

Tioga Middle

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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. Designee – Colleen Mahmood			X		
4. Daniel Buttle		X			
5. Ashley DeMedio-Meroth		X			
6. Mike Bisset				X	
7. Hanna Gebreselassie				X	
8. Maribel Ramirez-Luna				X	
9. Julian Contreras			X		
10. Alondra Cruz					X
11. Nolan Xiong					X
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Evangelinos		3-31-2023
SSC Chairperson	CORINA T. VALDIVIA		3-31-2023

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 2023/24

Tioga - 0455

ON-SITE ALLOCATION

3010	Title I	\$73,080 *
7090	LCFF Supplemental & Concentration	\$216,380
7091	LCFF for English Learners	\$41,208
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$14,880</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$345,548

* 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	\$2,436
Remaining Title I funds are at the discretion of the School Site Council	<u>\$70,644</u>
Total Title I Allocation	<u>\$73,080</u>

Tioga Middle 2023-2024 - 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	✓		-71 pts	2021-2022	-51 pts
SBAC ELA - percentage of students met/exceeded standard	✓		25.45 %	2021-2022	30.55 %
SBAC Math - Average distance from standard	✓		-125 pts	2021-2022	-100 pts
SBAC Math - percentage of students met/exceeded standard	✓		12.08 %	2021-2022	20.18 %

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.

Goal for all students in ELA DFS is -51. EL students -61, SWD -125, AA-83

Goal for all students in Math DFS is -100, EL students -120, SED -168, AA -136

Monitoring of students through the use of the Summit platform to adjust instruction is based on individual student performance is effective. Currently, 43% of all Tioga students are On Track in ELA8 with 100% of all students passing Power Focus Areas. The percentage of students above 85% as measured by the platform is at 6%. This number traditionally increases as the year progresses due to more complex assignments being assigned.

ELA Tier 1 Actions

1. Use of the Summit curriculum is being used with fidelity throughout all ELA classrooms.
2. The curriculum's focus on real-world learning, diversity, and inclusion is engaging to students. Student on-task behavior as measured by office referrals is much lower in ELA classes compared to others.
3. Tioga students have spent an average of 22 additional hours reading and completing ELA lessons in

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

Tioga has been identified as an ATSI school. Per our ATSI status, all subgroups performed Very Low in ELA and math due to chronic absenteeism. We have implemented a student reward system to encourage student attendance.

iReady this year.

4. Our Climate and Culture Team have implemented bi-weekly student rewards to encourage positive student time-on-task and attendance. Current YTD student attendance is 89.97% compared to last year's 86.7%.

ELA Tier 2 Actions

1. AA, SPED, and EL student data are analyzed during bi-weekly PLC meetings, but teachers are struggling to provide instructional scaffolds and support.

2. Student data is pulled through the Summit platform and analyzed regularly. We have an inconsistent implementation of student support based on need. We are working with our TSA, para-educators, and Teaching Fellows to provide more comprehensive support to identified students.

3. Supplemental contracts have been provided to teachers for planning and training. We have started using FIABs during Q3 in English and math to support individual student needs.

4. Our academic support team has been created using Teaching Fellows. These TF's push into classrooms to work with identified students based on individual assessments by class. This has been effective when TF's work closely with teachers. We are in the process of working with TF's to work with students based on specific caseloads.

5. Our academic support wheel has been effective in decreasing D's and F's for students enrolled in the program per current Q3 student data.

6. More than 200 students are enrolled in our Tioga ELP for academic support. These students have TF tutorial support for 30 minutes daily.

ELA Tier 3 Actions

1. Our Tioga SPED support team works in their weekly PLCs to plan and deliver extra support to our SPED students. This has been effective in increasing student GPAs from Q1 to Q3.

Math Tier Actions

Our math curriculum continues to be Illustrative Mathematics, which has a focus on equity and real-world learning and application.

Student sub-group data is analyzed after each summative assessment, and students are retaught based on their individual data. We are implementing FIAB assessments based on SBAC standards to analyze data by student and standard. This has proven effective. Data from our current FIAB on Functions indicated 36% of our students were near or on standard, and 22% of students were above standard. The average scale score for all students was 2542, which places us in the category of nearly met.

Math instructional minutes continue to be increased through the use of extra math instructional time during science as all of our math teachers are "cored". This has been effective in increasing math proficiency levels.

Teaching Fellows have been effective in running small groups during math instruction.

Supplemental contracts for math teachers to plan and implement best practices have also been effective in increasing math proficiency levels as assessed by our current standardized tests.

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).

ELATier 2, action 1. Our academic coach is providing training and individualized support to teachers in helping them implement instructional support 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 2023/24 SPSA.

We are continuing with our current goals and actions moving into 2023-24.

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

1 SSC:

COVID really hurt students. Almost all of them lost an entire year. How do we make that year up?

I like the curriculum. It's engaging for students. They like reading about people like them who have similar lives and problems.

The math curriculum is hard, but I know it's what students need to get better.

Tutors during the day are good for students. I didn't know we have them after school too in the ASP. We should make sure all parents know they can enroll their students in the afterschool program.

2 ELAC:

3 Staff:

Continue with our current use of Teaching Fellows in math and ELA, but make sure they have assigned caseloads of students.

Use afterschool tutorials to encourage students to earn a Fast Pass.

Bring back student mentoring in advisory to help teachers build relational capacity with students and increase academic proficiency.

Reinforce small group instruction and Task Cards in ELA and Social Science classes.

Teach teachers how to best utilize Parent Square to communicate with families.

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: ☒ 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 the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings and classroom differentiation.
- 2. One on one student mentoring during a 30 minute advisory period bi-weekly with a focus on ELA and math literacy.
- 3. PLC collaboration and data analysis
- 4. End of year SBAC analysis.
- 5. i-Ready Diagnostic Assessments will be administered three times per year and monitored for student growth.
- 6. ATLAS, CAASPP, and Summit Learning Data
- 7. Power BI
- 8. IEP Goals
- 9. Student D's and F's
- 10. iReady Reading Lessons Passed
- 11. FIAB and IAB assessments with a focus on EL, SWD, and AA students

Owner(s):

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

Timeline:

- 1. Bi-weekly
- 2. Bi-weekly one-on-one mentor monitoring through advisory.
- 3. Bi-weekly
- 4. End of year
- 5. 3 times per year
- 6. Bi-weekly or as often as needed.
- 7. Quarterly
- 8. Quarterly
- 9. Weekly
- 10. Bi-weekly
- 11. 6 times per year

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

Tier 1

- 1. ELA curriculum will be delivered to students through the use of the Summit Learning Platform which allows for move-at-your-own-pace, personalized learning for students.
- 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 a total of 50 minutes, to accelerate learning.
- 4. Teachers will use the Summit platform to mentor students one-on-one during advisory, while other students work on iReady.
- 5. The climate and Culture team will work on fostering positive relationships and creating a safe learning environment to positively impact ELA through increased attendance and time on task for all students. This work will be led by our Climate and Culture TSA
- 6. The ELA team will utilize CAASP FIABs to analyze student data to be used in reteaching and small-group instruction.
- 7. Students will have the opportunity to participate in activities and reward programs designed to incentivize students to earn a 2.0 GPA

Tier 2

- 1. PLCs will be provided reports, tools, and supports to analyze and respond to common assessment results by AI and African American, Students with Disabilities, and English Learner student groups.
- 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.
- 3. 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.
- 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 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:

- 1. EL PLC
 - **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 site admin.
 - **Progress Monitoring:** Students will be monitored every two weeks through an analysis of student work and data in Summit, iReady, and ATLAS.
- 2. Content on the platform is provided in Spanish as well as English for Spanish speakers and requires constant student collaboration, writing, presentation, and public speaking to increase ELA fluency.
- 3. EL students will be pulled into small groups during ELA instruction with Teaching Fellows for additional targeted support and instruction during class.
- 4. Access to the core curriculum is provided through the Summit Learning platform. Students may access all assignments and assessments for the year at any place and time. Curriculum is enhanced for EL students as each lesson has EL specific instructions and modifications to increase daily oral language development through regular student discourse.

Specify enhanced services for low-performing student groups:

- 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
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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 the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings.
2. One-on-one student mentoring using Summit Learning data during a 30 minute advisory period bi-weekly with a focus on ELA and math literacy.
3. PLC collaboration and data analysis based on student need
4. SBAC analysis.
5. i-Ready diagnostic assessments to allow for tier 2 support
6. i-Ready, CAASPP, and Summit Learning platform data.
7. Power BI
8. IEP Goals
9. D's and F's
10. iReady
11. FIAB and IABs with a focus on EL, SWD, and AA students

Owner(s):

1. Content Area Teachers, grade level teams and admin
2. Advisory/Mentor teachers
3. Grade Level Teams and ILT
4. Admin Team and ILT
5. Grade Level Teams, Admin, and ILT
6. Summit mentor and supervisor with site leaders
7. Teachers
8. SPED teachers
9. Student Academic Targeted Support Team
10. Math teachers
11. ELA and math teachers

Timeline:

1. Weekly
2. Bi-weekly
3. Weekly or bi-weekly
4. End-of-year analysis
5. 3 times per year
6. Bi-weekly or as often as needed.
7. Quarterly
8. Quarterly
9. Weekly
10. Bi-weekly
11. 6 times per year

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

Tier 1

1. Math curriculum will be delivered to students through the use of the Summit Learning Platform which allows for move-at-your-own-pace, personalized learning for students.
2. Math 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. 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.
5. The math team will utilize CAASP FIABs to analyze student data for reteaching and improving instruction.
6. 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.
7. Students will have the opportunity to participate in activities and reward programs designed to incentivize students to earn a 2.0 GPA

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 sub-group to support student learning.
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.
3. 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.
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 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.

Funds will support supplemental contracts for teachers, GLA or support staff; books, software or apps; technology and equipment.

Specify enhanced services for EL students:

Content on the platform is provided in Spanish as well as English for Spanish speakers which requires constant student collaboration, writing, presentation, and public speaking for EL students.

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

EL students will be pulled into small groups by Teaching Fellows for additional targeted support and instruction in math.

Access to the core curriculum is provided through the Summit Learning platform. Students may access all assignments and assessments for the year at any place and time. Curriculum is enhanced for EL students as each lesson has EL specific instructions and modifications to increase daily oral language development through regular student discourse.

Specify enhanced services for low-performing student groups:

- 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. These students will receive additional small group support during the use of teaching fellows in English and math classrooms.
- SPED teachers will teach both self-contained and co-taught classes. This will enhance instructional strategies for both SPED and GE teachers.

2023-2024 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 : CA Teaching Fellows	56,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for Justin Carrasco, academic counselor.	10,009.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra pay contracts for clubs	10,225.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy machine leasing	12,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Accessors	3,697.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Student Rewards and Incentives for EL Advisories	4,293.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	12,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Cert subs for teacher off-site observations	6,003.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher curriculum and lesson planning during the summer	3,697.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for GLA	10,009.00
G1A2	Sup & Conc	Instruction	Bks & Ref			M and S, books, computers, NearPod, Positivity Project, etc.	11,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student rewards and incentives for improving academic performance	26,674.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Extra pay contract for clubs	2,094.00
G1A2	One-time School	Instruction	Nc-Equipment			Computer and technology replacement/loaners for students and staff.	3,000.00

\$171,701.00

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 %	67.04 %	2022-2023	78.14 %

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 shows 68% of Tioga students indicated a favorable view of student-centered/real-world experiences. This is an increase of 1% from last year.

Tioga has implemented a number of field trips for students to attend colleges and events off-campus in 22-23.

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

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

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

We will increase our off-campus trips to businesses and colleges for students.

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 is no 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 major differences between our intended and actual implementation of these actions.

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 2023/24 SPSA.

We will provide more field trips to students to experience real-world learning and experiences.

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

1 SSC: I think student field trips off campus are a good thing. Students really like them. Can we get more students to attend? I think brining back art to school will make some students want to come to school more. Lots of students like art. Ethnic Studies is a good thing, but how do we get more sections of it? I know we are starting with only one. The math is hard. A lot of it is based on things students like, but it's really hard. Is there a way to make it easier for students to understand? We should have classes like wood shop and metal shop like we used to. Kids like that.	2 ELAC:	3 Staff: How do we get more students to attend field trips? Can we use a different curriculum that would be more engaging and relevant to students? This goal is confusing because we are mandated to teacher our GVC.
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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:	☐ Strong Evidence	☐ Moderate Evidence	☒ 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. Student engagement data and monitoring through ATLAS, 5 Star Student, and Power BI.
- 2. Tioga Extended Day Learning Program through attendance rosters.
- 3. Student curriculum in Summit.
- 4. Field Trip rosters

Owner(s):

- 1. Climate and Culture Team
- 2. Extended Day Learning Program Team
- 3. ILT
- 4. Tioga Extended Day Program Lead

Timeline:

- 1. 1x monthly
- 2. Quarterly
- 3. Quarterly
- 4. Quarterly

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

- 1. Summit curriculum will be provided to students daily with elements focused 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. Tioga Exploring Business program will provide real-world learning opportunities to more than 140 students or 20% of all Tioga students.

Funds will provide teacher time, materials and supplies and transportation.

Specify enhanced services for EL students:

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:

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.

2023-2024 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	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Jalishia Sanders Leadership/Ethnic Studies	11,369.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Tioga Junior Officer Program Rewards and Incentives	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions	25,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Off-campus fieldtrips and learning opportunities for students.	20,000.00

\$66,369.00

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	✓	20 %	38.67 %	2022-2023	30.07 %
Suspension Rate - Semester 1	✓	4.6 %	7.65 %	2022-2023	3.9 %

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.

32% of all Tioga students are currently chronically absent. Students continue to miss school due to illness and to stay home to take care of their siblings per our frequent phone calls and home visits from our Home School Liaison.

23% of African American students are currently chronically absent.

32% of Hispanic students are currently chronically absent.

46% of students with disabilities are currently chronically absent.

30% 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 90% this year from 86% at this time last year. Our HSL continues to meet with parents and students daily to increase student attendance and to decrease chronic absenteeism. Our plan has been moderately effective at the present time.

Suspensions

Our current suspension rate is 9.4%. We have implemented an on-campus alternative to suspension program with intensive counseling to support student SEL and reduce suspensions. We have had only 2 suspensions since the current implementation.

2

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

Students with disabilities continue to be disproportionately absent. Parents are calling these students in as ill more than other students.

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 implementation of these actions.

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 2023/24 SPSA.

We will continue to provide incentives to students to attend school on a regular basis, along with contacting parents daily to reiterate the importance of students attending school.

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

1 SSC:	2 ELAC:	3 Staff:
I like the new Alternative to Suspension program. I think it's great that students get to stay on campus and get counseling and support. I think a lot of parents know students are going to fight but don't say anything to staff. We need to do a better job getting the parents to trust the school. How is the school responsible for students not coming to school? That's the parents' job. Good job making sure you are using money to pay for student incentives to go good. I think the monthly rewards you have are great for students. Make sure you keep having rewards for kids. The Spring Fling sounds like something really fun that students will want to attend. Kids should bet arrested if they assault another student. This would help stop fighting. I like the restorative practices process. I know it has helped my son.		How do we reduce suspensions with more students fighting this year than in previous years? Is RP really helping? How do we help change parent mindsets around students fighting? Lots of students are staying home since the pandemic. It doesn't seem like going to school is as important. Is our HSI helping improve student attendance?

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):

Tier 1

1. All students will be presented with opportunities to engage in morning and lunchtime activities and games provided by our Tioga Campus Culture team.
2. District-adopted SEL curriculum, Second Step and Nearpod, will be taught to all students during Monday Advisory classes to help increase student self-regulation, attendance, and decrease student misbehaviors.
3. All students will engage in one-on-one academic and SEL mentoring bi-weekly with their advisory teacher.
4. 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.
5. 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.
6. Our Tioga administrative team has implemented Discipline Guidelines to increase student attendance and decrease misbehavior. Our team will meet quarterly to calibrate and align our responses to support students.
7. Staff members will focus on interacting positively with students and providing a high ratio of positive interactions. This is a schoolwide focus.
8. Regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students.
9. Materials/Supplies, and student incentives, including copy/lease/products, will be provided through our Campus Culture team to support activities throughout the year.
10. Tioga will continue year 2 of Restorative Practices implementation meant to decrease suspensions and increase student attendance and provide all-staff training.
11. 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, 48% chronically absent, and black students, 40.3% chronically absent.
12. Tioga has implemented an Alternative to Suspension Program starting in February of 2023 as a response to our overall increase in suspensions since 2021-22. 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.

Tier 2 support.

1. 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.
2. 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.
3. Our Tioga TST will focus on Black students, 14% suspension rate, and students with disabilities, 24% suspension rate to support students behaviorally and emotionally.
4. 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.
5. Tioga will use 5 Star Student tracking data to monitor attendance, student engagement, and misbehavior to provide targeted support and intervention.
6. 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.
7. Tioga (GSA) Gay Straight Alliance, will meet a minimum of 2x per month to provide emotional, academic, and career support to all students
8. Tioga 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. Tioga HSL will work with Tier 3 chronically absent students and provide support to parents through on and off-campus training.
- 3. Case Managers for Special Education will be trained to help manage behavior and support students based on their disability and specific needs.
- 4. Counseling and regular progress monitoring will take place weekly for identified students in our special education programs by our SPED teachers, paraeducators, and psychologist.

In addition, funds will support teacher and staff time, conference travel, and materials and supplies.

Specify enhanced services for EL students:

EL students will be monitored and have specific invitations to join clubs and participate in events to help build language fluency by interacting with other students and staff through our Climate and Culture Team.

Bilingual RCA will support EL students with academics, behavior, and attendance support.

Specify enhanced services for low-performing student groups:

- 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.

2023-2024 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	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	12,080.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Steven Lebda prep buyout for TST	11,369.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Alfredo Gutierrez Prep Buyout form TST	11,369.00
G3A1	Sup & Conc	Instruction	Ins Aide-Ext			Classified staff supplemental contracts to support student behavior including during lunch for class	15,616.00
G3A1	Sup & Conc	Instruction	Travel			Conference Travel	5,500.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	10,540.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	11,500.00
G3A1	LCFF: EL	Attendance & Social Work Services	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions	5,000.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand-in-Hand Mentors : Hand-in-Hand Mentors	11,880.00

\$94,854.00

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 %	78.95 %	2022-2023	88.05 %

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 indicates 84% of our staff responded favorably to our organizational culture. This is a 5-point increase since the Fall survey.

Our actions are being implemented with fidelity.

Our staff has engaged in cultural diversity training.

Our Campus Culture Team meets weekly to plan celebrations and events for staff.

Hiring panels consist of a diverse cross-section of staff members.

Diverse Lead Teachers, CCT, and TST members are recruited to represent the needs of our staff and students.

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.

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).

No changes are necessary.

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 2023/24 SPSA.

No changes are necessary.

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

1 SSC: Is it hard to get people to apply to be a teacher? How do we get more diverse people to apply for jobs? I think teaching is hard and lots of people don't want to do it. I think the staff is diverse and helpful. I think teachers need to feel more supported with discipline and the staff survey numbers will go up. We can do more positive things for the teachers with our campus culture team. That way they will feel happier.	2 ELAC:	3 Staff: We feel supported by admin, but our students are more challenging this year and it makes teachers want to leave. How do we increase diversity when the hiring pools aren't very diverse?
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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. 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: ☐ 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. Data will be measured by staff and student demographics, which are currently: Students • 18% White • 9% Black • 64% Hispanic • 15% Asian • 2% Two or more races Staff • 36% White • 15% Black • 50% Hispanic • 4% Asian Current staff meeting the definition of people of color is 64%. Current student population meeting the definition people of color is 89% Current female staff members 55%, male staff members 45%. 2. Staff Survey Data		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
Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction): 1. All staff will engage in 8 hours of cultural diversity training. 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 Staff in support of EL students: EL site lead will sit on our ILT and Campus Culture Teams as a representative for EL students.		Specify enhanced services for Staff to support low-performing student groups: 8 hours of Diversity and Inclusion training will be delivered to the staff within the 2022-23 year. Summit training on mentoring and targeted instruction for low-performing groups will take place in the summer, fall, and spring. PL will be provided to our staff on our inclusionary model with enhanced services and instruction to students. EL PL and support will be provided to the staff during Buyback and 2x more throughout the year to all literacy teachers. This will include information on the RFEP process, along with tools and strategies to support EL students in class.	

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	✓	83.3 %	79.4 %	2022-2023	83.5 %

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.

Our Spring survey indicated that 76% of parents responded favorably in the family engagement domain. This is a slight decrease from our Fall survey.

Our current goals include the following:

1. Tioga's parent advisory team consisting of parents, HSL, 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. The team continues to struggle in engaging parents. Chronic absenteeism is still high and we are struggling to get parents to engage in using ATLAS.
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. This has been effective and continues.
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.
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.
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.

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 none.

7. Tioga's bilingual 3 1/2-hour office assistant will continue to help communicate with parents about academics, attendance, and events. This has been effective in better responding to parent needs.

8. Tioga's Climate and culture team will create welcoming and inviting parent nights focusing on students and parents. This has been effective. We have our next Spring Fling event happening in three weeks.

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).

We have not fully implemented goal 1, our parent advisory team. We are still working on building the team.

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 2023/24 SPSA.

We are going to work on building our team for goal 1 this year, and continue into 23-24.

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

1 SSC: Lots of parents let their children have more freedom in middle school and are less involved. Parent Square is a good way to communicate with parents. I know some parents that don't have it yet though. Let's try to get students in elementary school registered for Parent Square so everyone will have it when they get to Tioga. I like the money being spent on parent involvement and events. I think more parents will show up if we feed them.	2 ELAC:	3 Staff: We use ATLAS messenger a lot as teachers to communicate with parents. It seems to work. It's hard to get parents to come to school to meet with us. We need to bring back teams next year. It's easier to discuss students and meet with parents.
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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 2% 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.

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

Tioga will continue the following steps:

1. Tioga's parent advisory team consisting of parents, HSL, 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.
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 childcare and meals for parents and students at events throughout the year.
5. Tioga will allocate funding to provide site outreach to parents including transportation, postage, and materials and supplies for postcards, mailers, and home visits.
6. Tioga's Home School Liaison will help engage parents in learning opportunities, events, and provide academic and behavioral support throughout the year.
7. Tioga's bilingual 6 hour office assistant will continue to help communicate with parents about academics, attendance, and events.
8. Tioga's Climate and culture team will create welcoming and inviting parent nights focusing on students and parents.

Specify enhanced services for Families of EL students:	Specify enhanced services for Families of low-performing student groups:
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.	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.
Tioga bilingual RCA and office assistant will provide outreach to parents and families of EL students.	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.
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.	Case managers will contact parents quarterly to discuss student progress towards IEP goals.

2023-2024 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	Mat & Supp			HSL M and S for parent engagement and events. **No food or incentives**	5,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent engagement events and supplies	5,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Translation services for parent conferences and events	1,312.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup			Babysitting for HSL site meetings	1,312.00

\$12,624.00

2023-2024 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 : CA Teaching Fellows	56,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contract for Justin Carrasco, academic counselor.	10,009.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra pay contracts for clubs	10,225.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy machine leasing	12,500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Accessors	3,697.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Student Rewards and Incentives for EL Advisories	4,293.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	12,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Cert subs for teacher off-site observations	6,003.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Teacher curriculum and lesson planning during the summer	3,697.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contract for GLA	10,009.00
G1A2	Sup & Conc	Instruction	Bks & Ref			M and S, books, computers, NearPod, Positivity Project, etc.	11,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student rewards and incentives for improving academic performance	26,674.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Extra pay contract for clubs	2,094.00
G1A2	One-time School	Instruction	Nc-Equipment			Computer and technology replacement/loaners for students and staff.	3,000.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Jalishia Sanders Leadership/Ethnic Studies	11,369.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Tioga Junior Officer Program Rewards and Incentives	10,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions	25,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Off-campus fieldtrips and learning opportunities for students.	20,000.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	12,080.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Steven Lebda prep buyout for TST	11,369.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Alfredo Gutierrez Prep Buyout form TST	11,369.00
G3A1	Sup & Conc	Instruction	Ins Aide-Ext			Classified staff supplemental contracts to support student behavior including during lunch for class	15,616.00
G3A1	Sup & Conc	Instruction	Travel			Conference Travel	5,500.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	10,540.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand-in-Hand Mentors	11,500.00
G3A1	LCFF: EL	Attendance & Social Work Services	Mat & Supp			: Student events and festivals to decrease student absenteeism and suspensions	5,000.00
G3A1	One-time School	Guidance & Counseling Services	Subagreements			Hand-in-Hand Mentors : Hand-in-Hand Mentors	11,880.00
G5A1		Parent Participation	Mat & Supp				5,000.00

G5A1	Title 1 Basic	Parent Participation	Mat & Supp	HSL M and S for parent engagement and events. **No food or incentives**	5,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent engagement events and supplies	5,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup	Translation services for parent conferences and events	1,312.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Sup	Babysitting for HSL site meetings	1,312.00
					\$345,548.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$73,080.00
Sup & Conc	7090	\$216,380.00
LCFF: EL	7091	\$41,208.00
One-time School	7099	\$14,880.00
Grand Total		\$345,548.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$171,701.00
G2 - Expand student-centered and real-world learning experiences	\$66,369.00
G3 - Increase student engagement in their school and community	\$94,854.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,624.00
Grand Total	\$345,548.00