) available in a "menu of options" for the site team to access to support areas of focus.
7. Professional learning for site leaders and teachers focused on TSI identified student group.
8. Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

Action 2

Title: Attendance and Chronic Absenteeism

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 Home School Liaison (HSL) and Attendance/Registrar as needed based on data. Resource Counseling Assistant (RCA) will utilize incentives for attendance as students demonstrate progress to goals set during conferences with students and parents around attendance policies and laws. On-going support and contact efforts will be documented on ATLAS to ensure trend patterns can be the focus of conferences and meetings. Documentation for intervention will be assigned to the Counseling Tab or Other Tab in ATLAS as applicable.

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

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

1. Clinical School Social Worker (CSSW) and HSL will analyze weekly attendance reports of identified students and incentivize the progress made in support with RCA Rewards, materials and supplies will be provided.
2. Quarterly attendance analysis by CSSW, HSL, Attendance/Registrar, RCA, and Administration to determine next steps for individual or groups of students.
3. Saturdays 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.
8. CSI School - District support in the Monitoring Process CSI Guiding Coalition Team.
9. Root cause analysis support
10. Priority Action and Implementation
11. Monthly meeting with CSI Manager/ Fresno County Manager
12. Monthly support from Instructional Superintendent
13. Yearly budget and Plan Compliance and development support.

Owner(s):

1. CSSW (Clinical School Social Worker), HSL (Home School Liaison)
2. CSSW, GLA, RCA (Resource Counseling Assistant), HSL
3. CSSW, RCA, Saturday Academy Director, Attendance/Registrar, Administrator
4. CSSW, VP
5. RCA, HSL
6. CSSW
7. CSSW, GLA, VP
8. ILT, Admin Team
9. ILT, Admin Team
10. ILT, Admin Team
11. ILT, Admin Team
12. ILT, Admin Team, SOS
13. ILT, Admin Team

Timeline:

1. Weekly
2. Quarterly
3. Bi-Weekly
4. Weekly
5. Weekly/Quarterly
6. Bi-Weekly
7. As Needed
8. Monthly
9. Monthly
10. Monthly
11. Monthly
12. Monthly
13. Yearly

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

1. Resource Counseling Assistant (RCA) and Home School Liaison (HSL) will work with Clinical School Social Worker (CSSW) to conduct monitoring and meetings to achieve maximum support.
2. Phone calls and referrals to outside resources will be provided as needed.
3. Schoolwide attendance campaign to promote and reward improvement goals, attendance chats with RCA, 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. CSSW, supported by RCA, will provide individual or small group counseling to establish a connection of self-with others; case management, mental health

supports, and outside referrals.

8. Appropriate materials to support instruction of social-emotional and academic demands; incentives and rewards to support progress of student goals.
9. 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 Guidance Learning Advisor and Counselors to 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.

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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA to support SEL for Restorative Practices **Supports all actions in Goal 1 and Goal 3**	126,817.00
G3A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep buyout S/E buyout transition teacher (not TSA) to support S/E and reducing suspension rates and improved attendance	17,056.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,700.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5250		35,397.00
G3A1	LCFF: EL	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2250		15,170.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials/Supplies	11,600.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Not to be used for translation for ELAC or IEPs	14,885.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			HSL Sub	1,068.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time	4,671.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			MIleage	750.00

\$229,114.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	55 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

Based on attendance data 20/21, Staff at Tenaya Middle School completed the Modules 1, 2 & 3 of the Cultural Proficiency Training

Based on Spring 2021 Staff Survey data, 65/81 staff members completed the Staff Climate Culture survey, Spring 2020 Staff Survey, 66 staff members completed the survey.

Staff experience: 19 teachers have over 20 years of teaching experience, and 25 have less than 20 years.

Professional Development: Doug Fischer training provided through the district to all teachers, and Doug Fisher training to Bullard Regional Lead Teachers. All Tenaya teachers were provided the Webinar of Doug Fisher Training. Training consisted of learning related to First Days of School, Teacher-student relationships from a distance, teacher credibility at a distance, teacher clarity at a distance, engaging tasks, planning instructional units for distance learning, feedback, assessment and grading.

Tenaya staff asked for additional time to deepen the understanding of Cultural Proficiency. Tenaya provided additional CP learning during the 8:00 to 9:00, Professional Learning Time for Teachers to have in-depth conversations in small groups with the use of the use of the Culturally Proficient Instruction book provided by Fresno Unified.

Goal: Based on Staff Spring 2021 Survey, 45% of staff responded favorably to, "How often is providing workshops on different cultures for all employees a reality in your workplace?". Goal for 21/22 School year: 55% of staff will respond favorable on the Staff 21/22 Climate Culture Survey related to workshops provided on different cultures. (10% increase).

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

Staff Goal - Site Defined

Regional Cultural Proficiency training held during buyback during the 19/20 school year. This training was beneficial for most, but some did not understand the significance. The training did not provide a clear connection to the site and teachers felt the training was being done "to them" not "with them".

Classified staff not provided Culturally Proficient Instruction book. Also, Cultural Proficiency training is provided to Tenaya staff during the nonduty hours of classified staff; therefore, classified staff has not been given the same training opportunities as certificated staff due to their collective bargained work schedule.

Based on 19/20 Staff Survey: 46% of staff responded favorably to "The teachers at this school treat students fairly".

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Goal 4: is new to the SPSA so there is no comparison able to be made: however, input from staff has been received to help implement this goal. CSI funds will be used to provide supplemental contracts for a team consisting of

...and the next to the end of the year, we have no comparison data to be made; however, an interim team has been created to help implement the goal. We intend this to be used to provide supplemental services for a team consisting of an admin, teachers and classified to lead a Cultural Proficiency committee to continue the work started in 20/21. CSI funds will be used to pay classified staff to attend Cultural Proficiency training provided by the Cultural Proficiency committee. CSI funds will be used to purchase Cultural Proficiency text.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Cultural Proficiency committee will meet once a month to develop staff PL to be presented every quarter during staff meetings. This committee will keep track of attendance and track data to ensure all staff are equally provided adequate training opportunities in the areas of Cultural Proficiency.

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.

<p>1 SSC:</p> <ul style="list-style-type: none"> Continue to encourage members of School site Council (SSC) to share ideas and feedback to improve practices, policies and procedures at Tenaya Continue to use all other means of intervention for misbehaviors prior to formal suspensions occurring 	<p>2 ELAC:</p> <p>ELAC ceded authority to the School Site Council</p>	<p>3 Staff:</p> <ul style="list-style-type: none"> Staff has request more time with Cultural Proficiency
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Action 1

Title: Cultural Proficiency Training

Action Details:

Through CP trainings the Tenaya staff will identify and understand the needs and behaviors of students to promote a culturally proficient learning environment by surveying the student population.

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:

- Staff formal and informal surveys
- Student formal and informal surveys
- Student behavior referrals
- Student grades & iReady data

- CP Committee
- Climate & Culture Team
- Admin Team & Teachers
- Academic Counselors & Teachers

- Quarterly
- Quarterly
- Monthly
- Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- OLWEUS Bullying Prevention
- Second Step
- Doug Fisher - Distance Learning Playbook
- CHAMPS
- Cultural Proficient Instruction text

Specify Professional Development or Staff Services to support EL students:

- District PL from EL Services
- CP training - support from DEI
- HSL & Teachers will contact families
- Home School Liaison, EL coordinator, ELD teacher and staff will contact EL parents by telephone for student celebrations assemblies throughout the year. (R-FEP recognition.)
- School Messenger will be sent home to keep parents informed
- EL students will be provided the same opportunities to attend
- Translators will be provided
- Meet with EL students weekly for academic data chats
- Tracking the Progress of RFEP

Specify Professional Development or Staff Services to support low-performing student groups:

- Tier 2 & 3 supports provided by RCA, School Social Worker, Transition teacher, Academic Counselors to provide targeted support for Social Emotional and Academics
- Cultural Proficiency training
- 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)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes
-

2021-2022 SPSA Budget Goal Subtotal

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Certificated Contracts for Cultural Proficiency Team - No IEPs - *Supports all Goal 3 Actions*	2,394.00
G4A1	ESSA-CSI	Instruction	Oth Cls-Supp			Supplemental Classified Contract for Cultural Proficiency Team - *Supports all Goal 3 Actions*	318.00
G4A1	ESSA-CSI	In-House Instructional Staff Deve	Oth Cls-Extr			Extra Time for Classified Cultural Proficiency Training	1,557.00
G4A1	ESSA-CSI	In-House Instructional Staff Deve	Cons Svc/Oth			Doug Fisher : Doug Fisher PD for staff development - *Supports all Goal 3 Actions*	18,000.00

\$22,269.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	92 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

Goal 5-Parent Participation 90% of all Tenaya parents will participate in at least one of the following school activities:

- SCC Meetings
- ELAC Meetings
- Back to School Night
- Open House
- Sports
- Quarterly drive thru celebrations
- Registration Nights

Home School Liaison will assist with Parent Outreach at attendance. The attendance clerk will schedule conferences with chronic attendance families and arrange for attendance conferences with parents, home school liaison and administrator.

Decreasing Chronic Absenteeism by increasing family engagement: The importance of attendance will be discussed during Title 1 Meeting, Back to School Night, SSC, ELAC, and Parent University courses.

HSL and the attendance clerk will monitor and communicate with parents of students with manageable and chronic attendance. The attendance clerk will schedule conferences with chronic attendance families and arrange for attendance conferences with parents, home school liaison and administrator. The administration will share the importance of good daily attendance. HSL will reach out to parents through home visits and provide incentives to encourage attendance and improved attendance.

During school visits in 2021-22 we also want parents to feel the following, which will be measured by Family Survey Feedback: Respected while on campus Having opportunities to share input with school staff Clarity on discipline Safety for students while on campus High-quality instruction for children when in the learning

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

Family Goal - Site Defined

All parents will be welcomed on campus and be given the opportunity to see the activities that their children are involved in while on campus.

Our most current data, 2019-20, shows the following:

- 94% of parents stated: "School staff treats me with respect."
- 94% of parents stated: "My child's school provides a safe and secure environment for students to learn."
- 92% of parents stated, "School staff takes my concerns seriously"

2020-21 data shows the following:

- 94% of parents stated: "School staff treats me with respect"
- 90% of parents stated: "My child's school provides a safe and secure environment for students to learn."
- 85% of parents state, "School staff takes my concerns seriously"

Due to the change in format for parents to take the survey, it is difficult to compare the data. 183 parents completed the 20/21 parent survey; however, there isn't information indicated the number of parents who completed the 19/20 parent survey.

environment

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

2020-21 data shows that 94% of parents "Feel Respected on campus" and 90% of parent feel the school "Provides a safe and secure environment for student learning." While the data point indicating parents feel the school provides a safe place went down by 4% and we went down by 7% in the area of parents feeling their concerns are taken seriously, this could have been related to COVID. The major difficulty for the upcoming 2021-22 school year will be not knowing what type of Covid-19 restrictions will be in place to allow parents back on campus to participate in school activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Increase the percentage of parents feeling their concerns are taken seriously to 92%. Through collaboration of the Instructional Lead Team, Climate Culture Team and Cultural Proficiency Committee, the teams will develop opportunities and protocols for parent/teacher communication with the support of the SEL Team, Academic Counselors and Admin

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

1 SSC:

- Continue to encourage members of School site Council (SSC) to share ideas and feedback to improve practices, policies and procedures at Tenaya
- Create more opportunities for parents to connect with school

2 ELAC:

ELAC ceded authority to the

3 Staff:

Teachers provide multiple opportunities to meet with families during office hours
More teachers to attend school events to connect with parents outside the classroom

Action 1

Title: Increasing inclusive opportunities for families

Action Details:

Tenaya provides parent engagement opportunities to increase student engagement in school. These opportunities include hiring a Home School Liaison and providing opportunities for parents to give input on many school site activities; having SSC and ELAC meetings; Back-to-School and Open House nights. Other opportunities include providing translators for IEP's and Parent/Teacher conferences.

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

- HSL to assist with connection to families and the school
- Phone calls home when dealing with missing attendance
- Parent/Teacher conference held for At Risk students in relations to academic performance
- HSL & RCA to work together to provide incentives to improve attendance
- Extra pay contracts for Clubs to encourage student engagement
- Track students engaged in clubs and extra curricular activities

Owner(s):

- HSL
- RCA
- Academic Counselors
- Teachers
- Admin
- Campus Culture Director

Timeline:

- Weekly
- Daily
- Quarterly
- Quarterly
- Quarterly
-

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Staff will be provided with extra pay contracts to facilitate Goal 5 activities before school, during lunch or after school. Materials will be provided as funds are available.
- Rewards, incentives and materials will be purchased to encourage leadership, participation, good character, attendance and foster school spirit.
- Student Leadership Team will encourage student participation in the development of school spirit and activities :Red Ribbon Week, Spring Activities, Spirit Weeks, etc
- Student Leadership Team will have opportunities to: collaborate with Administrative Staff to develop lunch activities to encourage student engagement
- . Incentives will be purchased for students such as attendance, grades, school spirit
-

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Tier 2 & 3 supports provided by RCA, School Social Worker, Transition teacher, Academic Counselors to provided targeted support for Social Emotional and Academics
- Cultural Proficiency training
- 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)
- School site team works with CF Pivot Team to complete a root cause analysis and determine area of focus.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to accelerate progress for our 7th grade students and SWD
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcome
- Parent participate in Parent University courses
- Parents will encourage students to participate in GOAL 2 offerings.
- Parents will support through planning for extended time on campus and timely transportation after the event if not by school bus.
- Parents will ensure all forms: medical, permission slips, insurance, etc. are filled out and returned by deadlines in order for child to participate.
- 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.
- Parents will ensure students make up missing assignments/ keep up on assignments due to missing classes as they participate in Goal #2 opportunities.
- Parent University to provide instruction on how to utilize Atlas, Teams, etc.
-

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0445 Tenaya Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			: Golf Cart Maintenance	1,500.00
G5A1	Sup & Conc	Instruction	Direct-Food			FUSD Food Catering	500.00

\$2,000.00

2021-2022 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			: NoRedInk & Turn It In	12,500.00
G1A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep Buyout for AVID class	17,056.00
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Certificated Substitutes for Planning/Observation Cycles - No IEPs	5,418.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			: Site licenses to support instruction and engagement (RippleEffect, Character Counts, Class Kick)	10,387.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			Technology	19,176.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated Subs for Planning	17,566.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies	59,107.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	18,930.00
G1A1	Sup & Conc	Instruction	Direct-Maint			General/Tech Maintenance	6,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Off Eq Lease			Copier Lease/Maintenance	15,500.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Technology	18,672.00
G1A2	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep buyout for Study Skills - S. Alvarez	17,056.00
G1A2	Sup & Conc	Instruction	Direct Trans			: Transportation 4:30 pm for Tutoring After School	12,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,213.00
G3A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA to support SEL for Restorative Practices **Supports all actions in Goal 1 and Goal 3**	126,817.00
G3A1	ESSA-CSI	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Prep buyout S/E buyout transition teacher (not TSA) to support S/E and reducing suspension rates and improved attendance	17,056.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	1,700.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.5250		35,397.00
G3A1	LCFF: EL	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2250		15,170.00
G3A1	One-Time School	Instruction	Mat & Supp			: Materials/Supplies	11,600.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Not to be used for translation for ELAC or IEPs	14,885.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			HSL Sub	1,068.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time	4,671.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Local Mileag			MIleage	750.00
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Supplemental Certificated Contracts for Cultural Proficiency Team - No IEPs - *Supports all Goal 3 Actions*	2,394.00
G4A1	ESSA-CSI	Instruction	Oth Cls-Supp			Supplemental Classified Contract for Cultural Proficiency Team - *Supports all Goal 3 Actions*	318.00
G4A1	ESSA-CSI	In-House Instructional Staff Deve	Oth Cls-Extr			Extra Time for Classified Cultural Proficiency Training	1,557.00
G4A1	ESSA-CSI	In-House Instructional Staff Deve	Cons Svc/Oth			Doug Fisher : Doug Fisher PD for staff development - *Supports all Goal 3 Actions*	18,000.00
G5A1	Sup & Conc	Instruction	Oth Equ Mnt			: Golf Cart Maintenance	1,500.00

G5A1	Sup & Conc	Instruction	Direct-Food	FUSD Food Catering	500.00
					\$483,964.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,546.00
ESSA-CSI	3182	\$235,235.00
Sup & Conc	7090	\$168,200.00
LCFF: EL	7091	\$16,383.00
One-Time School	7099	\$11,600.00
Grand Total		\$483,964.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$230,581.00
G3 - Increase student engagement in their school and community	\$229,114.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$22,269.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,000.00
Grand Total	\$483,964.00