

Tioga Middle

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin Evangelinos	X				
2. Chairperson – Yan Jiang				X	
3. Miguel Contreras			X		
4. Victor Leyva Lopez		X			
5. Angel Ramirez		X			
6. Kimberly Lee		X			
7. Mia Hernandez					X
8. Tyler Yang					X
9. Amayah Nutt					X
10. Michael Bisset				X	
11.					
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 _____.

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		4/20/22
SSC Chairperson	Yan Jiang		04/20/22

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 2022/23

Tioga - 0455

ON-SITE ALLOCATION

3010	Title I	\$58,766 *
7090	LCFF Supplemental & Concentration	\$185,850
7091	LCFF for English Learners	\$38,352
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$69,620</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$352,588

* 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	\$2,312
Remaining Title I funds are at the discretion of the School Site Council	<u>\$56,454</u>
Total Title I Allocation	\$58,766

Tioga Middle 2022-2023 - 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
ELPAC - percentage of students who scored 4			16.35 %	2020-2021	19 %
i-Ready ELAD2 proficiency - percentage of students on/above	✓		24.32 %	2021-2022	29 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		15.37 %	2021-2022	20 %

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.

I-Ready ELA On Level

i-Ready % of all students on grade level is at 24% compared to 16% to start the year. This is a significant increase of 8%. Our i-Ready goal is to have 29% of students on grade level.

I-Ready Math On Level

i-Ready % of all students on grade level is at 16% compared to 6% to start the year. This is a significant increase of 10%. Our i-Ready goal is to have 20% of students on grade level.

CAASP Data and Site Metric

Site metrics and analysis for 2022-23 will focus on the most recent data from the California State Dashboard which was 2019. Tioga's Site Metric will be CAASP data from 2019 compared to the end of the year modified CAASP data in 2021-22.

English

In 2019, Tioga students overall were 43.4 points below standard. In 2023, our goal is to be 38.4 points below standard, which will continue to keep us in the Yellow Tier of the California 5x5 grid. This would be a positive

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

I-Ready ELA On Level

There are no discrepancies. All student groups increased.

I-Ready Math On Level

There are no discrepancies. All student groups increased.

ELPAC Percent Making Annual Progress

We are waiting on finalized 2022 data, however, preliminary results show significant growth.

gain of 5 points overall in ELA

Our 3 year trend in ELA distance from standard is as follows:

2017: 62.9 points below standard

2018: 54 points below standard

2019: 43.4 points below standard

In 2019, African American students were 69 points below standard. Our goal is to increase proficiency by 8 points to 61 points below standard. In 2019, English Learners were 60.9 points below standard. Our goal is to increase proficiency by 5 points to 55.9 points below standard. In 2019, Students with disabilities were 114.3 points below standard. Our goal is to increase proficiency by 5 points to 99.3 points below standard.

Math

In 2019, Tioga students overall were 94.5 points below standard. In 2023, our goal is to be 90.5 points below standard, which will continue to keep us in the Yellow Tier of the California 5x5 grid. This would be a positive gain of 4 points overall in math.

In 2019, African American students were 126 points below standard. Our goal is to increase proficiency by 8 points to 118 points below standard.

In 2019, English Learners were 102.3 points below standard. Our goal is to increase proficiency by 5 points to 97.3 points below standard. In 2019, Students with disabilities were 179.7 points below standard. Our goal is to increase proficiency by 5 points to 174.7 points below standard.

Implementation of Actions

Our implementation of actions this year was challenging due to the ongoing COVID-19 pandemic. We had large percentages of students chronically absent, currently 50% as of 3/11/22. This has greatly impacted many of our site actions.

1. ELA and math curriculum is being delivered to students through the use of the Summit Learning Platform on student tablets which has allowed for move-at-your-own-pace, personalized learning. This has been effective for students regularly attending campus as evidenced by our growth in i-Ready for both Reading and math.
2. Use of the platform in Summit has allowed for real-time data analysis in order to help teachers meet the immediate needs of students. This Tier 1 practice is effective as teachers meet weekly in Grade Level Teams to analyze student data and plan interventions.
3. Tier 2 interventions have not been as effective this year as we've had difficulty hiring Teaching Fellows. Instead of the 5 we had budgeted, we have only been able to hire 2 this year to work with students. We have been assured to have a full complement of 5 Teaching Fellows for 2022/23 to work with students one-on-one and in small groups to provide targeted Tier 2 support.

ELPAC Percent Making Annual Progress

Current data indicates 38% of Tioga English Learners are making progress towards proficiency. Our Tioga goal for 2022/23 will be 50 % of students making progress towards proficiency. Our newly formed ELPAC Targeted Support Team will work with our EL students throughout the year to meet this goal in 2022/23.

English Actions

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 have a focus on real-world learning and application.
 3. African American, special education, and English Learner data will be analyzed during monthly PLC meetings with the end result of tier 1 and 2 cycle of continuous review plans created for each sub-group to support student learning.
 4. Student data will be pulled through the Summit Learning platform weekly with struggling students supported by teachers, paraeducators, and Teaching Fellows for additional support. Tier 2
 5. All students will be enrolled in Advisory, a daily 30-minute period where students complete Power Focus Areas and i-Ready assignments, to fill in specific instructional gaps at their assessed grade level. Tier 1
 6. ELA teachers will have part-time Teaching Fellows to teach small group instruction for designated students based on projects and Power Focus Area data from the Summit Learning platform.
 7. 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.
 8. Supplemental contracts will be provided for planning, training, lead teachers, and alignment of curriculum to Summit and Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need intervention and enrichment. Tier 1 and 2.
- The pandemic and reduction in staff PLC meetings has reduced our ability to effectively implement actions 3, 4, and 6. These will be implemented again in 2022/23.

Math Actions

1. Math curriculum will be delivered to students through the use of the Summit Learning Platform on student tablets which allows for move-at-your-own-pace, personalized learning. The focus of the program is on conceptual math, where students are involved in weekly math projects and standards-based content assessments. Tier 1
 2. Math curriculum will have a focus on real-world learning and application.
 3. African American, special education, and English Learner data will be analyzed during monthly PLC meetings with the end result of tier 1 and 2 plans created for each sub-group to support student learning.
 4. Student data will be pulled through the Summit Learning platform weekly in math with struggling students supported by teachers, paraeducators, and Teaching Fellows for additional support. Tier 2
 5. All students will be enrolled in Advisory, a daily 30-minute period where students complete Power Focus Areas and i-Ready to fill in specific instructional gaps at their assessed grade level. Tier 1
 6. Math instructional minutes for all students will increase through math/science blocks each day. Math minutes will be increased to average 75 minutes per day. Tier 1
 7. Math teachers will have part-time Teaching Fellows to teach small group instruction for designated students based on math concepts and Power Focus Area data from the Summit Learning platform.
 8. 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.
 9. Supplemental contracts will be provided for planning, training, lead teachers, and alignment of curriculum to Summit and Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need intervention and enrichment. Tier 1 and 2.
- The pandemic has limited our abilities to implement actions 3 and 7. Both will be implemented with fidelity in 2022/23.

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).

Due to the pandemic, chronic absenteeism impacted many of our programs. in-person grouping and push-in instruction from Teaching Fellows has been limited. Mentoring sessions with students have also been impacted due to a lack of students in class, along with academic and socio-emotional interventions.

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 2022-23 SPSA.

We are going to continue with our plan created in 2020. Additional staffing in 2022/23 will allow us to increase our academic, behavioral, and socio-emotional interventions to support students.

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:

Feedback

- Team is excited to have a Home School Liaison to help meet with parents and inform them on our programs. The addition of an additional academic counselor is welcomed to help students transition from 6th to 7th grade and 8th to 9th.
- It's good to see funds being used to support positive things for students on campus for students who are doing well.
- How will the extra copy machine help students?
- Field trips will be a good addition. Many of our students don't get to visit business or colleges until they are out of high school.
- Will the new HSL be bilingual?
- Why is it important for EL students to get re-designated? How does that help them in high school?

Suggestions

- Can we do more to help educate parents about middle school?
- Can the new HSL do home visits?

2 ELAC:

See SSC

3 Staff:

Staff provided input to help create the SPSA. The following items were added from staff input into our 2022/23 budget:

1. Extra copy machine
2. Continuing the contract with Teaching Fellows
3. Advisory mentoring
4. Removal of Grade Level Teams
5. Ideas for field trips to visit local businesses
6. Increase of rewards and incentives for students attending class and doing well academically.

- What kind of tutoring will you provide to struggling students?

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

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

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

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 have a 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. 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

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 cycle 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 alignment of curriculum to Summit and Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need acceleration.
4. Tioga will create a 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 non-ELA and math classrooms to support student academics.
5. Tioga will create an academic/climate and culture elective wheel to provide support to targeted students based on their assessed needs as identified by our Student Academic Support Team.

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.

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.

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.

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.

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: <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 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

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

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

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 have a 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. 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. This work will be led by our Climate and Culture TSA

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 cycle 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 alignment of curriculum to Summit and Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need acceleration.
4. Tioga will create a 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 non-ELA and math classrooms to support student academics.
5. Tioga will create an academic/climate and culture elective wheel to provide support to targeted students based on their assessed needs as identified by our Student Academic Support Team.

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:

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.

2022-2023 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 : California Teaching Fellows	55,438.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher development and classroom observational opportunities on and off campus.	10,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra pay contract for tutorial and EL PC	5,999.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Positive Prevention Plus, 5-Star Students, books, and extra curriculum.	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Extra Duty Days for GLA	10,001.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: computers and technology	3,900.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,715.00
G1A1	One-time School	Instruction	Nc-Equipment			Computers and technology repairs/replacement	2,728.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	2,312.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student rewards and incentives for improving academic performance	14,132.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copy machine(s) leasing	11,000.00
G1A2	LCFF: EL	Instruction	Direct-Maint			: Computer replacement and repair.	3,372.00
G1A2	One-time School	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout Misty Perez Employee # 1078059	10,928.00
G1A2	One-time School	Instruction	Teacher-Supp			Teacher contracts for curriculum, lesson design, and planning during the summer.	10,001.00

\$164,525.00

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	✓		74.59 %	2021-2022	78 %

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.

Student-centered real-world learning experiences:

Site Defined 80% of all Tioga students will participate in real-world learning experiences through enrollment in CTE courses or off-campus field trips based on future careers. Summit curriculum will be provided to all students and will incorporate real-world projects and learning.

We were unable to participate in off-campus field trips this year due to the pandemic, but will resume with an increased budget in 2022/23.

We are continuing our student enrollment in CTE courses and Summit curriculum based on student interest.

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

The COVID 19 Pandemic made any off-campus trips to businesses not possible. There is no disproportionality of students enrolled in our CTE courses or Summit curriculum.

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 were unable to provide off-campus trips to students. This money is being repurposed for student computers, materials and supplies. We have continued with our regular student clubs, curriculum, and lunchtime activities.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We continuing with our original plan of providing students learning opportunities off-campus. This information is found in Goal 2 Action 1, number 3.

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:
Feedback: Team is excited students will be able to go off-campus to visit colleges and businesses.	See SSC	Afterschool Program Lead Teacher has volunteered to plan and supervise off-campus field trips.

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

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.

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

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

courses and off-campus field trips. This will be monitored by our site ILT and the Extended Day Program.

participate in off-campus field trips. This will be monitored by our site ILT and the Extended Day Program.

2022-2023 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	Buyout prep Meagan Schiller	10,928.00
G2A1	Sup & Conc	Instruction	Direct Trans			*Other* : Field trips and learning opportunities off-site for students	16,864.00

\$27,792.00

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	✓		45.5 %	2021-2022	20 %
Suspension Rate - Semester 1	✓		4.71 %	2021-2022	4.6 %

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.

Chronic Absenteeism

50 % of all students are chronically absent overall. Our plan was not able to be implemented due to the pandemic.

Chronic Absenteeism (African American)

52 % of African American students are chronically absent. Our plan was not able to be implemented due to the pandemic.

Chronic Absenteeism (Students with Disabilities)

53 % of students with disabilities are chronically absent. Our plan was not able to be implemented due to the pandemic.

Suspensions

Currently 6% of all students have suspended one time or more. We continue to decline year to year.

Current Actions:

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. Tioga bilingual Spanish RCA will work to build relationships with students to engage in academic, social emotional, and attendance support.
3. Our Tioga TST will meet weekly led by our Tier 2 intervention specialist with a focus on at-risk students. Identified students will receive additional support as needed based on their social emotional or academic needs.
4. Hand-in-Hand Mentors will be hired to support students with attendance and appropriate behavior.

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 have been disproportionately suspended this year. We have had a number of our SPED teachers out this year due to maternity leave and illness, which has led to this increase.

Chronic absenteeism has been high this year for all students due to the pandemic. There is no discrepancy between groups.

5. Bilingual RCA will be hired to provide academic, behavioral, and attendance support to students.
 6. Tier 2 Intervention Specialist will be split-funded with DPI to provide targeted attendance and behavior support to students. This person will also lead our TST.
 7. 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-DPrinting, Minecraft, Sports, Cheer, Dance, RC Racing, Auto Shop, Arts and Crafts, Digital D&D. Clubs will take place during lunch and afterschool.
 8. Tioga will utilize 5 Star Student tracking data to monitor attendance, student engagement, and misbehavior to provide targeted support and intervention as needed.
 9. Teachers will mentor students one on one through 0 period advisory bi-weekly to encourage student participation and academic success.
 10. Staff members will focus on interacting positively with students and providing a high ratio of positive interactions. This is a schoolwide focus.
 11. Regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students.
 12. Materials/Supplies, student incentives, including copy/lease/products will be provided through our Campus Culture team to support activities throughout the year.
 13. Tioga Black Students United will conduct regular meetings during lunch and after school to provide emotional, academic, and college and career support to our African American students. 14. Tioga (GSA) Gay Straight Alliance will meet a minimum of 1x per month to provide emotional, academic, and career support to all students.
 15. Other lunch and afterschool clubs requested by students will be formed based on student interest and need.
- The above actions have been implemented with fidelity this year as much as possible due to high chronic student absenteeism. These actions have continued to reduce student suspensions and increase student participation in school events and will continue in 2022/23.

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).

The pandemic has greatly increased chronic absenteeism and an uptick in student misbehavior. Our Targeted Support Team has done an excellent job in supporting student socio-emotional needs this year. We have had a large percentage of students and teachers absent which has not allowed us to properly implement our targeted 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 2022-23 SPSA.

We are going to move forward with our plan from 2021-22 with the hope of the declining pandemic not impacting our implementation.

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:

Feedback: Glad you have additional counselors on-site to support students who need counseling.

Many parents didn't feel safe sending children to school this year because we were worried our children would bring COVID home with them.

2 ELAC:

See SSC

3 Staff:

We're glad to finally have a team of counselors on-site to help students who have emotional needs.

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

1. Weekly TST data analysis from ATLAS on Chronic Absenteeism, Suspensions, Misbehaviors, and student engagement
2. 5 Star Student data.
3. ATLAS chronic absenteeism and Student Misbehavior Data
4. Quarterly student attendance and misbehavior data

Owner(s):

1. Tioga Student Behavior and Emotional Support TST
2. Climate and Culture Team
3. Climate and Culture Team, SPED team, and TSA
4. TST, CCT, and SPED team

Timeline:

1. 1x weekly
2. 1x monthly
3. 1x quarterly for calibration
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, will be taught to all students during Monday Advisory classes to help increase student self-regulation, attendance, and decrease student misbehaviors.
3. 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.
4. 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 afterschool.
5. Our Tioga administrative team has implemented Discipline Guidelines to increase student attendance and decrease student misbehaviors. Our team will meet quarterly to calibrate and align our responses to support students.
6. Teachers will mentor students one on one through 0 period advisory bi-weekly to encourage student participation and academic success.
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, student incentives, including copy/lease/products, will be provided through our Campus Culture team to support activities throughout the year.
10. Other lunch and afterschool clubs requested by students will be formed based on student interest and need.
11. All supervision staff will be CPI trained on how to de-escalate student behavior.

Tier 2

1. Tioga bilingual Spanish RCA will work to build relationships with students to engage in academic, social emotional, and attendance support.
2. 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.
3. Tioga Student Behavior and Emotional Support TST meets weekly 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 with a goal of decreasing student misbehavior and increasing student belonging and wellness.
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 with strategies to help themselves.
5. Tioga will utilize 5 Star Student tracking data to monitor attendance, student engagement, and misbehavior to provide targeted support and intervention as needed.
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

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. Identified students will be supported by our admin team through one on one mentoring during the day both inside and outside of class.
4. Case Managers for Special Education will be trained to help manage behavior and support students based on their disability and specific needs.
5. Counseling and regular progress monitoring will take place weekly for identified students in our special education programs by our SPED teachers, paraeducators, and psychologist.

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.

2022-2023 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	Instruction	Travel			: Unbound Ed	1,016.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Climate and culture extra pay contracts	5,999.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sub			Subs for classified staff PL to build their repertoire of strategies when working with students,	1,999.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for clubs such as GSA and BSU. **No food or incentives**	3,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student events and festivals, along with incentives on-site.	7,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		47,791.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.2500		15,931.00
G3A1	LCFF: EL	Attendance & Social Work Service	Subagreements			Hand-in-Hand Mentors : Hand-in-Hand Mentors	15,334.00
G3A1	One-time School	Instruction	Teacher-Supp			Extra pay contracts for clubs	5,001.00
G3A1	One-time School	Instruction	Travel			Conferences and related travel expenses	7,984.00
G3A1	One-time School	Attendance & Social Work Service	Subagreements			Hand-in-Hand Mentors : Hand-in-Hand Mentors	30,666.00

\$141,721.00

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	✓		86.3 %	2021-2022	88 %

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 current survey for Spring 2022 states 95% of our staff members have a favorable view of our organizational environment. This is a large increase from Fall, where we were at 86%.

Our current process of involving staff and lead teachers in all major school decisions has led to an increase in staff members having a positive outlook on our overall environment. We will continue these policies into 2022/23.

Our process of all hiring panels will consist of a diverse cross-section of staff members closely matching our student population will also continue through this year and next.

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

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).

None.

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 2022-23 SPSA.

None.

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:

It's good to hire people that look like our students. I believe students trust people more who look like them.

Most teachers are great, but some seem unhappy or stressed. This might be due to COVID. Are you doing something to help them?

2 ELAC:

See SSC

3 Staff:

I'm glad we're doing things to recognize our valuable staff members. Adding a new Climate TSA should also help the staff feel valued.

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

- 11% White
- 9% Black
- 64% Hispanic
- 12% Asian
- 2% Two or more races

Staff

- 36% White
- 10% 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%, mal 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 and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

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 Professional Development or Staff Services to support EL students:

EL site lead will sit on our ILT and Campus Culture Teams as a representative for EL students.

Specify Professional Development or Staff Services 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	✓		82.2 %	2021-2022	83.3 %

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 82% of our family members responded favorably. This matches our Fall survey. The COVID pandemic has made it difficult to meet with parents.

Our current goals consist of the following:

Goal 1: Increase parent/guardian engagement by having parents monitor their student's ATLAS portal 4 or more times throughout the year to 50% of all parents. We will monitor this quarterly through Tioga created parent surveys. Current data puts this number at less than 10%. This has been challenging with high rates of chronic absenteeism.

Goal 2: Tioga will increase parent participation at school sponsored events from 20% currently to 40% or more. This will be monitored quarterly through attendance rosters at both on-and off-campus events. This goal has not been met due to parents not being allowed on campus for most of the year.

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

No inequities since parents have not been allowed on campus this year.

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).

The COVID pandemic has stopped both of our goals from happening as State rules have prohibited parents from visiting the campus. For most of the year, parents have had to meet with our office staff through a window in the front of the office. This has negatively impacted goal 1 and 2. As COVID restrictions are lifting, we anticipate goals 1 and 2 to be increasingly implemented.

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 2022-23 SPSA.

We are adding a Home School Liaison in 2022/23. He/she will have a budget and various duties focused on increasing parent engagement at Tioga.

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:

What are the responsibilities of the Home School Liaison? Will this person speak Spanish? What types of things will the HSL to get parents involved? Are you going to have events that allow parents back on campus this year and next? What about babysitting? Will you provide babysitting for parents? When will Parent University be back next year?

2 ELAC:

See SSC

3 Staff:

The addition of an HSL will greatly help with parent involvement. What types of things will the HSL be able to do? Can we have the HSL contact parents for teachers?

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

ATLAS data through Parent Portal Access

Attendance rosters at school events

Annual parent survey data

Owner(s):

1. Tioga Parent Advisory Team

2. Home School Liaison

3. Campus Culture Director and CCT

Timeline:

1. At the end of each academic quarter

2. At the end of each academic quarter

3. 2x Year.

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

Tioga will continue the following steps:

1. Tioga's parent advisory team consisting of parents, HSL (new position), teachers, administrators, and classified personnel, will engage parents in monitoring their child's academic progress and participation in school events. This team will create a tiered system of engagement designed to increase parent participation from historically less-engaged groups. These include students with chronic absenteeism and special needs.
2. Regular weekly communication through School Messenger in English, Spanish, and Hmong will be provided to parents. Tioga will send weekly updates and information through School Messenger, the Tioga website, and student email.
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.
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 to provide academic and behavioral support throughout the year.
7. Tioga's bilingual 3 1/2 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 with a focus on students and parents.

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

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.

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

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.

2022-2023 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 materials and supplies for community engagement and events **No food or incentives**	2,312.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375		11,548.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translation services. **No IEPs or 504**	1,001.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for meetings run by HSL	1,001.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			HSL materials and supplies for community engagement and events... on and off campus.	2,688.00

\$18,550.00

2022-2023 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 : California Teaching Fellows	55,438.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher development and classroom observational opportunities on and off campus.	10,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Extra pay contract for tutorial and EL PC	5,999.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Positive Prevention Plus, 5-Star Students, books, and extra curriculum.	20,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Extra Duty Days for GLA	10,001.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: computers and technology	3,900.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	3,715.00
G1A1	One-time School	Instruction	Nc-Equipment			Computers and technology repairs/replacement	2,728.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows	2,312.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Student rewards and incentives for improving academic performance	14,132.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Copy machine(s) leasing	11,000.00
G1A2	LCFF: EL	Instruction	Direct-Maint			: Computer replacement and repair.	3,372.00
G1A2	One-time School	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep buyout Misty Perez Employee # 1078059	10,928.00
G1A2	One-time School	Instruction	Teacher-Supp			Teacher contracts for curriculum, lesson design, and planning during the summer.	10,001.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Buyout prep Meagan Schiller	10,928.00
G2A1	Sup & Conc	Instruction	Direct Trans			*Other* : Field trips and learning opportunities off-site for students	16,864.00
G3A1	Title 1 Basic	Instruction	Travel			: Unbound Ed	1,016.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Climate and culture extra pay contracts	5,999.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sub			Subs for classified staff PL to build their repertoire of strategies when working with students,	1,999.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for clubs such as GSA and BSU. **No food or incentives**	3,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student events and festivals, along with incentives on-site.	7,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500		47,791.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.2500		15,931.00
G3A1	LCFF: EL	Attendance & Social Work Service	Subagreements			Hand-in-Hand Mentors : Hand-in-Hand Mentors	15,334.00
G3A1	One-time School	Instruction	Teacher-Supp			Extra pay contracts for clubs	5,001.00
G3A1	One-time School	Instruction	Travel			Conferences and related travel expenses	7,984.00
G3A1	One-time School	Attendance & Social Work Service	Subagreements			Hand-in-Hand Mentors : Hand-in-Hand Mentors	30,666.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: HSL materials and supplies for community engagement and events **No food or incentives**	2,312.00

G5A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Office	0.4375	11 548 nn
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Translation services. **No IEPs or 504** 1,001.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Babysitting for meetings run by HSL 1,001.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			HSL materials and supplies for community engagement and events... on and off campus. 2,688.00
						\$352,588.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,766.00
Sup & Conc	7090	\$185,850.00
LCFF: EL	7091	\$38,352.00
One-time School	7099	\$69,620.00
Grand Total		\$352,588.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$164,525.00	
G2 - Expand student-centered and real-world learning experiences	\$27,792.00	
G3 - Increase student engagement in their school and community	\$141,721.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$18,550.00	
Grand Total		\$352,588.00