

Tioga Middle

10621666006068

Principal's Name: Kevin Evangelinos

Principal's Signature:

A handwritten signature in dark ink, appearing to read 'Kevin Evangelinos', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	<ul style="list-style-type: none">Needs Assessment: Data Analysis and identification of needs and goalsActions designed to meet needs and targeted goalsBudget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals 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.	
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


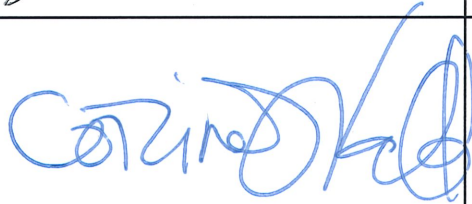
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin Evangelinos	X				
2. Chairperson - Corina Valdivia		X			
3. Michael Harris				X	
4. Ashley De Medio		X			
5. Daniel Buttle		X			
6. Danette Gillespie			X		
7. Julian Contreras					X
8. Colleen Mahmood			X		
9. Taia Villegas					X
10. Alondra Cruz					X
11.					
12.					
13.					
14.					
15.					

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: Tioga 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	Kevin Evangelinos		3-20-24
SSC Chairperson	CORINA T. VALDIVIA		3-20-2024

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

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

FY 2024/25

Tioga - 0455

ON-SITE ALLOCATION

3010	Title I	\$77,160 *
7090	LCFF Supplemental & Concentration	\$225,803
7091	LCFF for English Learners	\$40,392

TOTAL 2024/25 ON-SITE ALLOCATION

\$343,355

* 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	\$2,572
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Remaining Title I funds are at the discretion of the School Site Council	\$74,588
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Total Title I Allocation	<u>\$77,160</u>
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Tioga Middle 2024-2025 - SPSA

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

Needs Assessment

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-51 pts	-58.8 pts	2023-2024	-48 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-94.6 pts	2023-2024	-74 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30.55 %	29.4 %	2023-2024	33.5 %
SBAC Math - Average distance from standard	✓	-100 pts	-95 pts	2023-2024	-80 pts
SBAC Math - percentage of students met/exceeded standard	✓	20.18 %	18.7 %	2023-2024	23.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Tier 1

1. ELA curriculum has been delivered to students through the use of the Summit Learning Platform which allows for move-at-your-own-pace, personalized learning for students. **This action is being completed with fidelity. Our current ELA outcomes match our prediction of -51 points away from standard at EOY. This action is being eliminated in 24-25.**
2. ELA curriculum is focused on real-world learning, diversity, and inclusion. **This action is being completed with fidelity. Our current ELA outcomes match our prediction of -51 points away from standard at EOY.**
3. All students are enrolled in Advisory, a daily 30-minute period where students complete iReady reading assignments 2x per week for a total of 50 minutes, to accelerate learning. **This action is being completed with fidelity. Our current ELA outcomes match our prediction of -51 points away from standard at EOY.**
4. Teachers are using e the Summit platform to mentor students one-on-one during advisory, while other

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

Although our chronic absenteeism gap is slowly closing, a disproportionate number of students remain chronically absent.

English Learner students do not have their learning scaffolded enough in ELA and social science classrooms to help improve literacy.

Our small group instruction with Teaching Fellows is not meeting the needs of our targeted students as indicated.

EL students declined in ELA by 7.7 points, while all English students increased 12.1 points.

students work on iReady. Teachers are not mentoring students one-on-one as planned due to the difficulty in ensuring students stay focused on ELA and math acceleration, but they are completing iReady assignments in ELA and math. **This outcome matches our prediction of -51 points away from standard at EOY in ELA and -95 points away from standard in math. We are eliminating the use of Summit in 24-25.**

- 5. The climate and Culture team is working on fostering positive relationships and creating a safe learning environment to positively impact ELA through increased student attendance and time on task. **This action is being completed with fidelity.**
- 6. The ELA and math teams are utilizing CAASP FIABs to analyze student data for reteaching and small-group instruction. **This action is being completed with fidelity by using Teaching Fellows for reteaching.**
- 7. Students are able to participate in activities and reward programs designed to incentivize students to earn a 2.0 GPA. **This action is being completed with fidelity.**

Tier 2

- 1. PLCs have been provided with reports, tools, and supports to analyze and respond to common assessment results by all, African American, Students with Disabilities, and English Learner students. **This action is being completed with fidelity.**
- 2. Student data will be pulled through the Summit Learning platform weekly with struggling students supported by teachers, paraeducators, and Teaching Fellows for additional support. **This action is being completed with fidelity. This action is being eliminated in 24-25.**
- 3. Supplemental contracts have been provided for planning, training, lead teachers, and curriculum alignment to Summit and Smarter Balance Interim Assessments. This alignment has allowed us to easily identify students who need acceleration. **This action is being completed with fidelity.**
- 4. Tioga will continue our Student Academic Support Team consisting of the following: 3 academic counselors, TSA principal, VP, GLA, and Teaching Fellows. This team will meet weekly using FIAB data to target students for acceleration using Teaching Fellows. Teaching Fellows will push into ELA classrooms to support targeted students. **This action is not currently being implemented due to challenges with time and staffing.**

Tier 3

- 1. Targeted students will be enrolled in our Tioga Extended Day Learning Program for one-on-one support by teaching Fellows. **This action is being completed with fidelity.**
- 2. Tioga's SPED support team consisting of our VP, RIM, and SPED teachers will work in weekly PLCs to provide academic literacy support to students in small groups. **This action is being completed with fidelity.**

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 (Intended actions for the current school year vs. Actual actions that occurred).

Our planned Tioga Student Academic Support Team has been unable to meet in support of students. This has not had an impact on our current site budget.

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 2024/25 SPSA.

Due to changes in the Summit Learning program, Tioga is returning to use our Fresno Unified guaranteed and viable curriculum in ELA and social studies.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>Student scores keep increasing in math and English, what else can parents do to help?</p><p>How do we get more students tutoring support at home?</p><p>We appreciate the help your math teachers give our students after school.</p><p>Our children don't read enough, they are always on their phones. What can we do to get them to read more?</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>How do we get more translators for our EL students?</p><p>Do students have Spanish copies of materials?</p></div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>I believe allowing lead teachers to use an extra prep period to support our peers will help increase teacher clarity and delivery of key standards.</p><p>I'm looking forward to having regular teacher PLC meetings built into the regular school day each week. It will make it easier to attend IEP meetings, meet with parents, and coach.</p><p>Our EL PLC is doing a really good job creating targeted lessons for our EL students.</p><p>I'm looking forward to moving away from computer-based assignments for students in ELA and history. It's been really challenging to monitor students while they have their laptops open during class.</p></div>
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Action 1

Title: Comprehensive Literacy Program to Support all Students

Action Details:

Tioga will implement rigorous, personalized learning for students through the use of the Summit Learning platform and daily mentoring for students

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. Monitoring will occur through the use of regular FIAB's, math, and ELA end-of-unit assessments.
- 2. PLC collaboration and data analysis
- 3. End of year SBAC analysis.
- 4. District Benchmark Assessments will be administered twice per year and monitored for student growth.
- 5. ATLAS, CAASPP, D and F data
- 6. Power BI
- 7. IEP Goals
- 8. Student D's and F's
- 9. iReady Reading Lessons Passed
- 10. IAB assessments with a focus on EL, SWD, and AA students

Owner(s):

- 1. Content Area Teachers, ILT and admin
- 2. Admin and ILT
- 3. Admin and ILT
- 4. Admin and ILT
- 5. Supervisor and admin with site leaders
- 6. Teachers
- 7. SPED teachers
- 8. Student Academic Targeted Support Team
- 9. ELA team
- 10. ELA, SPED, and math team

Timeline:

- 1. Bi-weekly
- 2. Bi-weekly
- 3. End of year
- 4. Two times per year
- 5. Bi-weekly or as often as needed.
- 6. Quarterly
- 7. Quarterly
- 8. Weekly
- 9. Monthly
- 10. Four times per year

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

Tier 1

- 1. ELA curriculum will implement regular FIAB assessments to monitor student progress and provide feedback for planning and reteaching.
- 2. ELA curriculum will focus on real-world learning, diversity, and inclusion.
- 3. All students will be enrolled in Advisory, a daily 30-minute period where students complete iReady reading assignments 2x per week for 50 minutes to accelerate learning.
- 4. Teachers will meet during their weekly PLC meetings to plan instruction, analyze student data, and monitor student progress. Student progress information will be shared with site admin at the end of each grading period. Site admin will provide feedback.
- 5. The climate and Culture team will work on fostering positive relationships and creating a safe learning environment to increase attendance and time on task for all students. This work will be led by our Climate and Culture TSA.
- 6. Students will have the opportunity to participate in activities and reward programs designed to incentivize students to earn a 2.0 GPA.
- 7. English leads will have an extra prep period covered by substitute teachers, allowing them to provide instructional feedback on best practices to their ELA colleagues.

Tier 2

- 1. PLCs will be provided reports, tools, and support to analyze and respond to common assessment results for African American, Students with Disabilities, and English Learner student groups.
- 2. Teaching Fellows will support targeted students for small group instruction in ELA classrooms.
- 3. Supplemental contracts will be provided for planning, training, lead teachers, and curriculum alignment to Smarter Balance Interim Assessments. This alignment will allow us to identify students who need acceleration.
- 4. Tioga will continue our Student Academic Support Team consisting of the following: 3 academic counselors, TSA, principal, VP, GLA, and Teaching Fellows. This team will meet bi-weekly using D and F data to target students for acceleration using Teaching Fellows. Teaching Fellows will push into ELA classrooms to support targeted students.

Tier 3

- 1. Targeted students will be enrolled in our Tioga Extended Day Learning Program for one-on-one support by Teaching Fellows.
- 2. Tioga's SPED support team consisting of our VP, RIM, and SPED teachers will work in weekly PLCs to provide academic literacy support to students in small groups.

Funds to support this work will also provide materials and supplies and a copier.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

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

Average distance from standard for English Learners .94,6 points away from standard.

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

7091 0455 4760 1000 4300 Student awards and events \$3,000

7091 0455 4760 1000 4300 Student festivals \$3000

7091 0455 1110 2495 2260 Translation services \$1000

7091 0455 1110 2495 4300 Parent engagement events \$5000

7091 04554760 1000 1160 EL Professional Learning Advisory supplemental funds \$10,000

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

N/A

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

Tioga has implemented an EL professional learning community that provides targeted instruction to EL students during advisory.

- **Goal:** Support EL students throughout the year with a focus on students making progress on the ELPAC.
- **Time:** ELL students will be grouped into 4 advisory classes meeting daily for 30 minutes.
- **Members:** The PLC will consist of 4 teachers and a Tioga administrator.
- **Body Functions:** Lead Teacher will plan and provide PLC agendas, training, and plans to support reclassification and student growth.
- **Time/Schedule:** PLC will meet twice a month to plan and prep materials for targeted advisory lessons.
- **Student Incentives:** Members will plan field trips and incentive programs with the support of the site admin.
- **Progress Monitoring:** Students will be monitored every two weeks through analysis of student work and data in Ready, and ATLAS.

Content is provided in Spanish and English for Spanish speakers and requires constant student collaboration, writing, presentation, and public speaking to increase ELA fluency.

EL students will be pulled into small groups during ELA instruction with Teaching Fellows for additional targeted support and instruction during class.

English learners are identified as being in Red for English Language proficiency. Students are 94.6 points below standard. This is the only student group in red.

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

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

7090 0455 1110 1000 4300 Student awards and events \$10,000

7090 0455 1110 1000 4300 Materials and supplies for academics \$10,000

7090 0455 1110 1000 4300 Rewards, field trips and incentives for our Junior Officer program \$10,000

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

- African American, English Learner, and Students with Disabilities data will be analyzed and used to determine specific RTI needs during bi-weekly Tuesday PLC meetings. These students will be targeted for additional small group and one-on-one instruction by teaching fellows.
- Summer teacher contracts for aligning curriculum will help easily identify students in need or intervention.
- Our Targeted Support Team or TST will work to complete a root cause analysis and determine areas of focus for students who are identified as struggling academically and socially.
- All SPED teachers will teach both self-contained and co-taught classes. This will enhance instructional strategies for both SPED and GE teachers.

Action 2

Title: Comprehensive Mathematics Program to Support all Students

Action Details:

Tioga will implement personalized learning, mentoring, and tutoring for all students.

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. Monitoring will occur through the use of regular FIAB and end-of-unit assessments in Illustrative Mathematics
2. PLC collaboration and data analysis based on student need
3. SBAC analysis.
4. i-Ready diagnostic assessments to allow for tier 2 support
5. i-Ready, CAASPP, and Summit Learning platform data.
6. Power BI
7. IEP Goals
8. D's and F's
9. iReady
10. FIAB and IABs with a focus on EL, SWD, and AA students

Owner(s):

1. Content Area Teachers, grade level teams and admin
2. Grade Level Teams and ILT
3. Admin Team and ILT
4. Grade Level Teams, Admin, and ILT
5. Supervisor with site leaders
6. Teachers
7. SPED teachers
8. Student Academic Targeted Support Team
9. Math teachers
10. Math teachers

Timeline:

- Weekly
- Weekly or bi-weekly
- End-of-year analysis
- 3 times per year
- Bi-weekly or as often as needed.
- Quarterly
- Quarterly
- Weekly
- Bi-weekly
- 6 times per year

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

Tier 1

1. Math curriculum is conceptually based and broken into small "chunks" for easier comprehension.
2. Math curriculum will focus on real-world learning, diversity, and inclusion.
3. The climate and culture team will work on fostering positive relationships and creating a safe learning environment to positively impact math through increased attendance and time on task for all students. Our Climate and Culture TSA will lead this work.
4. The math team will utilize CAASP FIABs to analyze student data for reteaching and improving instruction.
5. Math teachers are cored by teaching math and science. This allows teachers to utilize extra math time during science classes for reteaching and small group instruction.
6. Students will have the opportunity to participate in activities and reward programs designed to incentivize students to earn a 2.0 GPA.
7. Math leads will have an extra prep period designed to allow them to visit other classrooms and provide instructional feedback on best practices.

Tier 2

1. African American, special education, and English Learner data will be analyzed during monthly PLC meetings with the end result of tier 1 and 2 cycles of continuous review plans created for each student group to support student learning.
2. Supplemental contracts will be provided for planning, training, lead teachers, and curriculum alignment to Summit and Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need acceleration.
3. Tioga will continue our Student Academic Support Team consisting of the following: 3 academic counselors, TSA, principal, VP, GLA, and Teaching Fellows. This team will meet weekly using D and F data to target students for acceleration using Teaching Fellows. Teaching Fellows will push-in to math classrooms to support student academics for these targeted students.

Tier 3

1. Targeted students will be enrolled in our Tioga Extended Day Learning Program for one-on-one support by Teaching Fellows.
2. Tioga's SPED support team consisting of our VP, RIM, and SPED teachers will work in weekly PLCs to provide math literacy support to students in small groups.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

There are no English Learner Students identified in Red for mathematics.

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

7091 0455 4760 1000 4300 Student awards and events \$3,000

7091 0455 4760 1000 4300 Student festivals \$3000

7091 0455 1110 2495 2260 Translation services \$1000

7091 0455 1110 2495 4300 Parent engagement events \$5000

7091 04554760 1000 1160 EL Professional Learning Advisory supplemental funds \$10,000

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

NA

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

EL student data will be pulled separately by teacher PLCs to monitor their RFEP and academic progress during bi-weekly PLC meetings, to accelerate their learning to match their non-EL counterparts.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

There are no student groups identified in the California State Dashboard

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

N/A

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

030 7090 0455 1110 4300 Rewards and incentives for improving academic performance \$\$16,813

030 7090 0455 1110 1000 1120 Long-term sub to provide Teir 2 academic support to students \$40,000

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

- African American, English Learner, and Students with Disabilities data will be analyzed during PLC meetings and used to determine specific MTSS needs during Tuesday bi-weekly PLC meetings.
- SPED teachers will teach both self-contained and co-taught classes. This will enhance instructional strategies for both SPED and GE teachers.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows x 2	31,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs to cover classes for Lead Teacher observations and feedback to peers.	39,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Personnel Req for Justin Carassco to work with students to reduce D's and F's. July 22-26, July 29 - Aug 2, and June 23 - June 30.	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for academics.	6,990.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Rewards and incentives for improving academics through our CCT.	16,813.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for EL PLC Advisory.	10,855.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Advisory Student Incentives	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated subs for teacher planning.	15,001.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Long-term sub to provide academic support to students.	40,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leasing (4)	14,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Student rewards and incentives for improving academic performance (Counseling Team).	10,000.00

\$200,660.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	78.14 %	72.3 %	2023-2024	80.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Our Fall survey shows 72% of Tioga students indicated a favorable view of student-centered/real-world experiences. This is an increase of 4% from last year. We have continued our field trips for students to attend colleges and events off-campus in 24-24.

Our math curriculum, Illustrative Math, is based on real-world problems.

Tioga's ELA curriculum is focused on equity and social justice.

Our business elective allows more than 140 students to experience real-world coding, problem-solving, and 3D printing.

2

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

There are no inequities contributing to disproportionality.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There are no differences between the intended and actual implementation of actions and budget expenditures. We plan on doing a better job explaining what this goal means to our 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 2024/25 SPSA.

There are no changes being made for 24-25.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>Does Tioga have a wood shop? How do we get more fun electives where students can work with their hands? What are real-world learning experiences exactly? How many students go on field trips each year? What do students learn about in their business class?</div>	<div>2 ELAC:</div> <div>What can parents do to help our students learn about real-world skills? Does Duncan High School provide hands-on skills to students? Hoover has a public service pathway, can Tioga get one too?</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>I'm glad our students get to experience colleges and educational places in middle school. Can we expand our business elective by hiring another teacher? Is it possible to make Tioga a magnet school to get more FTE? What are other things we can do to increase students learning about real-world experiences?</div>
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Action 1

Title: Increase Student Centered Learning Experiences

Action Details:

Tioga will implement a comprehensive plan focused on student activities, CTE courses, and real-world curriculum to ensure our students are engaged in student centered and real-world learning.

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Student engagement data and monitoring through ATLAS, 5 Star Student, and Power BI.	1. Climate and Culture Team	1.1x monthly
2. Tioga Extended Day Learning Program through attendance rosters.	2. Extended Day Learning Program Team	2. Quarterly
3. Field Trip rosters	3. Tioga Extended Day Program Lead	3. Quarterly

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

1. Tioga's curriculum will focus on real-world learning experiences in ELA, math, science, and social science.
2. Extra pay contracts will allow teachers to plan and support lessons designed around real-world learning and experiences.
3. Field trips to off-campus work locations and colleges will be provided to students through the Tioga Extended Learning Program.
4. Tioga CTE program will provide real-world learning opportunities to more than 175 students or 25% of all Tioga students.
5. The Tioga Exploring Business program will provide real-world learning opportunities to more than 140 students or 20% of all Tioga students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 English learner students are identified in red according to the CA Dashboard).

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

With Title I funds we plan to support English learner students by...

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

With 7090 or 7091 funds we plan to support English learner students by...

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

Our ILT and Extended Day Learning Program team will focus efforts to recruit EL students into our two CTE courses and off-campus field trips. This will be monitored by our site ILT and the Extended Day Program.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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

With Title I funds we plan to support (Specific student group) by...

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

With 7090 or 7091 funds we plan to support (Specific student group) by...

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

African American, English Learner, and Students with Disabilities will be recruited to enroll in our CTE courses and participate in off-campus field trips. This will be monitored by our site ILT and the Extended Day Program.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies for music, art, electives, academics ** NO FOOD OR INCENTIVES **	1,511.00
G2A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	41,650.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contract for NTA's to monitor fieldtrips for students.	1,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student rewards and incentives for Tioga Junior Officer Program.	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Food for students to attend off-campus fieldtrips.	4,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Fieldtrips and learning opportunities off-site for students.	15,000.00

\$73,661.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		32.1 %	2023-2024	29 %
Suspension Rate - Semester 1	✓	3.9 %	3.7 %	2023-2024	3.8 %
Suspension Rate - Semester 1 (Hispanic)	✓		3.3 %	2023-2024	3.6 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		3.9 %	2023-2024	4 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		6.2 %	2023-2024	5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

25% of all Tioga students are currently chronically absent. This is a decrease of 8% from this time last year.
31% of African American students are currently chronically absent.
25% of Hispanic students are currently chronically absent.
16% of Asian students are currently chronically absent.
30% of students with disabilities are currently chronically absent.
15% of English Learner students are currently chronically absent.

Tioga has implemented bi-weekly behavior and attendance reward events for students exhibiting positive behavior and attendance. We have increased our daily attendance rate to over 91% this year.

Our HSL continues to meet with parents and students daily to increase student attendance and decrease chronic absenteeism.

Our plan has been proven effective this year in increasing daily attendance rates and decreasing chronic absenteeism.

Suspensions

Our current suspension rate is 4.5%. This is an 8% decrease from last year. We have implemented an on-campus alternative to suspension program with intensive counseling to support student SEL and reduce suspensions.

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

Our African American and students with disabilities have a higher rate of chronic absenteeism. As of March 18, we have implemented a targeted attendance program to help support these students in increasing their regular attendance.

Our Tioga Targeted Support Team or TST also meets weekly with students to provide tier 2 intervention support.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between our intended and actual implementation of actions and budget expenditures. Our current plans are proving effective in reducing suspensions and increasing student attendance.

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 2024/25 SPSA.

We are continuing our current practices and implementing a weekly advisory attendance contest.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

There has been a significant decrease in chronic absenteeism among all students. I think this is because of all of the rewards you have in place.

Your HSL does a good job explaining how important attendance really is to help students get a good education.

I like all the extra counseling you are providing to students to help them with the things that are happening to them outside of school.

My child really likes your social worker and the help he has provided him to overcome the loss he just experienced.

2 ELAC:

The percentage of English Learner students who are chronically absent is lower than the rest of the school. I think we're doing a good job as parents to help get our kids to school.

The teacher who works with our students is really nice. Our kids like meeting with her.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Students aren't fighting as much. It seems like they are getting along really well this year.

Our TST and Alternative to Suspension programs seem to be really working well.

Why is AA absenteeism still so high?

Our attendance rates keep improving. It's great having our students here in class.

Action 1

Title: Increase Student Engagement

[Action Details:](#)

Tioga will implement a program to promote and increase student engagement across the disciplines before, during, and after school.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Weekly TST data analysis from ATLAS on Chronic Absenteeism, Suspensions, Misbehaviors, and student engagement.	1. Tioga Student Behavior and Emotional Support TST	1. 1x weekly
2. 5 Star Student data.	2. Climate and Culture Team	2. 1x monthly
3. ATLAS chronic absenteeism and Student Misbehavior Data	3. Climate and Culture Team, SPED team, and TSA	3. 1x quarterly for calibration
4. Quarterly student attendance and misbehavior data	4. TST, CCT, and SPED team	4. 1x quarterly

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

<p>Tier 1</p> <ol style="list-style-type: none">All students will be presented with opportunities to engage in morning and lunchtime activities and games provided by our Tioga Campus Culture team.District-adopted SEL curriculum, Second Step and Nearpod, will be taught to all students during Monday Social Science classes to help increase student self-regulation, attendance, and decrease student misbehaviors.All students will engage in one-on-one academic and SEL mentoring bi-weekly with their advisory teacher.Tier 2 Specialist will provide training and referral support to our TST and administrative team in support of increasing student attendance and reducing student misbehavior.The Tioga Extended Learning Program (TELP) will provide a comprehensive number of clubs and activities open to all students including, but not limited to the following: Yearbook, Animation, Drumline, Garage Band, Recording Studio, Drawing Basics, Painting Basics, Gaming, Lego, 3-D Printing, Minecraft, Sports, Cheer, Dance, RC Racing, Auto Shop, Arts and Crafts, Digital D&D. Clubs will take place during lunch and after school.Our Tioga administrative team has implemented Discipline Guidelines to increase student attendance and decrease misbehavior. Our team meets quarterly to calibrate and align our responses to support students.Staff members will focus on interacting positively with students and providing a high ratio of positive interactions. This is a schoolwide focus.Regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students.Materials/Supplies, and student incentives, including copy/lease/products, will be provided through our Campus Culture team to support activities throughout the year.Tioga will continue year 3 of Restorative Practices implementation meant to decrease suspensions and increase student attendance and provide all-staff training.The Climate and Culture Team, along with our HSL, will plan bi-weekly events and activities meant to decrease student chronic absenteeism with a focus on students with disabilities, English Learners, and African American students.Tioga will continue our Alternative to Suspension Program to decrease student suspensions and level 2 and 3 misbehaviors. Students will remain on campus in the program, continue with their regular classwork, and be provided with daily SEL learning and counseling through our Targeted Support Team and academic counselors.	
<p>Tier 2 support.</p> <ol style="list-style-type: none">Tioga Student Attendance TST will meet weekly led by our Home School Liaison, with a focus on chronically absent students. Identified students will receive additional support as needed based on their individual needs. This team will meet quarterly with our Climate and Culture Team to review student attendance and misbehavior data to formulate plans for individual student success.Tioga Student Behavior and Emotional Support TST meets weekly and is led by our Tier 2 Intervention Specialist. Team members each carry a caseload of identified students for support based on need. The team engages in a regular cycle of review to decrease student misbehavior and increase student belonging and wellness.Our Tioga TST will focus on Black students, 14% suspension rate, and students with disabilities, 24% suspension rate to support students behaviorally and emotionally.Tioga Student Behavior and Emotional Support TST will be provided with training on the following to support students: mindfulness techniques, trauma-informed interventions, motivation, and how to help students assess their own emotions.Tioga will use 5 Star Student tracking data to monitor attendance, student engagement, and misbehavior to provide targeted support and intervention.Tioga Black Students United (BSU) will conduct regular meetings during lunch and after school to provide emotional, academic, and college and career support to our African American students.Tioga (GSA) Gay Straight Alliance, will meet a minimum of 2x per month to provide emotional, academic, and career support to all studentsTioga RP counselor will meet with students for re-engagement counseling sessions and provide SEL support to targeted students throughout the year with a focus on black students, and students with disabilities.	

Tier 3

- 1. Hand in Hand Mentors will continue to support targeted students with attendance and managing appropriate behavior. Mentors are assigned to support students as needed by our TST.
- 2. Case Managers for Special Education will be trained to help manage behavior and support students based on their disability and specific needs.
- 3. Counseling and regular progress monitoring will occur weekly for identified students in our special education programs by our SPED teachers, paraeducators, and psychologists.
- 4. Tioga HSL and the principal will conduct weekly parent engagement training events. These invitation-only trainings will have a focus on teaching parents how to support their middle school child.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

There are no English Learner students identified in our Goal 3 data.

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

Our title 1 funds help pay for our EL advisory team and curriculum. This team meets weekly to plan lessons, analyze data, and work to support our EL students.

These funds also help pay for EL student reward system.

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

030 7090 0455 1110 1000 4300 Incentives to improve attendance and behavior through our CCT \$16,813

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

Our Targeted Support Team meets weekly to create individualized support plans based on student need.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support, keeping in mind the Districtwide focus on Students with Disabilities and Foster Youth. Utilize the SPSA PowerBI for student group data.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

Hispanic students-Suspensions

Students with disabilities-Suspensions

Socio-economically disadvantaged-Suspensions

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

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

030 7090 0455 1110 1000 4300 Student events and festivals to decrease

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

- All students will participate in activities, with an emphasis on foster youth, African American, English Learners, and students with disabilities being placed into our CTE classes.
- Hand-in-Hand Mentors will work with low-performing and socially disadvantaged students to increase student participation and engagement on and off campus.
- Tioga admin team will provide targeted mentoring to students based on teacher input, IEP goals, and ATLAS data.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga 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	Sup & Conc	Instruction	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions.	17,000.00
G3A1	Sup & Conc	Instruction	Travel			Conference Travel	6,500.00
G3A1	Sup & Conc	Security	Cons Svc/Oth			Fresno Police Department : SRO Perez OT for Tioga Middle School to provide additional supervision and off-site fieldtrips for students. Vendor customer code 12101.	8,490.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions.	3,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Rewards and incentives for improving academics.	6,186.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	7,350.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental contracts to provide additional support for attendance and safety.	9,998.00
G3A3	Sup & Conc	Security	Cons Svc/Oth			Fresno Police Department : SRO Perez OT for Tioga Middle School to provide additional supervision and off-site fieldtrips for students. Vendor customer code 12101.	1,510.00

\$60,034.00

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	88.05 %	88.9 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Our Spring 2024 Climate and Culture staff survey - percent favorable in the organizational culture domain is 98%. This is a 10-point increase from the year prior and the highest percent favorable we've ever measured.

Our actions are being implemented with fidelity. Our staff has engaged in 8 hours of cultural diversity training and our CCT team provides regular team-building events throughout the year.

The Tioga Campus Culture Team meets weekly to plan celebrations and events. These events are shared with everyone through our monthly calendar with all staff.

Our Tioga hiring panels consist of a diverse cross-section of staff members.

2

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

There are no inequities that contribute to low-performing student groups in this category. As of February, 2024, Tioga is no longer an ATSI-designated school.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There are no major differences between the intended and actual implement of actions to meet this goal.

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 2024/25 SPSA.

There are no changes between 2023/24 and 2024/25. We are continuing with our same actions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>How do we get more parents involved in our SSC? What percentage of Tioga students identify as Hispanic? How many Spanish-speaking staff members do you have? How do we get more people of color to apply for teaching positions?</div>	<div>2 ELAC:</div> <div>Your HSL does a good job meeting with families. I like all of the cultural celebrations you do each month. It makes people feel welcome.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>We feel valued by our site admin. We appreciate everything Tioga is doing to try and build a positive culture for students and staff. What are some things we can do to help get our classified staff more involved? How can we help recruit exceptional staff members?</div>
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Action 1

Title: Increase staff diversity

Action Details:

- Tioga will implement the following three actions:
- 1. All hiring panels will consist of a diverse cross-section of staff members matching our student population.
 - 2. 2 Hand-in-Hand Mentors will be hired to support students academically and socially to match current student demographics and trends.
 - 3. Staff members from a broad cross-section will serve as Lead Teachers, Climate and Culture Members, and Targeted Support Team members to provide shared leadership and decision making.

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

School Demographics

- EL students 15.1%
- Foster Youth: 1%
- Socioeconomically Disadvantaged: 91%
- Students with Disabilities: 17%
- African American: 10.3%
- American Indian: 1.2%
- Asian: 13.1%
- Hispanic: 62.5%
- White: 9.3%
- Two or More Races: 3.1%

Staff Demographics

- 36% White
- 15% Black
- 50% Hispanic
- 4% Asian

Current staff meeting the definition of people of color is 64%.

The current student population meeting the definition people of color is 91%

Current female staff members 55%, male staff members 45%.

2. Staff Survey Data in Fall 2024 and Spring 2025. Current Spring staff survey data indicates 98% positive on our percent favorable in organizational culture.

Owner(s):

1. ILT members
2. Campus Culture Team

Timeline:

1. At the end of each academic quarter.
2. 2x per year after Fall and Spring surveys

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

Fall 2024 staff survey data

Spring 2025 staff survey data

Owner(s):

Campus Culture Team

Timeline:

- 1x in Fall 2024
- 1x in Spring 2025

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

1. All staff will engage in 8 hours of cultural diversity training throughout the year.
2. Tioga will implement regular classified and certificated employee of the month celebrations. Parking spaces will also be provided as rewards.
3. Tioga's Campus Culture team will meet weekly to plan and celebrate staff members and events.
3. All hiring panels will consist of a diverse cross-section of staff members closely matching our student population.
4. Staff members from a broad cross-section will serve as Lead Teachers, Climate and Culture Members, and Targeted Support Team members. These leadership teams, along with our administrative team, will work together to make collaborative site-based decisions.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Teachers will be provided with 5 hours of professional learning on diversity, equity, and inclusion.

Teachers will be provided with 5 hours of professional learning on diversity, equity, and inclusion.

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	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	83.5 %	82.5 %	2023-2024	85.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Our Spring survey indicated that 83% of parents responded favorably in the family engagement domain. This is an increase of 5% from our end-of-year family survey in 2023.

Our current goals include the following:

1. Tioga's parent advisory team consisting of parents, Home School Liaison, teachers, administrators, and classified personnel, will engage parents in monitoring their child's academic progress and participation in school events. This team will continue our tiered engagement system designed to increase parent participation from historically less engaged groups. These include students with chronic absenteeism and special needs.

This team has made strides this year in increasing daily student attendance and decreasing chronic absenteeism. Our current daily attendance rate of 91.66% is a full 1.4% higher than this time last year, and our current chronic absenteeism rate of 25% is a full 13% lower than this time last year.

2. Regular weekly communication through Parent Square in English, Spanish, and Hmong will continue to be provided to parents. Tioga will send weekly updates and information through our website and student email. This has shown to be very effective this year.

3. Tioga will continue its partnership with Parent University. Parent University will: Empower parents through parent learning courses to navigate their resources, engage families to take targeted action to achieve career-ready graduates, and connect families to district and community resources that improve student achievement. Parent University will provide parenting classes on-site in the evenings throughout the year. Parent University has continued to provide parents with classes and engagement. This has shown to be effective in reducing chronic absenteeism.

4. Tioga will allocate funding to provide childcare and meals for parents and students at events throughout the year. We continue to provide parents with food, childcare, and snacks.

5. Tioga will allocate funding to provide site outreach to parents including transportation, postage, and materials and supplies for postcards, mailers, and home visits. This goal will continue.

2

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

There are no inequities or other factors contributing to disproportionality of this goal.

6. Tioga's Home School Liaison will help engage parents in learning opportunities, and events, and to provide academic and behavioral support throughout the year. This happens monthly. Goals 4,5,and 6 have been shown to be effective in increasing student attendance.

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 (Intended actions for the current school year vs. Actual actions that occurred).

There are no differences between our planned actions and lived actions this year.

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 2024/25 SPSA.

Tioga is partnering with the Fresno Food Bank and is in the process of creating a site food bank for our local community. We have also started a free clothing thrift store for our families and students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

I appreciate the weekly announcements and messages to parents about school events.

Your HSL does a good job explaining the importance of attendance to parents.

How do we get more parents to take the family survey?

I liked the parent night event you did. It made us parents feel welcome.

We appreciate what the school does for our kids, we may just have a hard time telling you.

2 ELAC:

Will the clothing store help all families?

I like that everyone in the front office is bi-lingual. It really helps us Spanish speakers.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

The clothing store and food bank will really help families in need. I believe this will help increase our family engagement.

Our HSL is doing a great job communicating with families and providing translation services.

Action 1

Title: Increase Parent Engagement

[Action Details:](#)

Tioga will implement the following goals:

- Increase parent/guardian engagement by having parents monitor their student's Summit portal 4 or more times throughout the year to 50% of all parents.
- Tioga will increase parent participation with Parent University and our Home School Liaison from 15% currently, to 20% or more.
- Increase the % of parents feeling respected and welcome from 89.25% to 92%.

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:
ATLAS data through Parent Portal Access	1. Tioga Parent Advisory Team	1. At the end of each academic quarter
Attendance rosters at school events	2. Home School Liaison	2. At the end of each academic quarter
Annual parent survey data	3. Campus Culture Director and CCT	3. 2x Year.
Weekly Parent Advisory Team rosters	4. Parent Advisory Team	

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

Tioga will continue the following steps:

1. Tioga's parent advisory team, consisting of our HSL, teachers, and principal, will engage parents in monitoring their child's academic progress and participation in school events through weekly informational meetings and training by invitation. Babysitting and snacks will be provided to parents.
2. Regular weekly communication through Parent Square in English, Spanish, and Hmong will be provided to parents. Tioga will send weekly updates and information through the Tioga website, and student email.
3. Tioga will continue its partnership with Parent University. Parent University Empowers parents through parent learning courses to navigate their resources, engages families to take targeted action to achieve career-ready graduates, and connects families to district and community resources that improve student achievement. Parent University will provide parenting classes on-site in the evenings throughout the year.
4. Tioga will allocate funding to provide site outreach to parents including transportation, postage, and materials and supplies for postcards, mailers, and home visits.
5. Tioga's Home School Liaison will help engage parents in learning opportunities, and events, and provide academic and behavioral support throughout the year.
8. Tioga's bilingual 8-hour office assistant will continue to help communicate with parents about academics, attendance, and events.
9. Tioga's Climate and Culture team will create welcoming and inviting parent nights focusing on students and parents.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

EL students will be directly supported through Parent University. Parent University will contact parents in their primary language to engage them in school events and training throughout the year.

Tioga bilingual RCA and office assistant will provide outreach to parents and families of EL students.

EL parents will be invited to regular coffee hour discussions with our site counselors and admin with topics based on how to support EL students at home and what we are and can do to support their proficiency at school.

The Tioga Parent Advisory Team and Parent University will be provided with school data from low-performing student groups to engage parents in school events, communication, and monitoring student progress.

Case managers will contact parents through email, phone, and text. Virtual IEP meetings will be an option for parents who would like to meet from home.

Case managers will contact parents quarterly to discuss student progress towards IEP goals.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga 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	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for site meetings run by our HSL.	2,999.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translation services for parent conference and events.	1,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent engagement events, supplies, and food for our weekly, "Yes We Can!" parent events.	5,000.00

\$9,000.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0455 Tioga Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows x 2	31,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Certificated subs to cover classes for Lead Teacher observations and feedback to peers.	39,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Personnel Req for Justin Carassco to work with students to reduce D's and F's. July 22-26, July 29 - Aug 2, and June 23 - June 30.	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for academics.	6,990.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Rewards and incentives for improving academics through our CCT.	16,813.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contract for EL PLC Advisory.	10,855.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Advisory Student Incentives	4,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Certificated subs for teacher planning.	15,001.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Long-term sub to provide academic support to students.	40,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leasing (4)	14,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Student rewards and incentives for improving academic performance (Counseling Team).	10,000.00
G2A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies for music, art, electives, academics ** NO FOOD OR INCENTIVES **	1,511.00
G2A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	41,650.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Contract for NTA's to monitor fieldtrips for students.	1,500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student rewards and incentives for Tioga Junior Officer Program.	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Food for students to attend off-campus fieldtrips.	4,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Fieldtrips and learning opportunities off-site for students.	15,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions.	17,000.00
G3A1	Sup & Conc	Instruction	Travel			Conference Travel	6,500.00
G3A1	Sup & Conc	Security	Cons Svc/Oth			Fresno Police Department : SRO Perez OT for Tioga Middle School to provide additional supervision and off-site fieldtrips for students. Vendor customer code 12101.	8,490.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions.	3,000.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: Rewards and incentives for improving academics.	6,186.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	7,350.00
G3A2	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental contracts to provide	9,998.00

G3A2		Instruction	Oth Cls-Supp	additional support for attendance and safety.	9 998 nn
G3A3	Sup & Conc	Security	Cons Svc/Oth	Fresno Police Department : SRO Perez OT for Tioga Middle School to provide additional supervision and off-site fieldtrips for students. Vendor customer code 12101.	1,510.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Babysitting for site meetings run by our HSL.	2,999.00
G5A1	LCFF: EL	Parent Participation	Cls Sup-Sup	Translation services for parent conference and events.	1,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	: Parent engagement events, supplies, and food for our weekly, "Yes We Can!" parent events.	5,000.00
					\$343,355.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,160.00
Sup & Conc	7090	\$225,803.00
LCFF: EL	7091	\$40,392.00
Grand Total		\$343,355.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$200,660.00
G2 - Expand student-centered and real-world learning experiences	\$73,661.00
G3 - Increase student engagement in their school and community	\$60,034.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$9,000.00
Grand Total	\$343,355.00