

Tioga Middle

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Kevin Evangelinos	X				
2. Chairperson - Meagan Schiller		X			
3. Nancy Del Real		X			
4. Kathryn Saldivar		X			
5. Frank Jacobo			X		
6. Lydia Gonzalez			X		
7. Angel Lara					X
8. Mayra Mancillas-Arroliga					X
9. Lourdes Ornelas				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name: Tioga Middle School			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Evangelinos		3/10/2026
SSC Chairperson	Meagan Schiller		3/10/2026

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

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

FY 2026/27

Tioga - 0455

ON-SITE ALLOCATION

3010	Title I	\$76,137 *
7090	LCFF Supplemental & Concentration	\$200,000
7091	LCFF for English Learners	\$44,908

TOTAL 2026/27 ON-SITE ALLOCATION

\$321,045

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,476
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Program Budget	\$73,661
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Total Title I Allocation	\$76,137
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Tioga Middle 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	1.1 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	1.1 %	↑
Goal 1	ELPAC - percentage of students who scored 4		8.8 %	2024-2025	9.9 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	44.2 %	42.4 %	2024-2025	43.5 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	40 %	43.5 %	2024-2025	44.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		28.6 %	2025-2026	29.7 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		42.9 %	2025-2026	44 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		35.7 %	2025-2026	36.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		50 %	2025-2026	51.1 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-38.9 pts	-52.9 pts	2024-2025	-37.9 pts	↑
Goal 1	SBAC ELA - Average distance from standard (African American)		-75.6 pts	2024-2025	-60.6 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-139.3 pts	2024-2025	-124.3 pts	↑
Goal 1	SBAC ELA - Average distance from standard (White)		-92.6 pts	2024-2025	-77.6 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		34.1 %	2024-2025	39.1 %	↑
Goal 1	SBAC Math - Average distance from standard (African American)		-114.4 pts	2024-2025	-99.4 pts	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-67 pts	-69.3 pts	2024-2025	-54.3 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		27.2 %	2024-2025	32.2 %	↑

Goal 2	Chronic Absenteeism - (African American)		39.2 %	2024-2025	38.6 %	↓
Goal 2	Chronic Absenteeism - (Asian)		21.1 %	2024-2025	20.5 %	↓
Goal 2	Chronic Absenteeism - (English Learner)		32.4 %	2024-2025	31.8 %	↓
Goal 2	Chronic Absenteeism - (Hispanic)		38.3 %	2024-2025	37.7 %	↓
Goal 2	Chronic Absenteeism - (Long-Term English Learner)		35.9 %	2024-2025	35.3 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		38.2 %	2024-2025	37.6 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		39.4 %	2024-2025	38.8 %	↓
Goal 2	Chronic Absenteeism - (White)	32 %	49 %	2024-2025	48.4 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	29 %	27.9 %	2025-2026	27.3 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	93 %	91 %	2025-2026	92.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	96 %	89 %	2025-2026	90.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		74 %	2025-2026	76 %	↑
Goal 2	Suspension Rate - (African American)		14.1 %	2024-2025	13.77 %	↓
Goal 2	Suspension Rate - (Students w/ Disabilities)		19.3 %	2024-2025	18.97 %	↓
Goal 2	Suspension Rate - (White)		13.2 %	2024-2025	12.87 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	3 %	5.6 %	2025-2026	5.27 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

POP-Literacy:

Analysis of 2023–2024 and 2024–2025 data reveals that while Tioga Middle School demonstrated modest growth in English language development, overall literacy proficiency remains stagnant and below district expectations. SBAC ELA proficiency remained essentially flat, declining slightly from 34.54% (2023–24) to 34.09% (2024–25), with approximately 41% of students scoring Standard Not Met. The 2024–2025 ROI dashboard shows SBAC ELA Meets/Exceeds at 34.1%, below the target of 39.1%, and an Average Distance From Standard of -52.9, below the target of -37.9.

ELPAC data showed a slight increase in students performing at Levels 3 and 4 combined (39.08% to 42.39%, +3.31%), yet Level 4 proficiency declined (11.49% to 9.78%). AROI metrics indicate ELPAC Level 4 was 8.8%, below the target of 9.9%, and ELPI growth for English Learners was 42.4%, below the target of 43.5%. Additionally, CAASPP results show 76.54% of English Learners scored Standard Not Met in ELA, and 47.83% scored Level 1 in the Written Language composite, indicating persistent gaps in academic language and literacy development.

These data indicate that Tier 1 literacy instruction and intervention systems are not yet accelerating sufficient growth for students performing below grade level, particularly English Learners, LTELs, Students with Disabilities, and other historically underperforming subgroups. This misalignment directly impacts Fresno Unified’s Literacy Intervention goal to increase the percentage of students more than one year below grade level who make more than one year’s growth.

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

POP - Suspension:

Analysis of 2024–2025 suspension data reveals a significant increase in exclusionary discipline at Tioga Middle School. While the weekly suspension rate remained relatively stable (0.43 in 2024 to 0.45 in 2025), the Year-to-Date (2025-2026) suspension rate increased from 5.48% to 11.01%, representing a 100% increase in suspensions (+35 incidents). This rate is substantially above the district target of 3%.

The sharp rise in YTD suspensions indicates that current behavior intervention systems are not effectively preventing repeat incidents or reducing exclusionary discipline. Increased suspensions result in significant loss of instructional time. This trend is misaligned with Fresno Unified’s Health & Wellness Guardrail and signals a need to strengthen proactive Tier 1 classroom management and Tier 2/3 intervention systems to reduce suspensions and restore instructional access.

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

POP- Literacy:

- Lack of a structured, ELPAC-aligned curriculum to provide consistent language domain instruction across proficiency levels.
- Absence of a dedicated EL instructional specialist to support and coach teachers schoolwide.
- Limited TSA capacity to provide sustained one-to-one coaching and instructional feedback.
- Insufficient bilingual Teaching Fellows to provide targeted small-group intervention for EL students scoring Level 1.
- Inconsistent implementation of evidence-based EL strategies in Tier 1 classrooms, particularly in academic vocabulary development and writing.

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

POP - Suspension:

1. Implementation of the Middle School Academy serving students with intensive behavioral needs, increasing the concentration of students requiring Tier 2 and Tier 3 interventions, and contributing to higher suspension volume (YTD rate increased from 5.48% to 11.01%).
2. Limited Tier 2 and Tier 3 intervention capacity during the 2025–2026 school year, due to extended staffing vacancies within specialized support roles, reduced the consistency and availability of structured interventions such as check-in/check-out systems, targeted counseling services, and individualized behavior plans for students with repeated behavioral incidents.
3. Lack of a structured reflection and behavior restoration curriculum limited students’ ability to process and learn from behavioral incidents. Without a consistent framework for guided reflection, skill-building, and restorative learning, some students repeated misbehavior due to a limited understanding of the impact of their actions and the expectations for positive conduct.

4. Limited staffing capacity within the Alternative-to-Suspension (ATS) setting reduced the program’s ability to effectively support a high volume of students with behavioral needs. With only one transitional teacher assigned to the program, the level of need exceeded available capacity, limiting timely intervention and re-engagement support, which contributed to continued reliance on suspension.

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.

POP-Literacy:

- Adopt and implement a structured ELPAC curriculum aligned to listening, speaking, reading, and writing domains to increase Level 4 proficiency beyond the current 9.78% and reduce the 29.35% Level 1 rate.
- Establish dedicated EL instructional leadership (EL Site Representative/TSA) to improve alignment of Tier 1 instruction and close the gap where 76.54% of EL students are currently Standard Not Met in ELA.
- Increase coaching cycles through expanded TSA capacity and funded teacher planning/observation days to improve fidelity of literacy routines and accelerate SBAC ELA growth beyond the current 34.09% proficiency rate.
- Expand bilingual Teaching Fellow support and implement leveled EL Advisory sections (Levels 1–4) to reduce the high percentage of students scoring Level 1 in Written Language (47.83%).
- Provide targeted professional learning in academic discourse, structured writing, language scaffolds, and domain-level ELPAC alignment to increase ELPI growth beyond the current 42.4% and meet or exceed district targets.

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.

POP- Suspension:

- Sustain and strengthen Alternative-to-Suspension (ATS) staffing capacity by continuing to fund a transitional teacher and allocating additional classified staff support to ensure consistent supervision, timely intervention, and structured re-engagement for students with behavioral incidents.
- Implement a structured reflection and restorative learning model within the ATS setting to provide guided reflection activities, behavior skill development, and restorative practices that help students understand the impact of their actions and reduce repeat incidents.
- Develop and implement a community service-based alternative to suspension option that provides students with meaningful restorative opportunities while maintaining access to instruction and accountability.
- Strengthen Tier 1 de-escalation supports by utilizing academic counselors as proactive behavioral supports to mediate conflicts, coach students in self-regulation strategies, and intervene early before incidents escalate to suspension.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Comprehensive Literacy Program to Support all Students

Fully Implemented

In 2024–2025, core curriculum (SpringBoard), iReady, EL Advisory, PLCs, and MTSS structures were fully implemented.

Comprehensive Mathematics Program to Support all Students

Fully Implemented

In 2024–2025, data analysis, PLC's, use of Illustrative Mathematics focusing on real-world problems, subs covered classes to allow frequent teacher on teacher observations, extensive data tracking focused on subgroups

Increase Student Centered Learning Experiences

Fully Implemented

Collaborative learning structures and real-world experiences were visible in classrooms through the Math and Springboard ELA curriculum.

Increase Student Engagement

Fully Implemented

Schoolwide engagement systems, including incentives, attendance monitoring, and structured advisory, were implemented and contributed to a generally positive climate (72% engagement; 74% wellness). s

Increase Diversity, Leadership, and Well-Being Among Staff

Fully Implemented

PLC collaboration, peer observations, and targeted professional learning were implemented, and staff culture remains strong at 89% favorable.

Increase Parent Engagement

Fully Implemented

ELAC meetings, bilingual interpreters available for meetings, and family evening workshops were conducted.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Comprehensive Literacy Program to Support all Students

Partially Effective

ELPAC Level 4 declined (11.49% to 9.78%), SBAC ELA remained flat (34.54% to 34.09%), and ELPI growth (42.4%) did not meet the target (43.5%), indicating implementation gaps in Tier 1 rigor and intervention fidelity. ELPAC Levels 3+4 increased (+3.31%); however, SBAC ELA remained flat, Level 4 declined, and ELPI/Level 4 targets were not met.

Comprehensive Mathematics Program to Support all Students

Effective

State Dashboard data reflects **Exceptional growth in Mathematics**, with 78.3% of Tioga students demonstrating improvement compared to the previous year. Overall scale scores increased by 12.7 points, with notable gains among English Learners, Hispanic students, and White students. All established math goals were successfully met.

Increase Student Centered Learning Experiences

Partially Effective

Climate and Culture data indicate student experience outcomes declined. The Fall survey showed 74% favorable in Student Health & Wellness (below target 76%) and 72% favorable in Student Engagement (–5). While structures existed, deeper relevance and purpose-driven learning experiences were needed. In response, Tioga will launch a Career Exploration (CTE) course in 2025–2026 to strengthen real-world connections, student voice, and academic application aligned to the Health & Wellness Guardrail.

Increase Student Engagement

Partially Effective

Climate systems maintained positive ratings above 70%; however, declines in engagement indicators show strategies require strengthening.

Increase Diversity, Leadership, and Well-Being Among Staff

Effective

Staff culture remained strong (89% favorable), yet to strengthen this area, instructional outcomes indicate the need for expanded coaching and leadership capacity.

Increase Parent Engagement

Effective

Family Engagement remained high at 91% favorable, demonstrating strong outreach systems. Continued academic alignment will strengthen impact on literacy outcomes.

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.

As a result of the analysis in Sections A and B, Tioga Middle School will shift from maintaining structures to strengthening coherence, fidelity, and instructional alignment in 2025–2026.

The site will:

- Implement the Language Tree ELPAC diagnostic and practice system to strengthen domain-level alignment
- Establish an EL Site Representative serving as TSA to provide job-embedded coaching and small-group intervention support
- Fund teacher planning days and structured observation cycles to improve Tier 1 rigor and literacy alignment
- Implement leveled EL Advisory sections (Levels 1–4) with targeted supplemental contracts
- Expand bilingual Teaching Fellow intervention for students scoring Level 1
- Conduct structured 4–6 week literacy data cycles using IAB/FIAB, iReady, and ELPAC-aligned diagnostics
- Launch a Career Exploration (CTE) course to increase engagement, relevance, and alignment to the Health & Wellness Guardrail

The site aims to:

- Increase SBAC ELA proficiency beyond 34.1%
- Improve Average Distance From Standard from –52.9 toward –37.9
- Increase ELPAC Level 4 beyond 9.78%
- Increase ELPI growth beyond 42.4%
- Reduce Level 1 Written Language below 47.83%
- Increase Student Engagement above 72% favorable

These actions reflect a focused investment in literacy acceleration, English Learner outcomes, and student-centered engagement aligned to Fresno Unified’s Goals and Guardrails.

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:	ELAC:	Staff:
Assign an ELA/Math teacher to possibly work with struggling students. Rotate teachers who do not have an advisory class throughout the week to support students with behavior/academic struggles. Teacher volunteer their prep to support.	Parents need support in understanding the ELPAC structure to help their student at home. Parents would like to be invited to all academic award ceremonies to show support for their student. Parents would like guest speakers to come to meetings to explain SBAC and ELPAC in more detail.	Designate substitute days to conduct peer observations and strengthen instructional practices. Review field trip funding allocations to ensure equitable distribution of resources. Allow flexibility for professional development opportunities and student engagement initiatives. Maintain funding for student incentives and schoolwide events that support positive culture, engagement, and motivation. Extra support for small intervention groups.



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Comprehensive Literacy Program to Support All Students

Action Details

Literacy Intervention

Tioga Middle School will implement a structured, data-driven, Multi-Tiered System of Supports (MTSS) literacy framework to improve English Language Arts outcomes across all student groups, with a focused emphasis on English Learners and historically underperforming subgroups. Instruction will emphasize standards-aligned rigor, real-world application, and continuous progress monitoring to accelerate student achievement.

Direct Instructional 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 (Core Instruction)

- All 7th- and 8th-grade students receive standards-aligned core English Language Arts instruction using SpringBoard English Language Arts (College Board) as the adopted curriculum. Instruction is designed to ensure access to grade-level California Common Core State Standards while accelerating literacy development for students performing below standard, in alignment with District Goal 2.
- Core instruction intentionally integrates the competencies outlined in the District Portrait of a Learner — including critical thinking, collaboration, communication, adaptability, empathy, and digital literacy — ensuring students engage in rigorous literacy experiences that promote deeper learning and real-world application.
 - Instructional planning is informed by California Dashboard indicators, Smarter Balanced assessment data, and site-based literacy performance trends. Teachers prioritize accelerating student movement from Below Standard to Approaching Standard and from Approaching Standard to At or Above Standard through explicit instruction in comprehension strategies, academic vocabulary, analytical writing, and close reading practices.
 - Students participate in regular formative (FIAB/IAB) and interim assessments to monitor progress toward literacy growth targets aligned to Dashboard expectations. Assessment data drives reteaching cycles, targeted literacy support, and differentiated instruction to ensure continuous improvement in student outcomes.
 - Students receive structured literacy acceleration through iReady Reading during Advisory twice weekly (50 minutes per session), providing additional protected time to address foundational skill gaps and increase reading proficiency.
 - Professional Learning Communities (PLCs) meet weekly to analyze literacy data, monitor subgroup progress trends, and adjust instruction to ensure alignment to Goal 2 literacy acceleration priorities and Portrait of a Learner competencies.
 - Site administration reviews Dashboard-aligned progress indicators each grading period to ensure instructional practices remain responsive and focused on improving literacy outcomes.
 - The Climate and Culture Team implements strategies to improve student attendance and engagement, recognizing that consistent participation in instruction is essential to achieving literacy growth targets and improving Dashboard performance.

Tier 2 (Targeted Supports)

Students identified through disaggregated Dashboard and literacy assessment data — including African American students, Students with Disabilities, and English Learners — receive targeted supplemental literacy instruction designed to accelerate progress toward grade-level proficiency and improve subgroup performance indicators.

Targeted supports are designed to:

- Accelerate literacy growth for students performing in the Below and Approaching Standard performance levels
- Reduce achievement gaps identified through Dashboard subgroup performance trends
- Increase student movement toward proficiency through focused intervention cycles

Targeted supports include:

- Small-group literacy acceleration aligned to priority reading and writing standards
- Scaffolded instruction targeting comprehension, vocabulary, and academic language development
- Structured writing supports aligned to Smarter Balanced literacy expectations
- Focused literacy intervention during designated intervention time

PLCs analyze disaggregated FIAB, IAB, and classroom literacy data to monitor progress toward growth targets and refine intervention strategies.

Supplemental contracts for lead teachers support literacy acceleration planning, curriculum alignment, and development of targeted instructional resources designed to improve Dashboard outcomes.

Tier 3 (Intensive Supports)

Students with significant literacy skill gaps receive intensive, individualized instruction designed to accelerate foundational reading and writing development while maintaining access to grade-level standards.

Intensive supports prioritize measurable literacy growth and movement across performance levels as reflected in Dashboard indicators.

Supports include:

- Explicit instruction in foundational comprehension strategies (chunking, annotating, summarizing)
- Structured writing frameworks to support analytical thinking and evidence-based responses
- Intensive small-group literacy intervention supported by master teachers and TSA
- Specialized literacy intervention delivered by Co-SPED teachers and Teaching Fellows
- Modified and scaffolded instructional materials addressing foundational skill gaps
- Increased frequency of literacy progress monitoring to ensure students meet individualized growth targets

Funding supports intervention curriculum, instructional materials, literacy resources, and assistive technology necessary to accelerate literacy development and improve Dashboard literacy indicators.

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 CAASPP 2025 results, English Learner (EL) students continue to experience significant academic challenges in ELA. Overall achievement data for EL students show that 76.54% scored at Standard Not Met (Level 1), 3.70% met standards (Level 3), and 0% exceeded standards (Level 4). In the composite domains, 81.48% of EL students scored Below Standard in Reading and Listening, and 65.91% scored Below Standard in Writing and Research, indicating persistent needs in academic language development, comprehension, and written expression.

EL students also demonstrate ongoing gaps. Approximately 70.45% scored at Standard Not Met, suggesting that language and literacy support must continue beyond reclassification. These outcomes highlight the need for sustained, targeted language development and literacy interventions for current ELs, LTELs, newcomers, and reclassified students.

Site supports currently in place for EL students include:

- Dedicated EL Advisory PLC (4 teachers including an EL specialist teacher) providing targeted daily literacy instruction.
- Bi-monthly EL PLC meetings focused on planning, training, and refining instructional practices.
- Bi-weekly progress monitoring using iReady, FIABs, and analysis of student work.
- Teaching Fellows providing small-group instructional support during ELA instruction.
- Instructional support in both Spanish and English to strengthen language development and comprehension.
- Teachers participate in district EL professional learning through the Multi-lingual/Multi-Cultural department to strengthen scaffolding, language objectives, and culturally responsive instructional practices.

These services are designed to support all EL students, including newcomers, Long-Term English Learners (LTELs), and students who have been reclassified, with a continued focus on academic language development, literacy acceleration, and equitable access to grade-level content.

Student Groups

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

English Learner (EL):

Planned Title I Expenditures to Support English Learners:

- Stipends for four EL Advisory teachers to collaborate outside the instructional day.
- Compensation supports structured planning time for teachers to analyze ELPAC, iReady, FIAB, and classroom data.
- Funding supports the development of leveled EL Advisory groups to provide targeted language instruction.
- Funds ensure dedicated time for teachers to design, refine, and align instructional strategies that accelerate English language development and reclassification outcomes.

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

English Learner (EL):

Planned 7090/7091 Expenditures to Support English Learners:

- Stipends for four EL Advisory teachers to collaborate and plan targeted instruction.
- Funding supports structured collaboration time to review student ELPAC progress, analyze language proficiency data, and design responsive instruction.
- Funds allow for the creation and implementation of leveled EL Advisory sections to meet the instructional needs of newcomers, ELs, and LTELs.
- Stipends support ongoing data cycles and strategic planning focused on accelerating student progress toward English proficiency and reclassification.

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

English Learner (EL):

As a site, Tioga Middle School will implement the following actions to support English Learners:

- Implement a leveled EL Advisory program taught by four designated EL teachers to provide targeted language instruction aligned to student proficiency levels.
- Provide structured collaboration time for EL Advisory teachers to meet regularly to analyze ELPAC, iReady, FIAB, ATLAS, and student work data.
- Use data cycles to adjust instruction, groupings, and strategies based on student progress toward English proficiency.
- Focus EL Advisory instruction on academic vocabulary, reading, writing, speaking, and listening skills aligned to ELPAC domains.
- Monitor EL student progress bi-weekly and adjust supports as needed.
- Support long-term English Learners (LTELs) and recently reclassified students with continued language development to ensure sustained academic success.
- Align EL Advisory instruction with district professional learning and evidence-based strategies for English Learner acceleration.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Tioga Middle School will strengthen family engagement for English Learners through coordinated supports provided by multiple site-based roles:

- The EL Coordinator works directly with EL Advisory and PLC teachers to align instruction, review student progress, and ensure consistency between classroom practices and family-facing supports. The EL Coordinator also collaborates with the ELAC advisory committee by providing instructional resources, family tips, and serving as a presenter at ELAC meetings to help families understand ELPAC, reclassification criteria, and assessment results.
- The Home School Liaison conducts home visits and maintains direct communication with families through phone calls, meetings, and outreach, helping families navigate school systems and access academic and social-emotional supports.
- The Family and Community Engagement Coordinator provides services directly to families and hosts family education workshops and community courses that build parent capacity to support student learning.
- School counselors provide presentations during Back-to-School Night, parent conferences, and family events to inform families about SBAC, ELPAC, graduation pathways, and how to become effective advocates for their children’s academic success.
- Translation services and bilingual communication (English/Spanish) are provided to ensure all families can meaningfully access information and participate in school activities.

These structures ensure families of English Learners are informed partners in their child’s academic progress and are equipped with the knowledge and tools needed to support learning at home.

Professional Learning

Describe Professional Learning related to this action.

Professional learning at Tioga Middle School will focus on strengthening teacher capacity to deliver high-quality instruction for English Learners and accelerating student outcomes through collaborative, evidence-based practice.

- The EL Coordinator will provide targeted professional learning to EL Advisory teachers during PLC meetings, focusing on ELD standards alignment, effective language development strategies, data analysis, and instructional planning.
- Whole-staff professional development will be provided during buyback days, PLC, and ILT meetings with a focus on instructional best practices that support literacy development, academic discourse, and student engagement. Training by Admin and TSA.
- Administrators will use the following research-based texts as reference frameworks to guide professional learning and coaching:
 - *The Highly Effective Teacher: 7 Classroom-Tested Practices That Foster Student Success* by Jeff Marshall
 - *Visible Learning* by John Hattie
 - *Unlocking English Learners’ Potential: Strategies for Making Content Accessible* by Lydia Breiseth
 - • ELA Lead teachers will model and share best practices with colleagues through instructional rounds, peer collaboration, and structured sharing during PLC.
 - • Teachers will participate in peer walkthroughs to observe effective strategies in action, collect best practices, and reflect on instructional moves that improve student outcomes.
 - Site administrators will conduct ongoing classroom walkthroughs and provide timely, actionable feedback aligned to instructional priorities, student learning goals, and Smarter Balanced (SBAC) standards to strengthen rigor and assessment readiness.

This ongoing professional learning structure supports continuous improvement, strengthens instructional coherence across classrooms, and directly connects teacher practice to improved outcomes for English Learners.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Expect to see — We will achieve these changes in knowledge and learning... In the short term, Tioga Middle School expects to see measurable growth in both student learning and teacher instructional capacity. Student learning outcomes will include:

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.

Want to see — **Shape these behaviors...**

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.

Hope to see — **And ultimately achieve these impacts...**

- Increased student understanding of academic vocabulary, reading comprehension, writing skills, and oral language development within EL Advisory and core ELA classes.
- Improved student performance on formative assessments including iReady, ATLAS, FIAB, classroom-based assessments, and student work samples.
- Increased student familiarity with ELPAC task types and expectations through targeted instruction aligned to language domains (reading, writing, listening, speaking). Teacher learning outcomes will include:
- Increased teacher capacity to design targeted instruction based on EL student data.
- Stronger alignment of instructional strategies across EL Advisory sections due to structured collaboration.
- Increased use of evidence-based strategies observed during walkthroughs (academic discourse, language scaffolds, structured writing, and vocabulary routines).

How outcomes will be measured:

- iReady reading growth (bi-weekly progress monitoring in Advisory)
- ATLAS, FIAB, and classroom formative assessment data
- Student work samples aligned to ELPAC domains
- PLC artifacts (data analysis notes, lesson plans, instructional adjustments)
- Walkthrough observation evidence aligned to instructional focus areas

Who will monitor progress:

- EL Advisory Teachers
- EL Coordinator PLC Leads
- TSA
- Site Administration

Over the medium term, Tioga Middle School will focus on changing instructional behaviors and student performance patterns to ensure sustained improvement for English Learners.

Student behavior and performance outcomes will include:

- Increased student engagement in structured academic discussions, collaborative writing, and oral language activities within EL Advisory and core classes.
- Increased completion and quality of student work across EL Advisory and ELA classes.
- Reduction in D and F rates for English Learners through early intervention and targeted instructional supports.
- Increased student attendance and participation in EL Advisory and extended learning opportunities.
- Increased progress toward English proficiency as reflected in ELPAC practice tasks and interim measures.

Teacher practice outcomes will include:

- More consistent use of evidence-based EL strategies across classrooms (e.g., structured academic discourse, sentence frames, vocabulary development, and language scaffolds).
- Increased teacher use of data to adjust instruction, groupings, and interventions.
- Stronger instructional alignment across EL Advisory classrooms due to ongoing collaboration and coaching.

How outcomes will be measured:

- D/F reports reviewed bi-weekly by TSA
- Attendance and engagement data by TSA
- ELPAC-aligned formative tasks and student work samples
- iReady progress monitoring data
- Walkthrough data documenting use of EL instructional strategies
- PLC documentation reflecting instructional adjustments

Who will monitor progress:

- EL Advisory Teachers
- EL Coordinator
- TSA
- School Counselors
- Site Administration

Over time, Tioga Middle School expects to see sustained, measurable improvements in outcomes for English Learners and long-term systemic improvement in instructional practice.

Long-term student outcome impacts will include:

- Increased percentage of English Learners meeting or exceeding annual ELPAC growth targets.
- Increased EL reclassification rates over time.
- Improved CAASPP ELA performance for English Learners, resulting in a reduced achievement gap between ELs and non-EL peers.
- Sustained academic success for students who have been reclassified (RFEP), indicating strong language development beyond reclassification.
- Decreased rates of chronic absenteeism and course failure among English Learners due to stronger engagement and targeted supports.

Long-term system and instructional impacts will include:

- A sustainable, high-quality EL Advisory program embedded in the school culture.
- Strong instructional coherence across classrooms, with consistent use of effective EL strategies schoolwide.
- A culture of data-driven decision-making where teachers continuously adjust instruction based on student progress.
- Strengthened family-school partnerships, resulting in increased family engagement and advocacy for student success.

How outcomes will be measured:

- Annual ELPAC results and ELPI growth reports
- Reclassification rates (district and site data)
- CAASPP ELA performance reports and distance from standard (DFS) trends
- Longitudinal tracking of RFEP students' academic performance
- Attendance and D/F rate trends over time
- Family engagement participation data (ELAC attendance, workshops, events)

Who will monitor progress:

- Site Administration & TSA
- EL Coordinator
- EL Advisory Teachers
- District EL Services
- School Site Council (SPSA monitoring and review)

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Supplemental: ELPAC Curriculum Learning Tree - a supplemental curriculum to give support to EL teachers.	18,545.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Elective materials and supplies. **No Food or Incentives**	5,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows Foundation: To support EL students with targeted interventions and instructional support to accelerate language development and academic proficiency.	32,000.00
G1A1	Title 1 Basic	In-House Instructional Staff Deve	Teacher-Supp			Portrait of a Learner Support Planning Contracts **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	17,475.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning days to collaborate on differentiated instruction, data analysis, and targeted intervention strategies to effectively close learning gaps among our underperforming students. **Budget lines for personnel include salaries and related benefits	22,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for teacher observations. **Budget lines for personnel include salaries and related benefits	15,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	4,592.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			EL Advisory Supplemental Contracts **Budget lines for personnel include salaries and related benefits	7,227.00

\$121,839.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Increase Student-Centered Learning and Engagement to Support Literacy and Academic Growth

Action Details

Life Skills

Tioga Middle School will implement a comprehensive, student-centered instructional model designed to increase engagement, literacy development, and academic growth across all content areas. Instruction in ELA, Math, Science, Social Studies, and electives will integrate real-world, career-connected learning to strengthen critical thinking, collaboration, communication, and problem-solving skills.

Beginning in 2026–2027, Tioga will implement a dedicated Career Exploration elective supported through site funding. This course will provide structured instruction in career awareness, employability skills, and an introductory exploration of CTE pathways. Students will engage in project-based learning, career research, presentations, and academic and career planning activities that connect literacy skills to postsecondary readiness.

To accelerate English Learner progress, Tioga will implement the Language Learning Tree ELPAC curriculum to provide targeted English language development aligned to ELPAC standards. This curriculum strengthens academic vocabulary, reading comprehension, structured academic discourse, and writing development to support reclassification and improve ELPAC performance.

All students will receive weekly SEL instruction during advisory, along with structured advisory mentoring that includes academic check-ins, goal-setting, and relationship-building. Students will also have access to the Tioga Extended Learning Program to strengthen engagement, support homework, and foster positive peer interactions.

To reduce suspension rates and strengthen restorative practices, Tioga will utilize a Transitional Teacher to monitor Alternative to Suspension (ATS) placements and implement structured alternatives to suspension. The Transitional Teacher will oversee behavioral progress monitoring, provide reflective skill-building sessions, and coordinate community service opportunities as restorative alternatives to exclusionary discipline. This proactive approach is designed to decrease suspensions, increase instructional time, and support positive behavior change. To support this work, Tioga will also allocate funding for Non-Teaching Assistants (NTAs) to assist the Transitional Teacher with supervision and implementation of the Alternative to Suspension (ATS) room. NTAs will also assist in supervising students completing restorative assignments and community service projects around the school campus. This additional support will help maintain safe supervision and increase accountability.

Tioga’s Extended Learning Program offers homework assistance, tutoring, and targeted academic support aligned to classroom instruction. Students participate in enrichment activities, including art, e-sports, music, physical education, and leadership development. A nutritious supper snack is provided daily, and the program is offered free of charge to remove access barriers

To strengthen school culture, climate, and student engagement, Tioga will allocate funding for teacher supplemental contracts to support student clubs and enrichment opportunities. These clubs will provide structured leadership, academic, cultural, and interest-based experiences that increase belonging, attendance, and positive school connectedness. Led by our Tioga academic counseling team, academic recognition programs, leadership development through the Junior Officer Club, and positive behavior reinforcement systems will further promote responsibility, achievement, and motivation.

Direct Instructional Services

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 provide standards-aligned core instruction supported by:

- Career Exploration elective curriculum and instructional materials
- Language Learning Tree ELPAC curriculum and designated ELD instructional resources
- Standards-aligned core curriculum and intervention materials in ELA, Math, Science, and Social Studies
- Elective course supplies and instructional technology to support project-based and career-connected learning
- Academic incentive materials that reinforce achievement and literacy growth
- Supplies to support leadership and academic-focused student clubs aligned to schoolwide learning goals
- Printing and instructional materials necessary to support literacy instruction and career exploration activities.

Students will participate in:

- Structured academic and career planning within advisory
- Weekly standards-aligned SEL instruction
- Targeted, designated, and integrated English Language Development instruction
- Career-connected project-based learning experiences in elective courses
- Tioga will also host an annual College and Career Fair to reinforce the connection between literacy, academic performance, and postsecondary opportunities.

Instructional services will be delivered through a structured Multi-Tiered System of Supports (MTSS) framework to ensure differentiated academic and language support:

Tier 1:

High-quality, standards-aligned core instruction with embedded ELD strategies, SEL curriculum, Career Exploration elective access, positive behavior expectations, and implementation of Language Learning Tree for English Learners.

Tier 2:

Targeted small-group academic and language interventions, support from a TSA, structured mentoring, attendance interventions, and restorative alternatives to suspension (including ATS monitoring and community service options) based on data review.

Tier 3:

Individualized counseling, intensive academic and language interventions, and behavior intervention plans coordinated through the Targeted Support Team (TST), Transitional Teacher, and TSA for students demonstrating persistent academic or behavioral needs.

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 Middle School provides targeted, data-driven supports for all English Learners, including newcomer students, LTELs, and reclassified students. According to the 2025 California School Dashboard English Learner Progress Indicator (ELPI), 42.4% of EL students and 43.5% of LTEL students made progress toward English proficiency (EL +3.5; LTEL +0.4), with strong ELPAC participation rates (EL 98.9%; LTEL 98.4%). Site ELPAC/ELPI results, LTEL identification rates, literacy benchmark data, attendance, and course performance are reviewed regularly in PLC to monitor growth and adjust supports.

To increase the percentage of students making annual progress toward English proficiency and accelerate LTEL growth and reclassification, Tioga will implement the Learning Tree ELPAC curriculum and establish four designated EL advisories grouped by ELPAC proficiency level. Instruction will target growth in the listening, speaking, reading, and writing domains aligned to proficiency needs. An EL teacher specialist will support teachers with teaching strategies and small group instruction. Teaching Fellows will provide additional instructional support by assisting with bilingual academic mentoring, small-group literacy intervention, and targeted language development activities for English Learners. A TSA teacher will also support small-group instruction and one-to-one instruction.

Student Groups

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

English Learner (EL):

Planned Expenses to Support This Student Group:

- Purchase of Language Tree ELPAC curriculum and supplemental instructional materials to accelerate English language development and improve ELPAC performance
- Targeted academic intervention services, including small-group language and literacy instruction provided by the EL Teacher Specialist/TSA
- Teacher supplemental stipends to support four designated EL advisories aligned to ELPAC proficiency levels
- Professional learning and training focused on effective EL instructional strategies, student engagement, and resources to strengthen support for English Learner families
- Bilingual Teaching Fellow support to provide in-class and small-group instructional assistance for English Learners

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

English Learner (EL):

Planned Expenses to Support English Learners (EL):

- Mentoring and intervention program supports to increase engagement and persistence for EL students by Teaching Fellows
- Materials and supplies to support student engagement, leadership participation, and enrichment activities that strengthen belonging and school climate
- Leadership development and career exploration through the Junior Officer Club, LCFF English Learner funds will be used to support participation of English Learners in these programs by providing targeted incentives and engagement opportunities that encourage attendance, academic effort, and active participation in language-rich activities that strengthen communication skills and school connectedness.

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

English Learner (EL):

As a Site: Planned Actions to Support English Learners (EL)

- Implementation of four specialized EL advisory sections aligned to student ELPAC proficiency levels, providing targeted language instruction, academic vocabulary development, structured discourse practice, and support toward reclassification.
- Implementation of the Language Tree ELPAC curriculum to accelerate English language development and improve ELPAC performance through targeted reading, writing, listening, and speaking instruction.
- Regular review of academic, attendance, engagement, and ELPAC data to refine instructional strategies and interventions by our EL Teacher Specialist/TSA.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Parents can engage in school decision-making through the School Site Council (SSC), ELAC, and the Community Advisory Committee led by the Community Engagement Coordinator. Monthly evening parent learning workshops are offered to help families understand the curriculum, student progress, and how to support learning at home. Families are also invited to participate in parent conferences, Back-to-School Night, and other schoolwide events. Ongoing communication is provided through ParentSquare, phone calls, and multilingual materials to ensure all families have access and a voice.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in ongoing professional learning aligned with improving literacy outcomes, ELPI growth, student engagement, and reducing suspension rates. ELA teachers will receive targeted training on implementing the Language Learning Tree ELPAC curriculum, including instructional strategies to strengthen listening, speaking, reading, and writing aligned with ELPAC proficiency levels.

Expertise Lead Teachers will facilitate site-based professional learning to model best practices. Lead teachers will serve as model classrooms by opening their rooms for peer observations, demonstrating high-impact instructional strategies. They will facilitate collaborative planning and structured feedback cycles to promote consistency and strengthen instructional practices schoolwide.

Advisory staff will receive guidance from the Climate & Culture Specialist on conducting structured mentor check-ins, academic goal-setting conversations, and schoolwide communication to promote a sense of belonging and early intervention. Advisory teachers will also be trained to effectively implement the SEL curriculum during advisory sessions to strengthen self-regulation, responsible decision-making, and student engagement.

Professional learning will be delivered through buyback days, PLC collaboration cycles, staff meetings, and instructional walkthrough feedback. The EL Teacher Specialist, TSA, and Transitional Teacher will monitor implementation to ensure measurable impact on ELPI, literacy outcomes, attendance, and reductions in suspension rates.

Progress Monitoring: Outcomes

Reasoning for using this action:

Moderate 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 demonstrate:

- Increased participation in structured academic discourse and classroom discussions
- Improved SEL competencies, including self-regulation, conflict resolution, collaboration, and academic risk-taking
- Increased engagement in reading, writing, and standards-aligned academic tasks
- Increased awareness of enrichment, leadership, and career exploration opportunities
- Improved understanding of behavioral expectations and restorative practices as alternatives to suspension

Measurement Tools:

- Walkthrough and instructional observation data (focus on discourse, engagement, and restorative practices)
- SEL lesson implementation monitoring and advisory artifacts
- Student reflection forms from ATS sessions
- TELP, club, and enrichment participation rosters
- Advisory goal-setting reflections and student work samples

Monitoring Responsibility:

- Site Administrators
- Instructional Leadership Team (ILT)
- Transitional Teacher (restorative and ATS monitoring)
- EL Teacher Specialist / TSA

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.

Students will demonstrate:

- Improved attendance and a measurable reduction in chronic absenteeism
- Decreased behavior referrals and suspension rates through increased use of restorative alternatives and ATS monitoring
- Increased student voice, participation, and engagement in academic settings
- Increased participation in enrichment programs, student clubs, Career Exploration, and electives
- Greater academic persistence, task completion, and responsible decision-making

Measurement Tools:

- Monthly attendance and chronic absenteeism reports
- Discipline data, including referrals, suspensions, and ATS placement trends
- Community service completion logs and restorative intervention documentation
- Participation data (TELP, clubs, Career Exploration elective enrollment)
- Mid-year climate and culture survey results
- ELPI and literacy benchmark mid-year progress checks

Monitoring Responsibility:

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.

As a result of these actions, Tioga will achieve:

- Increased ELPI growth and higher reclassification rates for English Learners
- Improved CAASPP ELA performance, including increased % Meets/Exceeds and positive DFS growth
- Increased overall student engagement and a stronger sense of belonging
- Improved school climate and perceptions of safety
- Sustained reduction in suspension rates through implementation of restorative practices, ATS monitoring, and community service alternatives
- Reduced chronic absenteeism and increased instructional minutes preserved
- Increased readiness for high school pathways and postsecondary opportunities

Measurement Tools:

- California School Dashboard ELPI results
- California School Dashboard Suspension Indicator
- CAASPP ELA DFS and % Meets/Exceeds performance data
- Panorama Climate & Culture Survey results
- Attendance trends and chronic absenteeism reports
- Discipline data, including year-over-year suspension and ATS trends

- Counselors
- Community Engagement Coordinator

- Site Administrators
- Transitional Teacher (ATS monitoring and restorative alternatives)
- Counselors
- EL Teacher Specialist / TSA
- Climate & Culture Team
- Targeted Support Team (TST)

- Course performance and pathway enrollment data
- Monitoring Responsibility:
- School Administrators
 - Instructional Leadership Team (ILT)
 - Transitional Teacher (ATS oversight and restorative implementation monitoring)
 - EL Teacher Specialist / TSA
 - Climate & Culture Team
 - School Site Council (SSC)
 - District Support Teams

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Life Skills

Tioga Middle School will utilize Proposition 28 Arts and Music in Schools funding to expand and strengthen access to music and performing arts education for all students. These funds will support the repair and replacement of musical instruments, the purchase of new instruments to replace those no longer usable due to loss or damage, and improvements to the theater's stage lighting system for student concerts and performances. Maintaining functional instruments and performance equipment ensures that all students have equitable access to hands-on music instruction and performing arts opportunities.

These investments will allow the music program to continue providing inclusive access to instrumental music instruction, ensemble participation, and performance opportunities that strengthen creativity, collaboration, and confidence. Through these experiences, students develop critical thinking, discipline, and artistic expression aligned with California Visual and Performing Arts Standards.

In addition to strengthening the music program, Proposition 28 funds will also support the development of an Art and Cosmetic Design Club that introduces students to creative careers within the visual arts industry. Through this club, students will explore artistic techniques used in makeup design, stage makeup, visual design, and creative expression. Students will learn foundational artistic skills, including color theory, design principles, and creative application techniques. The program will also include guest speakers from creative industries such as cosmetology, theater arts, media production, and visual design to expose students to career pathways and real-world applications of artistic skills.

Direct Instructional Services

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

Students enrolled in music and performing arts courses will receive standards-aligned instruction in instrumental music and performance. Proposition 28 funds will support direct instructional services by ensuring that students have access to functional instruments and appropriate performance equipment necessary for music instruction and concerts.

Instructional services supported by this action include:

- Repair and maintenance of existing musical instruments to ensure students can fully participate in band and music classes
- Purchase of replacement instruments for those that are lost, damaged, or beyond repair to maintain equitable access for students
- Maintenance and repair of theater stage lighting used for student performances, concerts, and assemblies
- Instruction in instrumental performance, music theory, ensemble collaboration, and stage performance techniques
- Opportunities for students to participate in concerts and public performances that demonstrate mastery of performing arts standards

Visual Arts and Cosmetic Design Club:

- Materials and supplies for the Art and Cosmetic Design Club, including art materials, cosmetic design kits, brushes, practice materials, and visual arts resources that allow students to explore artistic techniques and creative design while learning about careers within the arts and beauty industries.

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.

English Learners benefit from participation in music and performing arts programs through increased opportunities for engagement, collaboration, and language development in a supportive learning environment.

Music instruction provides structured opportunities for students to develop listening skills, follow complex directions, and participate in collaborative ensemble performance. English Learners are able to engage in creative expression while building confidence, communication skills, and connections with peers.

Participation in music programs supports English Learners, including newcomer students, Long-Term English Learners (LTELs), and reclassified students, by providing inclusive learning environments that promote belonging, participation, and engagement in school activities. Performing arts experiences also support language development through structured rehearsal dialogue, performance reflection, and collaborative learning.

Student Groups

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

No Title I funds are used for this action.

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

No 7090/7091 English Learner funds are used for this action.

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

Tioga Middle School will expand access to music and performing arts opportunities for all students, with a focus on ensuring equitable participation among historically underserved student groups. By maintaining functional instruments and performance equipment, the school ensures that all students, regardless of financial circumstances, can participate fully in music education and school performances.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will have opportunities to engage with the school community through student concerts, performances, and performing arts showcases hosted throughout the school year. These events provide families with opportunities to celebrate student achievement, experience student learning in the arts, and strengthen connections between families and the school.

Concerts and performances will be open to families and community members, providing inclusive opportunities for participation and recognition of student accomplishments in music and performing arts.

Professional Learning

Describe Professional Learning related to this action.

Music teachers will participate in professional learning opportunities to strengthen instructional practices in instrumental music, performance preparation, and arts education. Professional learning may include collaborating with district arts educators, participating in music education workshops, and refining instructional strategies aligned with California Visual and Performing Arts standards.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 demonstrate:

- Increased participation in music classes and performing arts activities
- Improved understanding of instrumental techniques and music performance skills
- Increased engagement and confidence during rehearsals and performances
- Greater awareness of music concepts such as rhythm, tone, and ensemble collaboration

Measurement Tools

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.

Students will demonstrate:

- Increased participation in concerts and performing arts events
- Improved collaboration and teamwork during ensemble performances
- Increased student engagement and school connectedness through arts participation
- Increased attendance and participation among students involved in music programs
- Increased participation in visual arts enrichment opportunities such as the Art and Cosmetic Design Club and performing arts programs.

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.

Tioga Middle School expects to see:

- Sustained access to high-quality music and performing arts instruction
- Increased student participation in music and performing arts programs
- Strengthened student confidence, creativity, and collaboration skills
- Stronger school culture through student performances and community engagement
- Increased student interest in creative industries and visual arts career pathways, including cosmetology, design, theater arts, and media arts.

- Music class participation and enrollment data
- Teacher observation of student skill development during rehearsals
- Student performance assessments during concerts and practice sessions

Monitoring Responsibility

- Music Teacher
- Elective Lead
- Site Administration

Measurement Tools

- Concert participation and performance rosters
- Student attendance and engagement data
- Music program participation trends

Monitoring Responsibility

- Music Teacher
- Site Administration
- Elective Lead

Measurement Tools

- Music program enrollment trends
- Student performance evaluations and concert participation
- Family and community attendance at concerts and performances

Monitoring Responsibility

- Site Administration
- Music Teacher
- Elective Lead
- School Site Council (SSC)

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting for Parent meetings/events **Budget lines for personnel include salaries and related benefits	1,000.00
G2A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translation services for Parent meetings/events **Budget lines for personnel include salaries and related benefits	1,000.00
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement Materials and Supplies **No Food or Incentives**	1,117.00
G2A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Transitional Teacher for Detention Classroom **Budget lines for personnel include salaries and related benefits	13,740.00
G2A1	Sup & Conc	Instruction	Oth Cls-Supp			Supplemental Classified Support for ATS, school extracurricular events, and student community service. **Budget lines for personnel include salaries and related benefits	49,760.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for academic incentives	15,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Rewards and incentives for improving academics through our Climate and Culture Team	20,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			New CTE course Materials, supplies, and curriculum supplements.	35,000.00
G2A1	LCFF: EL	Instruction	Bks & Ref			: Library Books for EL Students	2,000.00
G2A1	LCFF: EL	Instruction	Mat & Supp			: EL Materials and Supplies	8,438.00
G2A1	LCFF: EL	Instruction	Direct Trans			EL Student incentives for Junior Officer Club to give exposure to real-world learning opportunities and career exploration. (per ELAC parent feedback)	2,500.00
G2A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Supplemental Contracts for teachers facilitating clubs and extracurricular activities for all students, including EL learners, to support academic enrichment. **Budget lines for personnel include salaries and related benefits	20,151.00

\$169,706.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Strengthen Staff Capacity, Equity, and Family Partnerships to Support Student Success

Action Details

Goal: Strengthen Staff Capacity, Equity, and Family Partnerships to Support Student Success

Tioga Middle School will implement intentional systems to strengthen staff capacity, promote equitable instructional practices, support employee wellness, and deepen family and community partnerships in order to improve instructional quality, increase student engagement, reduce suspension rates, and accelerate positive academic and behavioral outcomes for all students. These efforts will directly support the development of Fresno Unified’s Portrait of a Learner competencies, ensuring all students build the critical thinking, communication, collaboration, adaptability, empathy, and digital literacy skills necessary to thrive academically and beyond middle school.

Staff Capacity and Instructional Effectiveness

Tioga Middle School will strengthen instructional effectiveness through structured professional learning focused on high-impact instructional strategies that increase literacy development, student engagement, and academic ownership while intentionally developing Portrait of a Learner competencies. Instruction will emphasize building students’ capacity to think critically, communicate effectively, collaborate productively, and demonstrate adaptability through rigorous, student-centered learning experiences.

Professional learning will include implementation of the Gradual Release of Responsibility (“I Do, We Do, You Do”) instructional framework, Visible Learning strategies emphasizing teacher clarity, success criteria, and feedback, accountable grouping structures that promote collaboration and shared responsibility, and structured academic discourse across all content areas to strengthen students’ communication skills and ability to express their thinking.

Staff will participate in ongoing PLC collaboration cycles aligned to student data and Portrait of a Learner outcomes to ensure instruction develops both academic mastery and future-ready skills. Teachers will engage in peer observation opportunities to model best practices that promote student ownership, critical thinking, and engagement. Structured instructional walkthroughs and feedback cycles will reinforce consistent implementation of instructional practices that support equitable access to rigorous learning and the development of Portrait of a Learner competencies for all students.

Leadership capacity will be expanded through shared leadership structures, including Lead Teachers, the Climate and Culture Team, and the Targeted Support Team, to promote collective ownership of student academic, behavioral, and life skill development. These teams will support staff in implementing instructional practices and schoolwide systems that strengthen student agency, belonging, and engagement.

Staff will also receive professional learning in de-escalation strategies and the effective implementation of Alternatives to Suspension (ATS) and community service alternatives. These practices promote empathy, accountability, and responsible decision-making, while reducing exclusionary discipline and preserving instructional time. The Transitional Teacher will oversee behavioral progress monitoring, restorative interventions, and student skill development aligned to Portrait of a Learner competencies, ensuring students develop the self-management, empathy, and adaptability necessary for long-term success.

Direct Instructional Services

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

Tioga Middle School will strengthen instructional quality by consistently implementing high-impact, standards-aligned instructional practices that increase student engagement, literacy outcomes, and equitable access to rigorous instruction. Instruction will be supported by district-adopted core curriculum, supplemental literacy resources, intervention materials, and instructional technology to ensure all students—including English Learners and historically underserved groups—have access to grade-level content and meaningful learning experiences.

Staff will implement instructional strategies emphasized through site-based professional learning, including:

- Visible Learning practices (teacher clarity, learning intentions, success criteria, and feedback)
- The Gradual Release of Responsibility model (“I Do, We Do, You Do”)
- Accountable grouping structures that promote collaboration and shared responsibility
- Structured academic discourse across content areas
- Frequent formative checks for understanding to guide responsive instruction

Teachers will engage in peer observations and collaborative PLC cycles focused on student data and Portrait of a Learner competencies to promote instructional consistency, continuous improvement, and collective accountability.

The Teacher on Special Assignment (TSA) will support implementation by providing instructional coaching to the ELA department, facilitating data analysis cycles, and assisting teachers with targeted intervention planning to strengthen both academic and behavioral outcomes.

Instruction will intentionally promote:

- Student voice and agency
- Critical thinking and collaboration
- Inclusive classroom environments that foster belonging

These efforts ensure equitable access to rigorous instruction and support the development of Portrait of a Learner competencies.

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 ensuring equitable access to high-quality instruction for all English Learners, including newcomers, Long-Term English Learners (LTELs), and reclassified students. Teachers serving high populations of EL students will receive targeted professional learning in effective instructional strategies, differentiation, and practices that accelerate language development, academic engagement, and literacy growth.

EL student progress will be monitored using classroom performance, attendance, engagement data, and ELPAC results. Instruction will emphasize structured academic talk, vocabulary development, reading and writing supports, and student engagement strategies to ensure EL students meaningfully access grade-level content. Reclassified students will continue to be monitored to ensure sustained academic success.

These practices align with Fresno Unified’s priorities around equity, access, and closing opportunity gaps for multilingual learners.

Student Groups

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

Planned expenses will support district-aligned priorities by funding:

- Professional learning focused on high-quality instruction and student engagement
- Instructional materials and resources that support equitable access to learning

- Translation and interpretation services to ensure inclusive family communication

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

Planned expenses will support:

- Staff training that strengthens positive school culture and student-centered environments
- Parent engagement events and outreach aligned to district family partnership goals
- Materials and resources that support engagement, intervention, and climate systems

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

Tioga will:

- Maintain equitable and representative hiring practices
- Provide leadership opportunities for staff across roles and backgrounds
- Implement ongoing staff recognition and wellness systems
- Strengthen effective instructional practices across classrooms
- Use climate, attendance, and academic data to guide continuous improvement
- Strengthen family-school partnerships through outreach, multilingual communication, and inclusive engagement opportunities

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will engage through School Site Council (SSC), ELAC, Parent University, and Home School Liaison outreach. Tioga will provide multilingual communication, accessible events, and targeted outreach to ensure all families, particularly historically underserved families, have meaningful opportunities to participate in school decision-making and support student learning. These efforts align with Fresno Unified’s priority of strong family and community partnerships.

In addition, Tioga’s Community Engagement Coordinator works closely with families to remove barriers to engagement and strengthen trust between home and school. Supports include:

- Monthly free food distributions for families
- Free parent education classes on topics related to adolescents, mental health, and school success
- A school-based clothing closet providing free clothing and hygiene essentials

- Ongoing outreach and individualized family support

These services help meet basic needs, increase family connection to school, and directly support improved student attendance, engagement, and academic success.

Professional Learning

Describe Professional Learning related to this action.

Staff will participate in ongoing professional learning to strengthen instructional practice, student engagement, and literacy outcomes. Professional learning will be collaboratively planned and implemented by site administration and teachers, based on identified student learning needs and ongoing analysis of multiple measures of student data. This work will intentionally support equitable outcomes for all student groups, with focused attention on historically underserved students.

Professional learning will emphasize:

- High-quality, student-centered instructional practices aligned to deeper learning
- Instructional strategies that support the competencies outlined in the District Portrait of a Learner, including critical thinking, collaboration, communication, adaptability, empathy, and digital literacy
- Visible Learning strategies (John Hattie) to increase student ownership of learning
- Gradual Release of Responsibility (I Do, We Do, You Do) to ensure access and rigor for all learners
- Accountable grouping and collaborative student structures that promote inclusion and equitable participation
- Strategies that increase student engagement, literacy development, and academic language acquisition
- Teachers sharing best practices and analyzing student work during PLC collaboration
- Peer observations and instructional walkthroughs to strengthen collective efficacy
- Strategic use of disaggregated data to monitor progress and adjust instruction for targeted student groups

Professional learning will be delivered through buyback days, staff meetings, PLCs, peer-led learning, instructional walkthrough feedback, and district-provided training. All professional learning will remain aligned to site instructional priorities, Portrait of a Learner competencies, and the goal of improving equitable student outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

Expect to see / We will achieve these changes in knowledge and learning (within the first 1–3 months of implementation):

- Increased student understanding of school expectations, SEL skills, and academic behaviors
- Increased student participation in classroom discussions and activities
- Greater awareness of enrichment opportunities, career pathways, and available supports
- Increased use of advisory for goal-setting and reflection
- Increased family awareness of school programs and engagement opportunities

How outcomes will be measured:

- Walkthrough and observation data focused on engagement indicators (monthly)
- SEL lesson implementation checks (monthly)
- Advisory artifacts (student goals, reflections, check-ins)
- TELP/clubs participation rosters (quarterly)
- Parent engagement attendance (workshops, events, conferences)

Who will monitor:

- Site Administrators
- Instructional Leadership Team (ILT)
- Counselors
- Community Engagement Coordinator
- 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.

**Medium-Term (Change in Behavior or Performance)
Want to see / Shape these behaviors (within 3–6 months of implementation):**

- Improved student attendance and reduced chronic absenteeism
- Fewer behavioral referrals and suspensions due to proactive supports and restorative practices
- Increased student voice, participation, and collaboration in classrooms
- Increased participation in enrichment, clubs, leadership, and pathway opportunities
- Greater persistence with academic tasks, including reading, writing, and discussion

How outcomes will be measured:

- Attendance reports and chronic absenteeism data (monthly review)
- Discipline data, including referrals, suspensions, and alternatives to suspension (monthly review)
- Participation rosters for TELP, clubs, electives, leadership, and events (quarterly)
- Climate & Culture mid-year survey results
- Walkthrough data showing increased student engagement indicators

Who will monitor:

- Site Administrators

And ultimately achieve these impacts.

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

**Long-Term (Change in Condition)
Hope to see / ultimately achieve these impacts (by the end of the year and sustained over time):**

- A consistently positive school climate where students report feeling safe, valued, and connected
- Sustained increases in student engagement, belonging, and student voice
- Higher student attendance and lower suspension rates schoolwide
- Stronger family-school partnerships, especially among historically underserved families
- Improved academic outcomes, including literacy growth (ELA performance, DFS, Meets/Exceeds)
- Increased readiness for high school pathways, college, and career opportunities

How outcomes will be measured:

- Annual Panorama Climate & Culture Survey (student, family, and staff results)
- Attendance, chronic absenteeism, suspension, and referral trends (year-over-year)
- CAASPP ELA results, course performance data, and literacy growth indicators
- Participation rates in leadership, pathways, enrichment, and engagement programs
- Family engagement participation data (SSC, ELAC, workshops, events)

Who will monitor:

- School Administrators
- Instructional Leadership Team (ILT)

- Counselors
- Climate & Culture Team
- Targeted Support Team (TST)
- Community Engagement Coordinator

- School Site Council (SSC)
- Climate & Culture Team
- District support teams

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Office materials and supplies to help staff operate the office effectively for the community.	7,500.00
G3A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leasing	17,000.00
G3A1	Sup & Conc	Security	Cons Svc/Oth			Fresno Police Department : Supplemental contract for Tioga SRO for overtime events. Vendor number is 12101.	5,000.00

\$29,500.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0455 Tioga Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0455	1110	1000	4200	Bks & Ref					G1A1	: Supplemental: ELPAC Curriculum Learning Tree - a supplemental curriculum to give support to EL teachers.	18,545.00
060	3010	0455	1110	1000	4300	Mat & Supp					G1A1	Elective materials and supplies. **No Food or Incentives**	5,000.00
060	3010	0455	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : California Teaching Fellows Foundation: To support EL students with targeted interventions and instructional support to accelerate language development and academic proficiency.	32,000.00
060	3010	0455	1110	2140	1160	Teacher-Supp					G1A1	Portrait of a Learner Support Planning Contracts **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	17,475.00
060	3010	0455	1110	2495	2260	Cls Sup-Sup					G2A1	Babysitting for Parent meetings/events **Budget lines for personnel include salaries and related benefits	1,000.00
060	3010	0455	1110	2495	2260	Cls Sup-Sup					G2A1	Translation services for Parent meetings/events **Budget lines for personnel include salaries and related benefits	1,000.00
060	3010	0455	1110	2495	4300	Mat & Supp					G2A1	: Parent Involvement Materials and Supplies **No Food or Incentives**	1,117.00
030	7090	0455	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	(New/Open Position)	0.1250	G2A1	Transitional Teacher for Detention Classroom **Budget lines for personnel include salaries and related benefits	13,740.00
030	7090	0455	1110	1000	1120	Teacher-Subs					G1A1	Teacher subs for planning days to collaborate on differentiated instruction, data analysis, and targeted intervention strategies to effectively close learning gaps among our underperforming students. **Budget lines for personnel include salaries and related benefits	22,000.00
030	7090	0455	1110	1000	1120	Teacher-Subs					G1A1	Substitutes for teacher observations. **Budget lines for personnel include salaries and related benefits	15,000.00
030	7090	0455	1110	1000	2960	Oth Cls-Supp					G2A1	Supplemental Classified Support for ATS, school extracurricular events, and student community service. **Budget lines for personnel include salaries and related benefits	49,760.00
030	7090	0455	1110	1000	4300	Mat & Supp					G2A1	Materials and Supplies for academic incentives	15,000.00
030	7090	0455	1110	1000	4300	Mat & Supp					G3A1	Office materials and supplies to help staff operate the office effectively for the community.	7,500.00
030	7090	0455	1110	1000	4300	Mat & Supp					G2A1	Rewards and incentives for improving academics through our Climate and Culture Team	20,000.00
030	7090	0455	1110	1000	4300	Mat & Supp					G2A1	New CTE course Materials, supplies, and curriculum supplements.	35,000.00
030	7090	0455	1110	1000	5631	Off Eq Lease					G3A1	Copy Machine Leasing	17,000.00
030	7090	0455	1110	8300	5899	Cons Svc/Oth					G3A1	Fresno Police Department : Supplemental contract for Tioga SRO for overtime events. Vendor number is 12101.	5,000.00
030	7091	0455	4760	1000	1120	Teacher-Subs					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	4,592.00
030	7091	0455	4760	1000	1160	Teacher-Supp					G1A1	EL Advisory Supplemental Contracts **Budget lines for personnel include salaries and related benefits	7,227.00
030	7091	0455	4760	1000	4200	Bks & Ref					G2A1	: Library Books for EL Students	2,000.00
030	7091	0455	4760	1000	4300	Mat & Supp					G2A1	: EL Materials and Supplies	8,438.00
030	7091	0455	4760	1000	5721	Direct Trans					G2A1	EL Student incentives for Junior Officer Club to give exposure to	2,500.00

030	7091	0455	4760	1000	5721	Direct Trans	G2A1	real-world learning opportunities and career exploration. (per ELAC parent feedback)	2,500.00
030	7091	0455	4760	2495	2260	Cls Sup-Sup	G2A1	Supplemental Contracts for teachers facilitating clubs and extracurricular activities for all students, including EL learners, to support academic enrichment. **Budget lines for personnel include salaries and related benefits	20,151.00
									\$321,045.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,137.00
Sup & Conc	7090	\$200,000.00
LCFF: EL	7091	\$44,908.00
Grand Total		\$321,045.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$121,839.00
G2 - The Whole Child (SEL and Engagement)	\$169,706.00
G3 - Operational Excellence	\$29,500.00
Grand Total	\$321,045.00