

**Tioga Middle**

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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<b>District Goals</b>	
<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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</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 rewritten during the second semester of each school year for annual approval by the Board of Education.</p>

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Vice-Principal - Colleen Mahmood (designee)</b>	X				
2. <b>Chairperson - Meagan Schiller</b>		X			
3. <b>Nancy DelReal</b>		X			
4. <b>Kathryn Saldivar</b>		X			
5. <b>Danette (Dee) Gillespie</b>			X		
6. <b>Bently Nem</b>					X
7. <b>Mayra Mancillas-Arroliga</b>					X
8. <b>Angel Lara</b>					X
9. <b>Blade Oestreich</b>				X	
10. <b>Jesus Torres</b>				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name: Tioga Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Evangelinos		4/25/25
SSC Chairperson	Meaganschilke		4/8/25

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

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

FY 2025/26

Tioga - 0455

**ON-SITE ALLOCATION**

3010	Title I	\$77,613 *
7090	LCFF Supplemental & Concentration	\$225,144
7091	LCFF for English Learners	\$45,114

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$347,871</b>
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,524
Program Budget	\$75,089
Total Title I Allocation	\$77,613

**ESSA Assistance Status: Not Identified for Assistance**

## Tioga Middle 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✓		43.1 %	2023-2024	44.2 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		38.9 %	2023-2024	40 %
SBAC ELA - Average distance from standard	✓	-48 pts	-47.9 pts	2023-2024	-38.9 pts
SBAC ELA - Average distance from standard (English Learner)	✓	-74 pts	-101.5 pts	2023-2024	-86.5 pts
SBAC ELA - Average distance from standard (Long-Term English Learner)	✓		-111.1 pts	2023-2024	-96.1 pts
SBAC ELA - percentage of students met/exceeded standard	✓	33.5 %	34.5 %	2023-2024	38.5 %
SBAC Math - Average distance from standard	✓	-80 pts	-82 pts	2023-2024	-67 pts
SBAC Math - Average distance from standard (English Learner)	✓		-131.7 pts	2023-2024	-116.7 pts
SBAC Math - Average distance from standard (White)	✓		-124 pts	2023-2024	-109 pts
SBAC Math - percentage of students met/exceeded standard	✓	23.8 %	23.5 %	2023-2024	28.8 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the **Smarter Balanced Assessment Consortium (SBAC)** data, while overall student performance on the SBAC ELA and Math assessments has shown improvement, English Learners (ELs) and Long-Term English Learners (LTELs) continue to perform significantly below the standard. The ELPI growth rate for ELs (43.1%) and LTELs (38.9%) remains below our improvement targets. Additionally, the average distance from the standard for ELs in SBAC ELA (-86.5 points) and Math (-116.7 points) highlights a persistent achievement gap. Targeted interventions and instructional support are needed to accelerate language development and academic proficiency in core subjects.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

**Cause 1** Inconsistent or Insufficient Professional Development for Teachers: Insufficient scaffolded support in English Language Arts (ELA) and Math. Teachers need additional training on differentiated instruction, data analysis, and intervention strategies to effectively close learning gaps. There was a lack of funding to provide department planning dates to align curriculum and common formative assessments.

**Cause 2:** Inequitable access to high-quality Math and ELA instructional resources: Students entering a new grade are working below grade level, which presents challenges for teachers as they strive to close learning gaps while maintaining the pace of the curriculum to meet grade-level expectations. Math and ELA curricula may not always include language-rich, scaffolded tasks that support ELs in accessing grade-level content. The current curriculum and instructional materials may not provide enough opportunities for conceptual understanding, discourse, and problem-solving, particularly for underperforming subgroups

**Cause 3:** Although chronic absenteeism has declined, it remains disproportionately high at 37.3% for African American students, 23.8% for English Learners (ELs), and 24.7% for Long-Term English Learners (LTELs), according to the CA Dashboard. This persistent absenteeism negatively impacts academic achievement, causing students to fall behind in the curriculum and making it challenging for teachers to provide the necessary support for them to catch up.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

**1. Inconsistent or Insufficient Professional Development for Teachers and Staff- Specific Needs to Address the Problem:**

- Provide teachers with ongoing, comprehensive professional development on effective scaffolding techniques and strategies for integrating language development within content areas. This initiative directly supports efforts to improve the ELPI growth rate for English Learners (ELs) at 43.1% and Long-Term English Learners (LTELs) at 38.9%, both of which remain below target.
- Implement additional language support programs to ensure English Learners receive differentiated instruction with targeted tools such as sentence starters, graphic organizers, and structured academic discourse strategies. These supports will help bridge language gaps and improve SBAC ELA scores, where ELs currently score -86.5 points and LTELs -96.1 points below the standard.
- Allocate two to three dedicated planning days per year for teachers to develop and refine instructional strategies that integrate language development with rigorous content instruction, ensuring alignment with data-driven intervention efforts.

**2. Students Entering New Grades Below Grade Level- Specific Needs to Address the Problem:**

- Allocate additional instructional time during the school day for remediation and skill-building, including structured advisory periods to reinforce essential academic skills.
- Provide targeted small-group instruction and focused intervention groups to support students who have missed foundational concepts in previous grades, ensuring they receive the necessary reinforcement to close learning gaps.
- Utilize teaching fellows to provide one-on-one tutoring and academic support for struggling students, ensuring personalized assistance where needed.
- Implement differentiated instruction strategies, including academic discourse, collaborative groupings, and targeted interventions, to meet students at their individual skill levels. By addressing foundational learning gaps, these strategies will support overall improvement in SBAC ELA (38.5%) and Math (28.8%) scores.

**3. Chronic Absenteeism- Specific Needs to Address the Problem:**

- Family Engagement and Support Programs:
  - Leverage the Community Schools Coordinator to develop family engagement initiatives to support consistent school attendance.
  - Address common barriers to attendance, such as transportation challenges, lack of school supplies (e.g., backpacks, coats), and food insecurity, to ensure students can attend school regularly without external obstacles.
- Data-Driven Attendance Tracking:
  - Utilize comprehensive attendance tracking systems such as ATLAS and Power BI to monitor absenteeism trends, identify at-risk students, and implement early intervention strategies.

- Assign home-school liaisons to conduct home visits for families of chronically absent students, offering personalized support and intervention to improve attendance outcomes.
- Student Incentives and Motivation Programs:
  - Implement attendance-based incentive programs, including park parties, school festivals, special events, and recognition initiatives, to encourage and reward students for consistent attendance and academic improvement.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Comprehensive Literacy Program to Support all Students

Partially Implemented

1. Teachers have been meeting during their weekly PLC meetings to plan instruction, analyze student data, and monitor student progress. Student progress information was shared with the site administration at the end of each grading period, and feedback was provided. **This was fully implemented.**
2. A substitute teacher covered an extra prep period for English teachers, allowing them to provide instructional feedback on best practices to their ELA colleagues. **This was fully implemented.**
3. Supplemental contracts for planning, training, lead teachers, and curriculum alignment to Smarter Balance Interim Assessments were provided. Teachers were given planning days. This was **partially implemented**, for not all teachers took advantage of this opportunity.
4. The ELA curriculum incorporated regular FIAB assessments to monitor student progress and provided data-driven feedback for instructional planning and reteaching. However, the implementation was only partially successful, as this was the department's first attempt at integrating this type of assessment. Additionally, there were inconsistencies in administration, as assessments were not conducted simultaneously across the department, leading to variations in data collection and instructional alignment.
5. All students are enrolled in advisory, a daily 30-minute period during which they complete IReady reading assignments twice weekly for 50 minutes to accelerate learning. **This is fully implemented.**
6. Teaching fellows will support targeted students for small group instruction in ELA classrooms. **This is partially implemented.** Due to a lack of experience in the classroom from teaching fellows and a lack of training, the teaching fellows are limited in helping on a one-to-one basis.
7. Students will be able to participate in activities and reward programs designed to incentivize students to earn a 2.0 GPA **This is fully implemented.**

### Action 2: Comprehensive Mathematics Program to Support all Students

Fully Implemented

1. Teachers met during their weekly PLC meetings to plan instruction, analyze student data, and monitor student progress. At the end of each grading period, student progress information was shared with the site administration, who provided feedback accordingly. This initiative was **fully implemented.**
2. Math leads were allocated an extra preparation period to observe other classrooms and provide instructional feedback on best practices. This strategy was **fully implemented.**
3. Supplemental contracts were provided for planning, training, lead teacher support, and curriculum alignment with Smarter Balanced Interim Assessments. These efforts aimed to more effectively identify students in need of acceleration. However, this initiative was only **partially implemented.**
4. The math curriculum was designed with a conceptual approach and structured into smaller, manageable segments to enhance comprehension. This approach was **fully implemented.**
5. The math team utilized CAASPP FIABs to analyze student data, reteach concepts, and improve instruction. This strategy was **fully implemented.**
6. Math teachers were paired to teach math and science, allowing them to use additional math instruction time during science classes for reteaching and small-group instruction. This practice was fully implemented.
7. Students were given opportunities to participate in various activities and reward programs designed to encourage them to achieve a 2.0 GPA or higher. This initiative was **fully implemented.**
8. Targeted students were enrolled in the Tioga Extended Day Learning Program, receiving one-on-one academic support from Teaching Fellows. However, this program was only **partially implemented.**

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

#### Action 1: Comprehensive Literacy Program to Support all Students

Partially Effective

1. The SBAC ELA average distance from the standard improved slightly, from -48 points (target) to -47.9 points (actual).
2. The percentage of students meeting/exceeding the SBAC ELA standard increased from 34.5% to 38.5%, demonstrating overall progress in literacy achievement.
  - However, English Learners (ELs) and Long-Term English Learners (LTELs) remain significantly below standard despite minor improvements:
    - ELs improved from -101.5 points to -86.5 points.
    - LTELs improved from -111.1 points to -96.1 points.
  - The ELPI growth rate for ELs (43.1%) and LTELs (38.9%) remains below the improvement target, indicating that more targeted interventions are needed to accelerate language development and literacy proficiency.

#### Action 2: Comprehensive Mathematics Program to Support all Students

Effective

- 1. The SBAC Math average distance from the standard improved significantly, moving from -80 points (target) to -67 points (actual), demonstrating notable progress.
- 2. The percentage of students meeting or exceeding the SBAC Math standard increased from 23.5% to 28.8%, indicating a positive trend in student proficiency.
- 3. However, White students, EL students, and LTEL students continue to perform significantly below standard:
  - White students actual of -124 points with a target of -109 points
  - EL students actual of -131.7 points with a target of -116.7 points
  - LTEL students actual of -111.1 with a target of -96.1 points
- These results suggest that additional scaffolding, differentiated instruction, and language integration within math instruction are necessary to support English Learners (EL) and Limited English Proficient (LEP) students in accessing rigorous mathematical content.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next school year, Tioga Middle School will become a Bilingual Emergent School, welcoming 30 students into a program where 30% of the curriculum will be delivered in Spanish. To support this expansion, the school will add a BCLAD-certified History teacher for 7th grade and a Spanish teacher to enhance bilingual instruction and language development to strengthen bilingual instruction and targeted language development. Research on bilingual immersion programs highlights several key benefits, including cognitive flexibility, enhanced problem-solving skills, and improved executive functioning, which contribute to higher academic performance across subjects.

**Section D: 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.

**SSC:**

1. Interest in exploring family engagement programs to ensure parents are informed and involved in student progress.
2. Can my child have more classes after school to learn more?
3. How can my son get a tutor in class to help him with his grades in math? So, he can be in the level of any other student whether that be math or any other one.

**ELAC:**

1. Request for more bilingual instructional materials and additional translation services for parent meetings.
2. How can my daughter get more help with her English?
3. I like when information is in Spanish to help me understand. Write the information in Spanish on the Marquee outside of school.

**Staff:**

1. Request additional time for PLCs to analyze EL data and refine instructional strategies.
2. It would be nice to have a subscription to Delta Math for use in SCIENCE for procedural fluency in math. With a subscription, we can choose particular problems and print pages out.
3. Purchase a poster to create classroom posters that assist in math and ELA lessons.

**Action 1 :**

## Comprehensive Literacy Program to Support all Students

**Action Details:**

To improve ELA outcomes across all tiers of instruction, Tioga will implement a structured, data-driven approach to literacy development.

**In Tier 1**, the ELA curriculum will incorporate regular FIAB assessments, real-world learning experiences, and a school-wide Advisory period focused on iReady reading acceleration. Teachers will collaborate in weekly PLC meetings to analyze student progress, with site administration providing ongoing feedback. The Climate and Culture team will foster a positive school environment to support attendance and engagement, while incentive programs will encourage students to maintain a 2.0 GPA.

**In Tier 2**, PLCs will receive targeted reports and training to address achievement gaps for African American, Students with Disabilities, and English Learners, with Teaching Fellows providing small-group instruction. A dedicated Student Academic Support Team will track at-risk students bi-weekly and deploy Teaching Fellows for in-class intervention.

**In Tier 3**, the Extended Day Learning Program will offer one-on-one support, and the SPED support team will work in PLCs to strengthen academic literacy for students with disabilities. Funding will be allocated for instructional materials, supplies, and a copier to facilitate program implementation.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

**Tier 1**

1. ELA curriculum will implement regular FIAB assessments to monitor student progress and provide feedback for planning and reteaching.
2. ELA curriculum will focus on real-world learning, diversity, and inclusion.
3. Advisory will provide all students with structured literacy acceleration through iReady reading assignments (twice per week for 50 minutes), focusing on closing foundational gaps and improving overall academic performance.
4. Weekly PLC meetings will be dedicated to data analysis and instructional planning, ensuring teachers tailor instruction to student needs. Student progress data will be shared with site administration each grading period to drive instructional adjustments.
5. The climate and Culture team will work on fostering positive relationships and creating a safe learning environment to increase attendance and time on task for all students. This work will be led by our Climate and Culture TSA.
6. Incentive programs will encourage students to maintain a 2.0 GPA, reinforcing academic motivation and engagement.
7. English leads will have an extra prep period covered by substitute teachers, which will allow them to provide instructional feedback on best practices to their ELA colleagues.

**Tier 2**

1. PLCs will receive disaggregated data reports and tools to analyze and respond to common assessment results for African Americans, Students with Disabilities, and English Learners to identify learning gaps and adjust instruction accordingly.
2. Teaching Fellows will support targeted students for small group instruction in ELA classrooms, offering additional scaffolding and language development support for struggling student
3. Supplemental contracts will fund curriculum planning and alignment to Smarter Balanced Interim Assessments, allowing teachers to identify students needing acceleration and implement targeted interventions.
4. Tioga will continue our Student Academic Support Team consisting of the following: 3 academic counselors, TSA, principal, VP, GLA, and Teaching Fellows. This team will meet bi-weekly using D and F data to target students for acceleration using Teaching Fellows. Teaching Fellows will push into ELA classrooms to support targeted students.

**Tier 3**

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

Funding will support the acquisition of instructional materials, supplies, and a copier to facilitate targeted intervention and personalized learning efforts.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

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

Based on the SBAC 2024 ELA Results, English Learner (EL) students at Tioga Middle School continue to perform significantly below standard, with 71.6% of EL students not meeting the standard and only 10.8% nearly meeting it. The percentage of EL students meeting or exceeding the standard in ELA is 10.8%, an increase of 3.4 percentage points from 2023 but still 123 points below standard (DFS -123).

Reclassified EL students, however, show a drop in performance, with a 4.9% decrease in students meeting/exceeding the standard, and a 14.2-point decline in DFS compared to 2023. This highlights a need for continued language and academic support beyond reclassification to ensure sustained progress.

## Student Groups

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

**African American (AA):**

**White (WH):**

**Long Term English Learner (LTEL):**

To address these gaps, Tioga Middle School is implementing targeted instructional strategies, additional support services, and expanded access to real-world learning opportunities for EL students, including newcomers and LTEs.

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

**African American (AA):**

**White (WH):**

**Long Term English Learner (LTEL):**

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

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

7091 0455 4760 1000 4300 Student festivals \$3000

7091 0455 1110 2495 2260 Translation services \$1000

7091 0455 1110 2495 4300 Parent engagement events \$5000

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

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

**African American (AA):**

**White (WH):**

**Long Term English Learner (LTEL):**

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

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

- **Goal:** Support EL students throughout the year, focusing 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:** The lead Teacher will plan and provide PLC agendas, training, and plans to support reclassification and student growth.
- **Time/Schedule:** The PLC will meet twice a month to plan and prepare materials for targeted advisory lessons.
- **Student Incentives:** Members will plan field trips and incentive programs with the support of the site admin.
- **Progress Monitoring:** Students will be monitored every two weeks by analyzing student work and data in Ready and ATLAS.
- **Training:** EL Teachers will attend FUSD training to provide the best practices to support our students.

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

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

## Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> <li>Improving foundational literacy skills through iReady reading assignments in Advisory, increasing EL student engagement with structured literacy acceleration.</li> <li>Enhancing teacher capacity through PLC meetings where EL progress data (FIAB, iReady, ATLAS, and CFAs) is analyzed, leading to informed instructional planning.</li> <li>Increasing student participation in academic discourse, writing, and speaking opportunities within EL Advisory and ELA classrooms to promote English proficiency.</li> <li>Measuring Progress Through:             <ul style="list-style-type: none"> <li>FIAB (math and ELA)</li> <li>iReady assessments (administered bi-weekly in advisory).</li> <li>PLC data discussions and site administration feedback (monthly).</li> <li>ELPAC progress monitoring through Advisory PLCs (bi-weekly).</li> <li>ATLAS, CAASPP</li> <li>Power BI</li> <li>IEP Goals</li> <li>IAB assessments with a focus on EL, SWD and AA students</li> </ul> </li> <li><b>Monitored by</b> Classroom teachers, PLC leads, Site Admin, and EL teachers.</li> </ul>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We'll shape these behaviors by...</p> <ul style="list-style-type: none"> <li>Increasing EL students' engagement in structured academic discussions, collaborative writing, and public speaking activities to improve ELA fluency and SBAC ELA performance.</li> <li>Raising EL reclassification rates by ensuring EL students make progress on the ELPAC and are prepared for transition into mainstream courses.</li> <li>Improving the SBAC ELA average distance from standard for ELs, moving from -86.5 points closer to the target of -47.9 points.</li> <li>Reducing D and F rates for EL students through Advisory small-group interventions and targeted in-class support from Teaching Fellows.</li> <li>Increasing student attendance rates through incentives (field trips, events, awards) and support from the Climate and Culture team.</li> <li>Measuring Progress Through:             <ul style="list-style-type: none"> <li>ELPAC growth rate tracking every six weeks.</li> <li>SBAC Interim Assessments (Smarter Balanced) and student work evaluations.</li> <li>D and F reports (bi-weekly in Student Academic Support Team meetings).</li> <li>Attendance reports.</li> </ul> </li> <li><b>Monitored by:</b> EL PLC Team, Site Admin, Teaching Fellows, Department Leads, and Climate and Culture team.</li> </ul>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>We'll ultimately achieve these impacts by...</p> <ul style="list-style-type: none"> <li>Closing the achievement gap for EL students, ensuring their SBAC ELA performance is within 20 points of the standard instead of over 80 points below.</li> <li>Increasing the percentage of EL students meeting/exceeding ELA and Math standards, exceeding the current rates of 38.5% (ELA) and 28.8% (Math).</li> <li>Ensuring that at least 50% of ELs and LTELs improve one ELPI level, surpassing the current 43.1% (ELs) and 38.9% (LTELs) growth rates.</li> <li>Maintaining high attendance rates and engagement metrics, reducing chronic absenteeism through Climate and Culture initiatives and student incentive programs.</li> <li>Strengthening family engagement by expanding parent workshops hosted by community school coordinator/Admin. and translation services (HSL) to better involve families in student academic progress.</li> <li>Measuring Success Through:             <ul style="list-style-type: none"> <li>Annual SBAC performance reports.</li> <li>ELPI growth reports and reclassification rates.</li> <li>Parent engagement metrics and climate and culture fall and spring survey results.</li> </ul> </li> <li><b>Monitored by:</b> Site Admin, Climate and Culture TSA, Lead Teachers, EL Teachers, HSL &amp; Community School Coordinator.</li> </ul>

**Action 2 :**

## Comprehensive Mathematics Program to Support all Students

Action Details:

Tioga will implement a multi-tiered mathematics support system that prioritizes conceptual learning, real-world application, and targeted interventions to improve student achievement.

### **Tier 1**

The math curriculum will be broken into small, manageable sections to enhance comprehension, focusing on diversity and inclusion. Math teachers will collaborate in weekly PLC meetings to analyze CAASP FIAB assessment data and refine instruction while utilizing additional math time in science classes for reteaching and small-group instruction. The Climate and Culture team, led by the TSA, will work to foster a positive learning environment that increases attendance and engagement, and incentive programs will encourage students to maintain a 2.0 GPA. Math leads will receive extra prep time to observe classrooms and provide instructional feedback.

### **Tier 2**

PLCs will analyze African American, Special Education, and English Learner student data monthly, leading to continuous review cycles and targeted instructional plans. Teaching Fellows will provide in-class support, and supplemental contracts will fund teacher training, planning, and curriculum alignment to Smarter Balanced Assessments. The Student Academic Support Team will meet weekly to track student progress using D and F data, ensuring timely interventions for struggling students.

### **Tier 3**

Target students will receive one-on-one support through the Tioga Extended Day Learning Program, while the SPED support team will implement weekly small-group math interventions to improve foundational math literacy.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

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### **Tier 1**

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

### **Tier 2**

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

### **Tier 3**

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

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

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

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

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

## Student Groups

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

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

3010 0455 1110 2495 4300 Supplies & Materials for parent meetings/events \$525.00

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

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

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

7091 0455 4760 1000 1160 EL Professional Learning Advisory supplemental funds \$5,501.00

7091 0455 4760 1000 1160 ELPAC Assessors \$4,001.00

7090 0455 1110 1000 4300 Materials & Supplies \$3,000

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

**What are planned actions to support English learner students?**

Teacher PLCs will pull EL student data separately to monitor their RFEP and academic progress during bi-weekly PLC meetings, accelerating their learning to match that of their non-EL counterparts.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> <li>• Enhancing conceptual understanding of math through chunked instruction and real-world applications.</li> <li>• Increasing student engagement and participation in structured small-group learning, leveraging additional math time during science classes for reteaching.</li> <li>• Improving teachers' ability to use data-driven decision-making by implementing CAASP FIAB assessments to refine instruction and identify struggling students.</li> <li>• Creating a positive learning environment through Climate and Culture initiatives that encourage attendance, engagement, and time on task.</li> <li>• Measuring Progress Through:             <ul style="list-style-type: none"> <li>◦ CAASPP data</li> <li>◦ FIAB and IABs with a focus on EL, SWD and AA students.</li> <li>◦ Student participation rates in incentive programs and advisory interventions (tracked monthly).</li> <li>◦ PLC data analysis and instructional adjustments (weekly).</li> <li>◦ D and F data tracking and student progress reports (every grading period).</li> <li>◦ Power BI</li> <li>◦ IEP goals</li> <li>◦ I-Ready diagnostic assessments to allow for tier 2 support.</li> <li>◦ SBAC analysis</li> </ul> </li> <li>• Monitored by: Math teachers, PLC leads, Site Admin, and the Climate and Culture TSA</li> </ul>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> <li>• Increasing student confidence and engagement in math, leading to greater participation in classroom discussions and problem-solving activities.</li> <li>• Improving SBAC Math scores, decreasing the average distance from standard for English Learners (-116.7 points) and Special Education students by at least 15 points per year.</li> <li>• Reducing D and F rates among targeted student groups through weekly intervention meetings and push-in support by Teaching Fellows.</li> <li>• Increasing teacher collaboration and instructional effectiveness through extra math prep periods leads to observing and providing peer coaching.</li> <li>• Measuring Progress Through:             <ul style="list-style-type: none"> <li>◦ SBAC Interim Assessments and classroom performance data (every six weeks).</li> <li>◦ Monthly PLC reviews of disaggregated student data (African American, Special Education, English Learners).</li> <li>◦ Attendance and engagement metrics from Climate and Culture team.</li> </ul> </li> <li>• Monitored by: Math PLC teams and Site Admin.</li> </ul>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <ul style="list-style-type: none"> <li>• Closing the achievement gap for underperforming student groups, ensuring their SBAC Math performance aligns more closely with the schoolwide target (-67 points from standard).</li> <li>• Increasing the percentage of students meeting/exceeding Math standards, surpassing the current 28.8% proficiency rate.</li> <li>• Improving long-term academic success, ensuring more students qualify for advanced math coursework in high school.</li> <li>• Sustaining a culture of high expectations and engagement, supported by consistent attendance improvements through Climate and Culture initiatives.</li> <li>• Measuring Success Through:             <ul style="list-style-type: none"> <li>◦ Annual SBAC performance reviews.</li> <li>◦ Longitudinal tracking of reclassified English Learners and Special Education students in mainstream math courses.</li> <li>◦ Student attendance trends and Climate and Culture survey data.</li> </ul> </li> <li>• Monitored by: Site Admin, Climate and Culture TSA, and Math PLC Leadership Teams.</li> </ul>

# 2025-2026 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	Teacher-Subs			Certificated substitutes for teacher observations and peer feedback. **No IEPs or 504s**	21,689.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies and Materials for parent meetings/events (postage, parent handbook, parent communication folders, etc.) to enhance communication and participation. **No Food or Incentives**	822.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Long term sub to provide academic support to students	49,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers planning days to collaborate on differentiated instruction, data analysis, and targeted intervention strategies to effectively close learning gaps among our underperforming students.	28,386.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Rewards and Incentives for improving academics through our CCT	23,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Academics	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leasing	15,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Advisory Student Incentives	3,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : To support EL students with targeted interventions and instructional support to accelerate language development and academic proficiency.	24,612.00
G1A2	Sup & Conc	Instruction	Teacher-Supp				10,531.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Academics	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,001.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			EL Advisory Supplemental Contracts	5,501.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	3,000.00

**\$198,543.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	80.4 %	75.8 %	2024-2025	80 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the Fall 2024 Climate and Culture survey results, Tioga Middle School saw a 10% increase from Spring 2024 results, with 71% of students now responding favorably to the question about real-world preparedness. However, 29% of students did not respond favorably, highlighting an opportunity to further strengthen instructional strategies and programs that connect classroom learning to real-world experiences for all students.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. The current Math, Science, ELA, and Social Science curricula lack sufficient integration of real-world experiences, limiting students' ability to apply their learning in practical contexts.
2. Teachers lack adequate resources, training, or support to incorporate meaningful real-world learning experiences into their instruction.
3. Insufficient funding for field trips and career fairs restricts students' exposure to real-world learning opportunities and career exploration.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Real-world experiences need to be more deeply integrated into the Math, Science, ELA, and Social Science curricula to enhance student learning and application.
2. Teachers require additional resources and support, such as extra pay contracts to provide student clubs to effectively provide meaningful real-world learning experiences.
3. There is a need for increased funding to support field trips and career fairs, ensuring students have greater exposure to real-world opportunities.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Increase Student Centered Learning Experiences

Partially Implemented

1. Tioga's curriculum will focus on real-world learning experiences in ELA, math, science, and social studies. Partially implemented more allocated funds needed for teacher trainings.
2. Extra pay contracts will enable teachers to plan and support lessons designed around real-world learning experiences. Partially implemented, not enough funds.
3. Field trips to off-campus locations and colleges will be offered to students through the Tioga Extended Learning Program. Partially implemented, not enough funds.
4. The Tioga CTE program will provide real-world learning opportunities for more than 175 students, or 25% of all Tioga students. Fully implemented to meet student desires.
5. The Tioga Exploring Business program will offer real-world learning opportunities for over 140 students, or 20% of all Tioga students. Fully implemented to meet student desires.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### Action 1: Increase Student Centered Learning Experiences

Effective

These approaches are **effective**, as demonstrated by the 10% growth in real-world experiences from the Climate and Culture Fall survey results.

- 1. Tioga's curriculum emphasizes real-world learning experiences in ELA, math, science, and social studies. Teachers utilize Professional Learning Communities (PLCs) to collaborate on strategies for integrating real-world applications into ELA, Math, Science, and Social Studies, enhancing student engagement and practical learning experiences. However, due to the emphasis on standard-based testing, common assessments, and data analysis during PLC sessions, additional dedicated time and embedded training are necessary to support teachers in effectively incorporating real-world learning experiences into their curriculum. Furthermore, some educators require targeted professional development to strengthen their ability to integrate real-world applications into instruction.
2. Extra pay contracts will empower teachers to plan and support lessons centered around real-world learning experiences.
    - Extra pay contracts provide teachers the necessary support and incentive to develop and implement lessons incorporating real-world learning experiences, enhancing student engagement and practical application of academic concepts. The availability of some allocated funding has encouraged educators to design engaging, real-world-aligned lessons, contributing to a more dynamic and relevant curriculum. However, to maximize the effectiveness of this initiative, clear communication and guidance must be provided to ensure that teachers fully understand the application process and eligibility criteria for utilizing extra pay contracts. Establishing a more structured system for accessing these funds will enable more educators to integrate real-world applications into their instruction, ultimately benefiting student learning and preparation for future career and academic pathways.
  3. The Tioga Extended Learning Program will offer students field trips to off-campus locations and colleges.
    - Students who participated in field trips reported higher levels of engagement and a stronger connection to real-world applications, demonstrating the effectiveness of experiential learning opportunities in reinforcing classroom instruction. However, despite the positive impact of these experiences, field trips were only accessible to a limited portion of the student population due to a lack of allocated funds for transportation, restricting their overall reach and effectiveness. Expanding access and addressing barriers to participation will be essential in maximizing the impact of field trips on student engagement and learning outcomes.
  4. The Tioga Exploring Business program will provide real-world learning opportunities for more than 140 students, or 20% of all Tioga students.
    - While the program proved effective for those enrolled, its overall impact remained limited, as only 20% of the student population could participate. Additionally, scheduling constraints restricted access for students who could have benefited most from these learning experiences. Expanding more vocational program availability and addressing scheduling barriers with current programs will be critical in ensuring that a broader

range of students can engage in real-world business, thereby enhancing their preparedness for postsecondary pathways and workforce opportunities.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To address the ongoing need for enhanced real-world learning experiences, Tioga Middle School has introduced a **Community Schools Coordinator** to expand career-focused opportunities and strengthen community partnerships. This initiative directly supports the school's goal of increasing student preparedness for real-world applications, as highlighted in the Fall 2024 Climate and Culture survey, where 29% of students expressed a lack of confidence in their readiness for postsecondary education and career pathways. The **Community Schools Coordinator** will play a critical role in bridging the gap between classroom instruction and practical, hands-on experiences by collaborating with local businesses, industry professionals, and postsecondary institutions. Through these partnerships, students can access career fairs, industry-specific workshops, and hands-on learning experiences designed to help them explore various career pathways and develop practical skills applicable to real-world settings.

- This role will provide all students, particularly those who have historically lacked access to career exposure, with the tools and experiences necessary to navigate their future academic and professional journeys confidently. Expanding real-world learning opportunities is expected to increase student engagement, improve perceptions of career readiness, and support long-term academic and professional success.

**Section D: 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.

**SSC:**

1. " More information on real-world learning, they do everything on the computer. Reading more books because parents do not understand what they are doing on the computer. Real-world learning so they are more active."
2. I think its important they have real-world experiences. Do career fairs.
3. More speakers with careers should come in classrooms to talk to students. Maybe like nurses and police officers.

**ELAC:**

1. More field trips to help students learn.
2. Teach the kids how to talk to adults so they are ready for a real job.
3. There have been improvements in this area but more can be done. Bring people who have real jobs to talk to the kids.

**Staff:**

1. Tioga's activities director and co-director would like to attend CADA for fresh ideas on implementing real-world experience opportunities.
2. I suggest we continue using IM for math.
3. It's important to introduce students to people who are either in college or working in a trade.
4. Providing educational endeavors at the Renaissance Fair and Civil War Re-Enactment for students who have good grades and great attendance. This will include our SPED history students.
5. Bring the 'real world' to our campus, i.e., Fresno Police Canine Unit, Hook-and-ladder truck from Fresno Fire, Fresno State Jazz Band, Fresno Philharmonic String quintet... any local company/organization that can actively, engagingly demonstrate what they do. (How about an Air National Guard jet, or a Coast Guard helicopter? ...this would definitely engage our students and pique their interests.)

## Action 1 :

### Increase Student Centered Learning Experiences

#### Action Details:

This plan includes teacher training, allocated funds for teachers to serve as advisors for student clubs and enrichment programs, and enhanced support for integrating real-world experiences into the classroom and school events. A Community Schools Coordinator has been added to the staff to expand real-world learning opportunities for Tioga students by strengthening community partnerships and collaborating with local businesses to organize career fairs and career exploration events. Additionally, Tioga will implement a comprehensive plan focused on student activities, CTE courses, and real-world curriculum to ensure students are engaged in student-centered and real-world learning.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

1. Tioga's curriculum is designed to incorporate real-world learning experiences across English Language Arts (ELA), Math, Science, and Social Studies. Instruction is delivered through Interdisciplinary lessons that integrate skills applicable to real-world scenarios and Digital resources and technology to support interactive learning.
2. Teacher Training & Extra Pay Contracts: Teachers will receive professional development and extra pay contracts to design and implement real-world learning experiences in their lessons.
3. Field Trips & Extended Learning: The Tioga Extended Learning Program will allow students to visit off-campus work locations and colleges, exposing them to career pathways and higher education opportunities.
4. Tioga Exploring Business Program: More than 140 students (20% of the student body) will participate in business and finance programs, gaining practical skills in financial literacy, entrepreneurship, and professional communication.
5. Student Activities & Clubs: Allocated funds will allow teachers to serve as advisors for student clubs and enrichment programs, expanding opportunities for engagement beyond the classroom..

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Based on the SBAC 2024 ELA Results, English Learner (EL) students at Tioga Middle School continue to perform significantly below standard, with 71.6% of EL students not meeting the standard and only 10.8% nearly meeting it. The percentage of EL students meeting or exceeding the standard in ELA is 10.8%, an increase of 3.4 percentage points from 2023 but still 123 points below standard (DFS -123).

Reclassified EL students, however, show a drop in performance, with a 4.9% decrease in students meeting/exceeding the standard, and a 14.2-point decline in DFS compared to 2023. This highlights a need for continued language and academic support beyond reclassification to ensure sustained progress.

To address these gaps, Tioga Middle School is implementing targeted instructional strategies, additional support services, and expanded access to real-world learning opportunities for EL students, including newcomers and LTELs.

## Student Groups

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

With Title I funds, we plan to support EL students by:

- Providing targeted academic interventions through an Extended Day Learning Program with EL-focused tutoring and support in ELA and Math.
- Purchasing supplemental curriculum, which provides differentiated reading and language support for EL students.
- Professional development for teachers on EL instructional strategies (e.g., ELD scaffolding and SDAIE techniques) to improve EL student outcomes.
- Bilingual Para will provide in-class language support and small-group instruction.

- Family engagement workshops put on by our community school coordinator to support EL parents in navigating the school system, understanding EL student progress, and accessing resources.

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

- Utilizing paraprofessionals to assist in targeted intervention classes.
- Providing designated ELD instructional materials that focus on academic vocabulary development, structured writing, and language acquisition.
- Supporting newcomer students with language acquisition bilingual resources to bridge language barriers quickly.
- Funding off-campus field trips for EL students to college campuses, business industries, and career-related learning experiences to enhance real-world language application.

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

- ILT and PLC Collaboration:
  - Professional Learning Communities (PLCs) will analyze EL student progress data to inform instruction.
  - Teachers will collaborate on best practices for designated and integrated ELD strategies.
- ILT and Extended Day Learning Program Focus on CTE Enrollment:
  - The ILT and Extended Day Learning Program team will recruit EL students into CTE courses and off-campus field trips to expand access to career-connected learning.
  - Participation will be monitored by the ILT and Extended Day Program Team to ensure equitable access.
- Monitoring & Support:
  - Site EL Team and Administration will review ELPAC scores, formative assessments, and classroom engagement data to identify students needing additional support.
  - Reclassified EL student progress will be monitored to ensure continued success in mainstream courses.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p><b>We will achieve these changes in knowledge and learning:</b></p> <ul style="list-style-type: none"> <li>• Increased student engagement and participation in real-world learning activities in ELA, Math, Science, and Social Studies.</li> <li>• Teachers will frequently incorporate real-world applications into their lesson plans due to professional development and extra pay contracts.</li> <li>• Students will gain awareness of career pathways through field trips, career fairs, and our business/CTE program.</li> </ul> <p><b>How these outcomes will be measured:</b></p> <ul style="list-style-type: none"> <li>• Classroom Observations &amp; Walkthroughs: Administrators will observe lessons to assess the integration of real-world learning and give feedback.</li> <li>• Student Surveys: Feedback will be collected on student perceptions of real-world connections in their classes and during climate and culture surveys.</li> <li>• Lesson Plan Reviews: Teachers will share lesson plans during PLC.</li> <li>• Teacher Feedback &amp; PD Participation: Attendance and feedback from professional development sessions will be tracked.</li> </ul> <p><b>Who will monitor these outcomes?</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership Team (ILT)</li> <li>• Community School Coordinator</li> <li>• Administrators</li> </ul>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p><b>We want to see these behaviors:</b></p> <ul style="list-style-type: none"> <li>• Students will actively engage in career exploration activities and demonstrate increased interest in college and career pathways.</li> <li>• Teachers will regularly implement interdisciplinary and real-world learning strategies in their instruction.</li> <li>• Increased participation in CTE business program, student clubs, and enrichment activities.</li> </ul> <p><b>How these outcomes will be measured:</b></p> <ul style="list-style-type: none"> <li>• Student Participation Data: Enrollment numbers in CTE business program, field trips, and extracurricular activities will be tracked.</li> <li>• Classroom Engagement Assessments: Surveys and focus groups in leadership classes will measure student engagement in real-world learning.</li> <li>• Teacher Implementation Data: Walkthrough data and professional learning (PLCs) reflections will assess the consistency of real-world lesson integration.</li> </ul> <p><b>Who will monitor these outcomes?</b></p> <ul style="list-style-type: none"> <li>• Site Leadership Team</li> <li>• Student Activities Coordinator</li> <li>• Teachers &amp; Club Advisors</li> <li>• Administrators</li> </ul>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p><b>Ultimately, we want to achieve these impacts:</b></p> <ul style="list-style-type: none"> <li>• Increased college and career readiness, with students demonstrating the skills needed for postsecondary success.</li> <li>• Higher student engagement and academic performance, particularly in core (Math, ELA) subjects with real-world integration.</li> <li>• More students pursuing CTE business courses.</li> <li>• A stronger school-to-career pipeline, with students having access to industry connections (e.g., guest speakers, field trips).</li> </ul> <p><b>How these outcomes will be measured:</b></p> <ul style="list-style-type: none"> <li>• College &amp; Career Readiness Data: Number of students enrolling in advanced classes (ELA, Advance Math), and CTE pathway program.</li> <li>• Promotion Data: Tracking student transitions into high school, CTE program or career training (real world experiences).</li> <li>• Climate &amp; Culture Survey Data: An increase in students reporting that they see connections between real world experiences.</li> <li>• Community &amp; Business Engagement: Growth in partnerships with local businesses and postsecondary institutions.</li> </ul> <p><b>Who will monitor these outcomes?</b></p> <ul style="list-style-type: none"> <li>• School Administrators</li> <li>• Climate and Culture Team</li> <li>• Academic Counselors</li> <li>• Community School Coordinator</li> </ul>

## 2025-2026 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	Mat & Supp			: Food for students to attend off campus field trips to strengthen instructional strategies that connect classroom learning to real-world experiences.	3,676.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to enhance instructional strategies and programs that connect classroom learning to real-world experiences.	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Student trips and incentives for our Junior Officer Program to give exposure to real world learning opportunities and career exploration.	10,000.00

**\$16,676.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		33.6 %	2023-2024	29 %
Chronic Absenteeism - (White)	✓		37.3 %	2023-2024	32 %
Suspension Rate	✓	3.8 %	6.3 %	2023-2024	3 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Tioga Middle School has made progress in reducing chronic absenteeism and suspension rates, with declines among key student groups. Currently, 37.3% of African American students, 23.8% of English Learners, 24.7% of Long-Term English Learners, and 39.2% of Students with Disabilities are chronically absent, while suspension rates have declined to 10% for African American students, 9.9% for Long-Term English Learners, and 11.9% for Students with Disabilities. Building on this progress, there is an opportunity to further enhance student engagement by strengthening relationships and increasing targeted support to ensure all students feel connected and empowered to succeed.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited Student Engagement in Schoolwide Activities and Support Programs:**  
While Tioga Middle School offers a variety of engagement opportunities, such as lunchtime activities, extended learning programs, and schoolwide events, some student groups, particularly African American students (37.3% chronically absent), English Learners (23.8%), and Students with Disabilities (39.2%), may not be fully participating in or accessing these resources.
- Inconsistent Implementation and Awareness of Tiered Support Systems:**  
Although Tioga has implemented SEL mentoring and an Alternative to Suspension Program, the continued high suspension rates for Black students (14%) and Students with Disabilities (24%) indicate that additional training, monitoring, and intervention strategies may be needed to ensure consistent and effective implementation. Greater staff capacity-building may also be needed to integrate trauma-informed interventions more effectively.
- Gaps in Family and Community Engagement to Support Attendance and Behavior:**  
While Tioga offers parent engagement events and home-school liaison support, barriers such as language access, cultural differences, and family dynamics may limit the effectiveness of these efforts. Strengthening family-school partnerships, particularly for historically marginalized student groups, can help bridge the gap in attendance and behavioral support, ensuring students receive reinforcement at home that aligns with school

interventions.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Increasing Student Engagement in Schoolwide Activities and Support Programs

- **Personalized Guidance & Mentorship:** Develop a structured process for administration, counselors, teachers, and office staff to identify and recognize incoming students and their families. Each new student will be paired with a peer mentor from the leadership course to provide guidance, support, and a sense of belonging as they transition into the school community.
- **Accessibility & Transportation Support:** Ensure students facing transportation or scheduling barriers have access to after-school programs by providing bus passes and educating them on bus routes.
- **Data-Driven Monitoring:** Use 5 Star Student tracking data to identify disengaged students and assign targeted supports or check-ins from mentors or staff.

2. Strengthening Implementation and Awareness of Tiered Support Systems

- **Professional Development & Staff Training:** Provide ongoing awareness for teachers on trauma-informed practices and effective SEL integration from our TST team.
- **Dedicated Support Staff & Intervention Specialists:** Expand the role of Tier 2 interventionists and behavioral support teams to provide real-time coaching, intervention, and de-escalation strategies.
- **Student Awareness & Participation in Support Programs:** Increase student awareness of available behavioral and emotional supports through advisory sessions, classroom discussions, and peer-led initiatives.
- **Progress Monitoring & Adjustments:** Establish regular check-ins to review data on student discipline, engagement, and attendance and adjust interventions as needed.

3. Enhancing Family and Community Engagement to Support Attendance and Behavior

- **Personalized Outreach & Relationship Building:** Conduct home visits by HSL, phone calls, and one-on-one meetings to connect with families of chronically absent students, particularly from historically marginalized groups.
- **Community Partnerships & Wraparound Support:** Utilize our community school coordinator to partner with local organizations to provide mentorship programs, career exploration, and family support services tailored to high-needs student populations.

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase Student Engagement

Partially Implemented

1. Tioga has implemented bi-weekly behavior and attendance reward events for students exhibiting positive behavior and attendance. **(Fully Implemented)**
2. The Tioga Targeted Support Team (TST) meets weekly with students to provide Tier 2 intervention support. **(Fully Implemented)**
3. Tioga's Home School Liaison (HSL) meets with parents and students daily to increase student attendance and decrease chronic absenteeism. **(Partially Implemented)**. The Home School Liaison will increase the number of home visitations from an average of five per week to ten per week.
4. Tioga will implement a program to promote and increase student engagement across the discipline before, during, and after school **(Partially implemented)**. Due to the lack of compensation for teacher club advisers, teacher participation in leading student clubs was limited.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each

action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase Student Engagement

Partially Effective

As of March 2025, chronic absenteeism has increased, with 17.5% of students classified as severely chronically absent and 27.0% classified as chronically absent for the 2024–25 school year. This represents a significant rise in the severely chronically absent category, jumping from 9.4% in 2023–24 to 17.5% in 2024–25. These trends suggest that current strategies aimed at improving attendance are gradually yielding the desired impact, though continuous efforts are necessary to further enhance attendance.

Furthermore, absenteeism continues to disproportionately affect specific student groups, specifically White students, highlighting the need for more targeted interventions for this group.

Based on 2023–24 data:

- White students: 37.5% chronically absent, a 3.5% increase from 2022–23

Other subgroups have shown improvement in absenteeism, highlighting continuous efforts to further enhance attendance.

- African American students: 37.3% chronically absent, a 2.4% decrease from 2022–23
- English Learners (ELs): 23.8% chronically absent, a 12.4% decrease from 2022–23
- Long-Term English Learners (LTELs): 24.7% chronically absent, a 15.1% decrease from 2022–23
- Students with disabilities: 39.2% chronically absent, an 11.6% decrease from 2022–23

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. The Community School Coordinator will meet with parents and students to assess their needs and identify the necessary social-emotional, mental health, and academic services to help reduce absenteeism.
2. The school principal will remind families and students daily about reward incentives for good attendance via Parent Square, Marquee announcements, and the PA system.

**Section D: 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.

SSC:

1. I think parents need to be reminded to tell their kids its important to come to school.
2. Put parents in raffles if their student has perfect attendance.
3. Give perfect attendance certificates and give a prize with it like candy or pizza party.

ELAC:

1. I would like to attend more academic fairs to have more things that students like that would relate to the importance of coming to school.
2. Let the parents come to school with our student.
3. Probably include more things in the office or at school that are more welcoming to parents. Make the office look nice. Offer water to parents.

Staff:

1. Increase rewards and incentives.
2. Continue park parties and add school dances and field trips exclusively for students with good attendance.
3. Award 5-Star points during advisory for participation, attendance, and good behavior, and offer more snacks for purchase with points at reward events.

4. Allocate an additional 0.2 FTE to transition teachers to help reduce student suspensions and boost attendance.

## Action 1 :

### Increase Student Engagement

#### Action Details:

Tioga Middle School implements a multi-tiered support system that promotes student engagement, attendance, and positive behavior through SEL instruction, mentoring, extracurricular activities, targeted interventions, and individualized support services.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

#### Tier 1

1. All students will have opportunities to engage in morning and lunchtime activities and games provided by our Tioga Campus Culture team.
2. The district-adopted SEL curriculum will be taught to all students during Monday's Social Science classes to help increase student self-regulation and attendance and decrease student misbehavior.
3. All students will participate in one-on-one academic and social-emotional learning (SEL) mentoring sessions bi-weekly with their advisory teacher.
4. The Tier 2 Specialist will provide training and referral support to our TST and administrative team to increase student attendance and reduce 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 meets weekly to calibrate and align our responses to support students.
7. Our Tioga administrative team, counselors, and community school coordinator work together in a structured process to welcome new families. They review school policies, emphasize the importance of attendance and academic scheduling, and provide a school tour.
8. Staff members will focus on interacting positively with students and providing a high ratio of positive interactions. This is a schoolwide focus.
9. regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students.
10. Our Campus Culture team will provide materials, supplies, and student incentives, including copies, leases, and products, to support activities throughout the year.
11. Tioga will continue year 3 of its Restorative Practices implementation, which aims to decrease suspensions, increase student attendance, and provide all-staff training.
12. The Climate and Culture Team, along with our HSL, will plan bi-weekly events and activities to reduce chronic absenteeism among students, with a focus on students with disabilities, English Learners, and African American students.
13. Tioga will continue our Alternative to Suspension Program to decrease student suspensions and level 2 and 3 misbehaviors. Students will remain on campus throughout the program, continue with their regular classwork, and receive daily SEL learning and counseling through our Targeted Support Team and academic counselors.

#### Tier 2

1. Tioga Student Attendance TST will meet weekly, led by our Home School Liaison, focusing on students who are chronically absent. Students identified as needing additional support will receive it as needed, based on their individual needs. This team will meet quarterly with our Climate and Culture Team to review student attendance and behavioral data, and 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 review cycle to reduce student misbehavior and promote student belonging and overall well-being.
3. Tioga Middle School has an overall suspension rate of 5%. Within this percentage, Hispanic students account for 60% of all suspensions, African American students make up 12%, and students with disabilities represent 41%. Given these disparities, the Targeted Support Team (TST) will prioritize interventions for these subgroups to reduce suspension rates and provide additional behavioral and academic support.
4. Tioga Student Behavior and Emotional Support TST will provide 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 support our African American students emotionally, academically, and in college and career.
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. Our TST assigns mentors to support students as needed.
2. Case Managers for Special Education will be trained to help manage behavior and support students based on their disability and specific needs.
3. Our SPED teachers, paraeducators, and psychologists will provide weekly counseling and regular progress monitoring for identified students in our special education programs.
4. Tioga HSL and the School Community Coordinator will conduct parent engagement training events weekly. These invitation-only trainings will focus on teaching parents how to support their middle school children.
5. The Community School Coordinator will conduct a needs assessment to identify the most needed social, emotional, mental health, curricular, and academic services at the school site.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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Our Title I funds support our English Learner (EL) Advisory Team and curriculum, enabling the team to meet weekly to plan lessons, analyze data, and provide targeted support for EL students. These funds also contribute to the EL student reward system, including incentives to improve attendance and behavior through our Comprehensive Community Team (CCT), with an allocated budget of \$18,000 under account 030 7090 0455 1110 1000 4300. Furthermore, our Targeted Support Team meets weekly to develop individualized support plans tailored to students' specific needs, ensuring a comprehensive approach to student success.

## Student Groups

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

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

These funds also help pay for EL student reward system.

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

030 7090 0455 1110 1000 4300 Incentives to improve attendance and behavior through our CCT \$18,000

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

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

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Students will gain a deeper understanding of social-emotional learning (SEL) concepts, self-regulation strategies, and school expectations through structured SEL instruction, advisory mentoring, and positive interactions with staff. They will also gain awareness of available school resources, extracurricular opportunities, and the importance of attendance and engagement in school activities.

**How these outcomes will be measured:**

- Review weekly SEL lessons and assessments in Social Science classes using School Connect Curriculum.
- Weekly Targeted Support Team (TST) meetings to review:
  - Power BI and ATLAS data, including:
    - SEL referrals
    - Chronic absenteeism
    - ATS incidents/suspensions (Level 3)
- Weekly administrative meetings to review:
  - 5 Star Student data & ATLAS reports on attendance and student behavior
- Weekly administration and counselor meetings to review:
  - Student academic progress

**Who will monitor them:**

- Tioga Student Behavior and Emotional Support TST
- Administration
- Counselors
- Social Science Teachers
- Climate & Culture Team

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

We aim to shape student behaviors by increasing positive engagement in school activities, improving attendance rates, and reducing disciplinary incidents. Through targeted interventions, mentorship, and restorative practices, students will demonstrate improved self-regulation, greater participation in extracurricular activities, and more consistent adherence to school expectations.

**How these outcomes will be measured:**

- Fall and Spring SEL screener results from DESSA
- Monthly behavior and attendance data from 5 Star Student tracking and ATLAS
- Monthly reviews of teacher referrals, ATS, SEL, and chronic absenteeism via ATLAS
- Monthly participation logs from club advisors, sports, and extracurricular programs
- Growth in staff instructional practice based on walkthrough and evaluation data
- Results from Fall and Spring Climate and Culture Surveys

**Who will monitor them:**

- Tioga Student Behavior and Emotional Support TST
- Administration
- Counselors
- Climate & Culture Team

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Ultimately, we aim to create a school environment where students demonstrate sustained academic success, improved emotional well-being, and a strong sense of belonging. We anticipate a long-term decline in chronic absenteeism and suspension rates, accompanied by increased student engagement in both academic and extracurricular activities.

**How these outcomes will be measured:**

- End-of-year data from ATLAS, including referrals, suspensions, and ATS (Alternative To Suspension)
- Climate and culture data reflecting positive perceptions of school engagement and environment from student and parent surveys
- ATLAS and CA Dashboard data on student attendance and suspensions
- Student engagement metrics (e.g., participation in clubs, sports, leadership roles)
- Academic performance data from ATLAS (GPA, SBAC scores, course completion rates)
- Growth in staff instructional practices based on walkthroughs and evaluations

**Who will monitor them:**

- Administrative leadership
- Tioga Student Behavior and Emotional Support TST
- Climate & Culture Team

## 2025-2026 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 : Two Hand in Hand Mentors to enhance student engagement by strengthening relationships and increasing targeted support to ensure students feel connected and empowered to succeed.	53,400.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyouts - Transition Teacher to reduce student suspensions Steven Lebda - ID Number 1060755	13,957.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student events and incentives to increase student engagement and decrease absenteeism and suspensions	17,703.00
G3A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows to support small group instruction	7,389.00
G3A1	Sup & Conc	Instruction	Travel			Conference Travel & Training for Activities Director & CC Specialist	8,000.00
G3A1	Sup & Conc	Instruction	Travel			: Safe and Civil Conference for Administration to learn new strategies on bullying prevention.	5,500.00
G3A1	Sup & Conc	Security	Cls Sup-Sub			Supplemental Contract for Tioga SRO for overtime events	10,000.00

**\$115,949.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	90.4 %	2024-2025	96 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

The Fall Climate & Culture staff survey indicates a strong overall perception of organizational culture, with a 90.4% favorable rating. However, this falls 4.6 percentage points short of the 95% target for the 2024-2025 school year. This gap presents an opportunity to further strengthen staff morale, collaboration, and trust within the school community.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Staff meet weekly in PLCs, demonstrating a strong commitment to collaboration and school success through shared decision-making and alignment with school initiatives.
2. The Tioga Campus Culture Team primarily plans teacher and student celebrations, which meet weekly, potentially limiting broader staff input.
3. Although monthly calendars and email communications are provided for staff celebration events, some staff members—including paraeducators and classified employees, may lack equitable access to communication channels.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Establish a structured staff recognition program, including peer nominations, leadership shout-outs, and celebration events.
2. Ensure that all staff, including paraeducators and classified employees, receive consistent and accessible communication about school events, decisions, and initiatives.
3. Expand communication beyond email and monthly calendars by incorporating staff meetings, printed notices in shared workspaces, and messaging apps (e.g., School Group Text or Google Chat).

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase staff diversity

Fully Implemented

Action 1: Increase Staff Diversity – **Fully Implemented**

1. All hiring panels now include a diverse cross-section of staff members that reflect the student population.
2. Two Hand-in-Hand mentors were hired to provide academic and social support for students, aligning with current demographic and educational trends.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase staff diversity

Effective

Action 1: Increase Staff Diversity – Effective

- The Fall Climate & Culture staff survey reflects a strong perception of organizational culture, with a 90.4% favorable rating.
- However, this remains 4.6 percentage points below the 95% target, indicating room for further improvement.
- While the implemented actions are proving effective, additional efforts are necessary to fully achieve the goal.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To further improve staff morale, trust, and collaboration, the following additions will be implemented:

- The Climate and Culture Team will expand its membership to include paraeducators, classified employees, teachers, and administrators. This diversification will bring a broader range of perspectives to staff celebrations and enhance a more inclusive, academically, and socially positive school culture.

**Section D: 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.

**SSC:**

1. Include more things that are welcoming to people with different backgrounds.
2. Include parent volunteers within the classroom.
3. Add more student clubs like Art.
4. I would like more opportunities for parents to connect and interact with other parents.

**ELAC:**

1. Can I have school information sent home in flyers or letters?
2. I like it when teachers call me to tell me how well my child is doing.
3. Parents want to come to award programs to see our kids.

**Staff:**

1. Continue to create a welcoming, inclusive environment for all staff members.
2. Stick to hiring the "most qualified person" for the job, regardless of local diversity.
3. I suggest having an all-staff "fun" meeting about early dismissals every now and again. It can boost morale.
4. Let's bring back Tomahawk Spotlight again. Where every month we recognize 1-2 staff members and highlight them on announcements.

**Action 1 :**

## Increase Diversity, Leadership, and Well-Being Among Staff

**Action Details:**

Tioga will implement the following actions to increase staff diversity and promote an inclusive school culture:

1. Diverse Hiring Panels—All hiring panels will include a cross-section of staff members who reflect the student population, ensuring an equitable and representative hiring process.
2. Hand-in-Hand Mentors – Two Hand-in-Hand Mentors will provide academic and social support for students, aligning with current student demographics and needs.
3. Academic Support—Paraprofessionals from diverse backgrounds, including African American, bilingual, and other groups that reflect the Tioga student population, will be employed to reflect the demographic composition of our school community.
4. Shared Leadership Opportunities – Staff members from diverse backgrounds will serve as Lead Teachers, Climate and Culture Team Members, and Targeted Support Team Members to promote collaborative leadership and shared decision-making.
5. Strong Leadership & Communication—The Administration team will regularly recognize teacher efforts, conduct weekly classroom observation walkthroughs to provide constructive feedback, and maintain open communication to build trust.
6. Staff Recognition —Implement teacher recognition programs (e.g., teacher of the month, special parking space) and staff wellness.
7. Mental & Physical Health Support - Promote mental and physical well-being by encouraging participation in WellPath Challenge activities, such as the 7,500-step challenge and organized walking groups. Additionally, facilitate on-site health check days to support overall staff wellness.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

1. a structured curriculum incorporating research-based (e.g., Hattie, Marzano, Fisher, etc.) instructional strategies and culturally responsive teaching practices will be implemented to ensure effective teaching and learning.
2. All staff will participate in culturally responsive teaching strategies training throughout the school year to promote an inclusive learning environment and strengthen relationships with students. This professional development enhances instructional practices, ensures curriculum delivery reflects diverse perspectives, and supports student engagement.
3. Tioga will continue implementing a Multi-Tiered System of Supports (MTSS). Tier 1: All students receive standards-based instruction with differentiated teaching strategies, and teachers monitor progress through FIABs and common assessments. Tier 2: Students requiring additional academic support will receive targeted interventions, which include small-group instruction. Tier 3: Students with significant academic challenges will receive individualized support and collaboration with intervention specialists.
4. The Campus Culture Team will continue to meet weekly to plan events, acknowledge staff contributions, and promote a positive school environment that directly impacts student engagement and success. Recognizing staff efforts through initiatives such as classified and certificated employee of the month celebrations reinforces a culture of excellence in teaching and learning.

5. To further promote student well-being and engagement, the Climate & Culture Team will encourage mental and physical health through initiatives such as Movement Mondays and Fitness Fridays. These activities support a well-rounded learning experience by emphasizing the connection between physical health and academic success.
6. Leadership teams—including the Lead Teacher, Climate and Culture, and Targeted Support Team—comprise staff members from varied backgrounds and job roles. These teams collaborate with administrators on site-based decision-making to ensure an equitable and supportive school culture that aligns with instructional goals and student success.

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

Tioga is committed to supporting all English Learner (EL) students, including newcomers, Long-Term English Learners (LTELs), and reclassified students through the following:

1. Teachers who teach more than 50% of ELD learners will receive five hours of professional learning on culturally responsive teaching strategies, differentiated instruction for EL students, and inclusive classroom practices.

## Student Groups

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

African American (AA): English Learner (EL): Long Term English Learner (LTEL): White (WH):

- Title I Funds: Planned expenses will focus on professional development, instructional materials, and targeted support programs to enhance student learning and engagement.

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

- White (WH):

Long Term English Learner (LTEL):

African American (AA):

English Learner (EL):

7090/7091 Funds: Planned expenses will support staff training, student intervention services, and classroom resources to improve student outcomes.

Long Term English Learner (LTEL):

There are no funds necessary for students since this goal is a staff goal.

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

- White (WH):

Long Term English Learner (LTEL):

African American (AA):

English Learner (EL):

Long Term English Learner (LTEL):

- Schoolwide Actions: Tioga will implement ongoing interventions, culturally responsive teaching strategies, and academic/social-emotional support systems tailored to the needs of all student groups.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Goal: Increase staff awareness and knowledge of cultural diversity, equity, and inclusion through professional development and leadership engagement.

- How Outcomes Will Be Measured:
  - Completion rates of cultural diversity training
  - Fall 2025 Staff Climate & Culture surveys
  - Spring 2026 Staff Climate & Culture Surveys
  - Participation in leadership and decision-making teams
- Who Will Monitor:
  - Administrative Team
  - Campus Culture Team
  - PLC Lead Teachers

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Goal: Promote inclusive collaboration and equitable practices within school leadership and staff recognition programs.

- How Outcomes Will Be Measured:
  - Increase in staff engagement in leadership roles
  - Increase staff morale and job satisfaction levels
  - Increased participation in staff recognition programs
- Who Will Monitor:
  - Administrative Leadership Team
  - Climate and Culture Team
  - Lead Teachers

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Goal: Create a sustainable, diverse, and inclusive school culture that promotes staff retention, student success, and a positive school climate.

- How Outcomes Will Be Measured:
  - Increased staff retention rates
  - Fall 2025 & Spring 2026 Climate & Culture Staff Survey scores meet/exceed the 95% target
  - Consistent improvement in EL student academic achievement and engagement
- Who Will Monitor:
  - School Administration
  - Climate and Culture Team
  - Academic Counseling Team

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85.6 %	90.5 %	2024-2025	93 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

The Fall Climate & Culture Family Survey shows a 90.5% favorable rating in the family engagement domain, exceeding the 85.6% target but still 2.5 percentage points short of the 93% goal for the 2024-2025 school year. While the results indicate a strong level of family engagement, there is still room to increase participation, communication, and meaningful parent involvement in student learning and school activities.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

1. Limited Parent Participation in Decision-Making. While some families are involved, many do not actively participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), or other leadership groups.
2. Communication Gaps with Diverse Families. Despite outreach efforts, some families struggle with language barriers or receive inconsistent messaging across different platforms.
3. Lack of Flexible Engagement Opportunities. Many parents face time constraints, work commitments, or logistical barriers preventing them from attending in-person school events and meetings.
4. Insufficient Parent Education & Resources. Some families are unaware of available academic support services, workshops, or digital learning tools that could assist their child's education.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

1. Expand Parent Involvement in Decision-Making. Increase outreach and recruitment efforts for SSC, ELAC, and other advisory committees through personalized invitations from the Home School Liaison (HSL) and Community Schools Coordinator, ensuring diverse family representation.
2. Enhance Multilingual & Accessible Communication. Strengthen school communication by expanding translations for school messages in multiple languages, using multiple platforms (emails, texts, social media, and in-person meetings), and implementing personal phone calls from the HSL and Community Schools Coordinator before key events to encourage participation.
3. Increase Parent Education & Resources. Develop and expand workshops, online resources, and family engagement times focused on academic support, college and career readiness, school policies, and expectations.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Increase Parent Engagement

Fully Implemented

Tioga increased the percentage of parents who felt respected and welcomed from 89.25% to 92%. This was done by fully **implementing** the following:

1. Weekly communication through Parent Square in English, Spanish, and Hmong for Parent engagement in monitoring their child's academic progress and participation in school events.
2. Utilizing our Home School Liaison to engage parents in conducting regular home visits to provide academic and behavioral support throughout the year.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

### Action 1: Increase Parent Engagement

Effective

The goal of increasing parent engagement has been **effective**, as indicated by the Fall Climate & Culture Family Survey, which reports a 90.5% favorable rating in the family engagement domain. This outcome surpasses the 85.6% target, demonstrating a positive impact on family involvement due to the actions set.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The hiring of a Community Schools Coordinator will strengthen family-school partnerships by expanding engagement opportunities. The coordinator will coordinate targeted outreach efforts to increase participation among historically underserved families. The coordinator will also facilitate a food pantry, clothing closet, workshops, and support networks to provide families with the tools needed to support student success.

**Section D: 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.

**SSC:**

1. I like when there are parent meetings. Its important our kids see that we get together for problems and solutions involving our community.
2. "Can students receive special recognition, such as a sticker or prize, when they qualify for events like park parties?"
3. Can we have someone available at school who can give parents school tours?

**ELAC:**

1. I like meetings for parents to participate in and learn about new information.
2. I like when we have coffee hour parent meetings.
3. Meeting with the guest speakers helps me learn more about how to help my son.

**Staff:**

1. Try having one weekly assignment that requires parental signature. Something that's easy for the parent to track like every Friday the assignment is sent home.
2. We need to educate our parents about high school pathways.
3. I am excited to see how we use our new community school coordinator to help improve our parent and family involvement.

**Action 1 :**

## Increase Parent Engagement

**Action Details:**

- Tioga will implement the following goals to strengthen parent engagement and foster meaningful family-school partnerships:
  1. Increase parent/guardian engagement by encouraging parents to monitor their child's Summit portal at least four times per year, with a goal of reaching 50% of all parents actively participating.
  2. Expand parent participation in Parent University and Home School Liaison (HSL) programs, increasing involvement from 15% to 20% or more.
  3. Improve parent satisfaction by increasing the percentage of parents who feel respected and welcomed at school from 89.25% to 92%.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

Tioga will implement the following multi-tiered support strategies to enhance parent involvement and student success:

1. Parent Advisory Team Engagement – Tioga's Parent Advisory Team, consisting of the HSL, teachers, and principal, will host weekly informational meetings and training sessions for parents to support student academic progress and school participation. To ensure accessibility, babysitting and snacks will be provided.
2. Consistent Multilingual Communication – Tioga will use Parent Square to send weekly updates in English, Spanish, and Hmong. Additional information will be communicated via the Tioga website, student email, and printed materials as needed.
3. Partnership with Parent University – Tioga will continue working with Parent University to empower parents by offering learning courses, workshops, and career-readiness resources. On-site evening parenting classes will be provided throughout the year.
4. Outreach & Accessibility Initiatives – Tioga will allocate funding to support parent outreach efforts, including transportation, postage, and materials for postcards, mailers, and home visits to increase family engagement.
5. Home School Liaison Support – Tioga's Home School Liaison (HSL) will serve as a bridge between families and the school, helping parents access learning opportunities, participate in events, and support their child's academic and behavioral growth.
6. Bilingual Office Support – Tioga's bilingual eight-hour office assistant will facilitate communication with parents about academics, attendance, and school events, ensuring that non-English-speaking families receive timely information.
7. Climate & Culture Team Parent Events – Tioga's Climate and Culture Team will design welcoming, student-centered parent nights to strengthen family-school relationships and create an inclusive school environment.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

To ensure equitable access and engagement for EL families, Tioga will implement the following enhanced services:

1. Parent University Support – EL students will be directly supported through Parent University, which will contact parents in their primary language and offer culturally relevant training and events throughout the year.
2. Bilingual Outreach Services – Tioga’s bilingual RCA (Resource Compliance Assistant) and office assistant will provide ongoing outreach to parents of EL students, ensuring they receive translated information and guidance.
3. EL Parent Coffee Hours – EL parents will be invited to regular coffee hour discussions with school counselors and administrators to address topics such as:
  - o Supporting EL students at home
  - o School-based academic support for language proficiency
  - o Opportunities for family involvement in EL programs

## Student Groups

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

**English Learner (EL):**

Planned expenses will support:

- Professional development for educators on family engagement strategies.
- Instructional materials and workshops for parents to support student learning.
- Translation and interpretation services to increase access for EL families.

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

**English Learner (EL):**

Planned expenses will focus on:

- Staff training in culturally responsive family engagement.
- Parent engagement events and workshops to strengthen school-home connections.
- Transportation and outreach materials to increase family participation.

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

Tioga will:

- Implement targeted outreach programs for underserved families, ensuring that all students have family support at home.
- Use data-driven (Culture & Climate survey, Atlas, Power BI) decision-making to tailor parent engagement strategies to student and family needs.
- Ensure multilingual resources and communication to promote inclusive family engagement.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

### Short-Term (Learning) Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Goal: Increase parent knowledge and awareness of school resources, communication platforms, and engagement opportunities.

How Outcomes Will Be Measured:

- Tracking parent participation rates in Summit portal monitoring, Parent University, and HSL programs.
- Completion rates of informational workshops and training sessions.
- Climate & Culture Fall/Spring Parent feedback surveys measuring awareness of available resources.

Who Will Monitor:

- Administrative Team
- Home School Liaison (HSL)
- Climate & Culture Team

### Medium-Term (Change in Behavior or Performance) Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Goal: Strengthen consistent parent participation in school events, advisory committees, and engagement programs, leading to more active involvement in student academic and social success.

How Outcomes Will Be Measured:

- Growth in attendance rates at Parent University sessions and Home School Liaison events (monitored through attendance rosters).
- Higher participation in SSC, ELAC, and other parent leadership committees (measured by sign-in logs and meeting minutes).
- Improvement in Climate & Culture Fall & Spring survey responses indicating stronger parent-school collaboration.

Who Will Monitor:

- Administrative Leadership Team
- Home School Liaison (HSL)
- Climate & Culture Team

### Long-Term (Change in Condition) Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Goal: Establish a sustainable culture of strong family-school partnerships, which will lead to higher student achievement, increased attendance, and an overall positive school climate.

How Outcomes Will Be Measured:

- Consistent increase in family engagement ratings, meeting or exceeding the 92% satisfaction goal in the Climate & Culture Parent Survey.
- Sustained parent participation rates in Parent University and school advisory councils, demonstrating long-term involvement.
- Higher student attendance rates and reduced chronic absenteeism, linked to increased parent engagement.

Who Will Monitor:

- School Administration
- Climate & Culture Team
- Home School Liaison (HSL)

## 2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for site meetings	1,001.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translations services for parent conferences and events	701.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Supplemental contracts for classified staff to support parent involvement	10,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Food for Parent Engagement Events	5,000.00

**\$16,703.00**

# 2025-2026 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	Teacher-Subs			Certificated substitutes for teacher observations and peer feedback. **No IEPs or 504s**	21,689.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Supplies and Materials for parent meetings/events (postage, parent handbook, parent communication folders, etc.) to enhance communication and participation. **No Food or Incentives**	822.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Long term sub to provide academic support to students	49,001.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teachers planning days to collaborate on differentiated instruction, data analysis, and targeted intervention strategies to effectively close learning gaps among our underperforming students.	28,386.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Rewards and Incentives for improving academics through our CCT	23,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Academics	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leasing	15,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Advisory Student Incentives	3,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : To support EL students with targeted interventions and instructional support to accelerate language development and academic proficiency.	24,612.00
G1A2	Sup & Conc	Instruction	Teacher-Supp				10,531.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Academics	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	4,001.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			EL Advisory Supplemental Contracts	5,501.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies	3,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Food for students to attend off campus field trips to strengthen instructional strategies that connect classroom learning to real-world experiences.	3,676.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to enhance instructional strategies and programs that connect classroom learning to real-world experiences.	3,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Student trips and incentives for our Junior Officer Program to give exposure to real world learning opportunities and career exploration.	10,000.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Two Hand in Hand Mentors to enhance student engagement by strengthening relationships and increasing targeted support to ensure students feel connected and empowered to succeed.	53,400.00
G3A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Prep Buyouts - Transition Teacher to reduce student suspensions Steven Lebda - ID Number 1060755	13,957.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student events and incentives to increase student engagement and decrease absenteeism and	17,703.00

G3A1		Instruction	Mat & Supp	suspensions	17,703.00
G3A1	Sup & Conc	Instruction	Subagreements	California Teaching Fellows Foundation : Teaching Fellows to support small group instruction	7,389.00
G3A1	Sup & Conc	Instruction	Travel	Conference Travel & Training for Activities Director & CC Specialist	8,000.00
G3A1	Sup & Conc	Instruction	Travel	: Safe and Civil Conference for Administration to learn new strategies on bullying prevention.	5,500.00
G3A1	Sup & Conc	Security	Cls Sup-Sub	Supplemental Contract for Tioga SRO for overtime events	10,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Babysitting for site meetings	1,001.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup	Translations services for parent conferences and events	701.00
G5A1	Sup & Conc	Parent Participation	Cls Sup-Sup	Supplemental contracts for classified staff to support parent involvement	10,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Food for Parent Engagement Events	5,000.00
					<b>\$347,871.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,613.00
Sup & Conc	7090	\$225,144.00
LCFF: EL	7091	\$45,114.00
<b>Grand Total</b>		<b>\$347,871.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$198,543.00
G2 - Expand student-centered and real-world learning experiences	\$16,676.00
G3 - Increase student engagement in their school and community	\$115,949.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$16,703.00
<b>Grand Total</b>	<b>\$347,871.00</b>