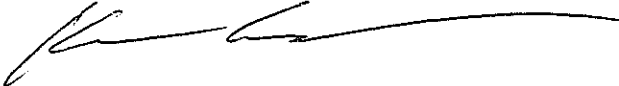


Tioga Middle

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kevin Evangelinos	X				
2. Chairperson – Steve Lebda		X			
3. Tarn Alfson			X		
4. Kimberly Lee				X	
5. Colleen Mahmood			X		
6. Zack Mooneyham					X
7. Hannah Constancio					X
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____ .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Evangelinos		4-28-19
SSC Chairperson	Steve Lebda		4-28-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Tioga - 0455

ON-SITE ALLOCATION

3010	Title I	\$46,410 *
7090	LCFF Supplemental & Concentration	\$173,124
7091	LCFF for English Learners	\$27,051
3182	Comprehensive Support and Improvement	<u>\$187,425</u>
TOTAL 2019/20 ON-SITE ALLOCATION		\$434,010

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,785
Remaining Title I funds are at the discretion of the School Site Council	<u>\$44,625</u>
Total Title I Allocation	\$46,410

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Tioga Middle 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.569 %	28.169 %	2017-2018	35.169 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15.43 %	9.857 %	2017-2018	18.01 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

In ELA, 28.2% of all Tioga students met or exceeded standards in 2017-18, compared to 23.6% in 2016-17. This was an overall improvement of 4.6%

Our SPSA actions which focused on quality tier 1 instruction and effective RTI through the use of the Summit Learning platform had a positive effect. All of the following actions were implemented with fidelity, save for bi-weekly analysis of African American and Hispanic sub groups. Although we meet regularly to analyze student data, we have focused on students as individuals, not as sub-groups.

ELA curriculum was delivered to students through the use of the Summit Learning Platform on student tablets which allowed for move-at-your-own-pace, personalized learning. This was very effective.

Use of the platform allowed for real-time data analysis in order to help teachers meet the immediate needs of students. Tier 1

Daily small grouping of students based on data allowed teachers more time to spend with students who were not meeting standards. Tier 2 interventions for specific students. This was effective.

Social studies content provided through the Summit Learning platform had a strong emphasis on student literacy and reinforced standards being taught in ELA. Tier 1 This was effective.

Weekly mentoring of students helped to keep parents and students aware of progress in literacy and math. Tier 1 This was effective in decreasing suspensions and increasing student time in class.

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

8% of African American students met or exceeded standards, which was by far the lowest subgroup. 78% of African American students did show positive growth, but not enough to push them over the threshold to proficiency. There was not a significant difference in growth rate between subgroups, which means that all groups did grow. The California Accountability Model indicates that all sub-groups increased in performance. English Learners, African American, Hispanic, White, and Socioeconomically disadvantaged students increased, while students with disabilities increased significantly.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

African American and Hispanic students both scored at 6% proficient compared to Asian students at 13% and white students at 21%. A lack of collaboration between students in mathematics did not meet the unique learning modalities of all students, and a belief in low expectations for certain subgroups helped cause the divide. The California Accountability Model indicates African American, Hispanic, and Socioeconomically Disadvantaged students maintained proficiency in math. White students declined significantly and students with disabilities declined. The decline in white student proficiency coincided with a high suspension rate of white students.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

In Math, 9.9% of all Tioga students met or exceeded standards in 2017-18, compared to 8.4% in 2016-17. This was an overall improvement of 1.5%

Like ELA, Math curriculum was delivered to students through the use of the Summit Learning Platform on student tablets which allowed for move-at-your-own-pace, personalized learning. The focus of the program was on conceptual math, where students were involved in weekly math projects and standards-based content assessments. Tier 1 This was moderately effective

Student data was pulled through the Summit Learning platform daily in math with struggling students placed into small groups for additional support. Tier 2 supports. This was effective.

All students were enrolled in Tioga Solves, a daily 30 minute period where students used Khan Academy to learn grade level mathematics following our FUSD Scope and Sequence for additional support. Tier 1 This was effective in helping to increase basic math fluency. This was effective.

Math instructional minutes for all students increased through math/science blocks each day. Math minutes increased to average 75 minutes per day. Tier 1 This was effective.

Students were pulled into small groups during Personalized Learning Time (PLT) for Tier 2 interventions in math by both teachers and Teaching Fellows. Tier 2 This was effective.

On track to increase performance in Goal 1

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

All of the instructional services to students, including materials and supplies, have been implemented this year, save for the NWEA/MAP assessment. After looking at cost, it was determined the NWEA assessment would be cost prohibitive. Current Tioga as of 3-5-19, indicates we will meet and possibly exceed our intended goals in ELA and mathematics.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Our actions will remain the same as this year, with a continued focus on RTI and effective instructional practices in ELA and math using the Summit Learning platform. One change will be the removal of a 1.0 FTE in social science. Instead, this FTE will be moved into supporting ELA intervention for 2019-20. This is part of Goal 1 Action 1 for ELA

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

1 SSC:

Where do Teaching Fellows come from?
Is Summit free or does it cost?
How do we make sure teachers are trained?
Is advisory effective to help students improve math?
Can we have Khan Academy be assigned by advisory teachers instead of math teachers?
Is it possible to get more tutors/mentors for students?
What can we do if students are failing all of their classes as parents? We could provide afterschool and lunch tutorials.

2 ELAC:

Folded into SSC

3 Staff:

How do we ensure teaching fellows are effective in moving students closer to standard?
Are we doing anything for ELA?
How do we make sure we use our data effectively from Summit to work with struggling students?
How are our ELA scores improving each year? Can our math team learn from our ELA team?
Our math scores have improved greatly this year. How do we keep that momentum going?
We need more teachers to volunteer for tutorial.
We should schedule an intervention class into the day to help students who are struggling with English and math.

Action 1

Title: Comprehensive Literacy Program to Support all Students

[Action Details:](#)

Tioga will implement personalized learning and mentoring for all students, which will increase student ELA proficiency from -54 points below standard (Yellow) to -51 points below standard or less, maintaining us at Yellow, with an overall Increase.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Monitoring will occur through the use of the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings.
2. One on one student mentoring during a 30 minute advisory period bi-weekly with a focus on ELA and math literacy.
3. PLC collaboration and data analysis
4. End of year SBAC analysis.
5. CAASP IABs will be administered multiple times per year aligned to FUSD Scope and Sequence
6. Cross Functional (CF) Pivot Team, which includes department representatives will monitor Summit CFAs, IABs, walkthrough data, and Interim Assessments.
7. Supervisor or designee will monitor progress with site admin team.

Owner(s):

1. Content Area Teachers, grade level teams and admin
2. Advisory/Mentor teachers
3. Admin and ILT
4. Admin Team and ILT
5. Admin Team and ILT
6. Cross Functional (CF) Pivot Team
7. Supervisor or designee with site leaders

Timeline:

1. Daily CFU through platform data on the number of content areas, checkpoints, and focus areas passes.
2. Bi-weekly One on One mentor monitoring through advisory.
3. Bi-weekly team monitoring through PLC collaboration and data analysis.
4. End of year
5. 5 times per year
6. Bi-weekly or as often as needed
7. Weekly or as often as needed.

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

1. ELA curriculum will be delivered to students through the use of the Summit Learning Platform on student tablets which allows for move-at-your-own-pace, personalized learning. Approximately 160 additional tablets will be purchased to refresh older machines.
2. African American and Hispanic sub-group data will be analyzed through the following: Summit Learning platform, IAB's, and iReady, during bi-weekly PLC meetings with the end result of tier 1 and 2 plans created for each sub-group to support student learning.
3. Students will be pulled out of non ELA and math classes by a dedicated ELA teacher and Teaching Fellows as intervention. Up to 100 students will be pulled daily for English intervention services based on the assessed needs of students. Tier 2
4. Social studies content provided through the Summit Learning platform has a focus on literacy which reinforces standards being taught in ELA. Tier 1
5. Students are provided bi-weekly mentoring through daily advisory classes, with teachers discussing student academic and socio-emotional needs with an emphasis on ELA and math. W Tier 1
6. Supplemental contracts will be provided for summer planning, training, and alignment of curriculum to Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need intervention and enrichment. Tier 1 and 2.
7. Goal 4, Action 1 Safe and Civil Team work on fostering positive relationships and creating a safe learning environment will also positively impact ELA through increased attendance and time on task for all students.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

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

EL student data will be analyzed bi-weekly during PLC meetings with our CF Pivot Team and ILT to plan how to improve student performance.

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

Explain the actions for Parent Involvement (required by Title I):

Parents will be invited to walk through classrooms and see their children working on the platform.

Weekly Platform letters will go home with students during the first 6 weeks of class providing examples and uses of the platform.

Back to School Night will have students walk parents through the platform in each of their classrooms and explain how students get help.

Our Campus Culture Team will work closely with our CWA to plan events for parents to get involved, walk classrooms, volunteer, and learn about helping make their children academically successful.

Bi-weekly school messenger Summit updates will go home to parents.

A parent advisory committee will be established to provide feedback on student progress and the learning system.

School website will be updated with links and videos on how parents can use the platform to have academic conversations with their children.

Tioga will implement the Red Card Treatment plan to make the campus more parent friendly and welcoming.

- African American, Asian, EL, and Students with Disabilities data will be analyzed weekly and used to determine specific RTI needs during Tuesday PLC meetings. These students will be pulled from non ELA and math classes daily and as needed for additional support.
- Summer teacher contracts for aligning curriculum to IABs will help easily identify students in need or intervention.
- Our Tioga School site team will work with the CF Pivot Team to complete a root cause analysis and determine areas of focus for students who are identified as struggling academically.
- Our Tioga School site team will work with the CF Pivot Team to identify actions and metrics as part of our 6 to 8 week action plan to support identified students as needed.
- Our Tioga School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate student progress.
- The CF Pivot Team will provide Coaching/support/monitoring of SPSA goals/actions/outcomes.
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.

Describe Professional Learning related to this action:

A series of 11 days of professional learning in 2019-20. All new Tioga teachers in 2019-20 will attend a paid 4 day workshop paid for by Summit Learning. Two full days of PL during Institute Days to start the year will be provided for all staff members, with 4 additional off campus days paid for by Summit Learning for Lead Teachers.

Staff PL will be based upon the following:

1. SEL Mentoring with Effectiveness
2. Project Time in Content Area Classrooms
3. Personalized Learning Time in Content Area Classrooms
4. Small group interventions for Focus Areas and Projects
5. The role of a Summit teacher as facilitator.

CF Pivot Team will work with site admin team to identify actions and metrics, then provide additional training as needed.

Action 2

Title: Comprehensive Mathematics Program to Support all Students

Action Details:

Tioga will implement personalized learning, mentoring, and tutoring for all students, which will increase student math proficiency from -132.5 points below standard (Red) to -95 points below standard or less, moving us from Red to Yellow.

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

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

1. Monitoring will occur through the use of the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings.
2. One-on-one student mentoring during a 30 minute advisory period bi-weekly with a focus on ELA and math literacy.
3. PLC collaboration and data analysis
4. End of year SBAC analysis.
5. CAASP IABs will be administered multiple times per year aligned to FUSD Scope and Sequence
6. Cross Functional (CF) Pivot Team, which includes department representatives will monitor Summit CFAs, IABs, walkthrough data, and Interim Assessments.
7. Supervisor or designee will monitor progress with site admin team.

Owner(s):

1. Content Area Teachers, grade level teams and admin
2. Advisory/Mentor teachers
3. Admin and ILT
4. Admin Team and ILT
5. Admin Team and ILT
6. Cross Functional (CF) Pivot Team
7. Supervisor or designee with site leaders

Timeline:

1. Daily CFU through platform data on the number of content areas, checkpoints, and focus areas passes.
2. Bi-weekly one-on-one mentor monitoring through advisory.
3. Bi-weekly team monitoring through PLC collaboration and data analysis.
4. End of year
5. 5 times per year
6. Bi-weekly or as often as needed
7. Weekly or as often as needed.

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

1. Math curriculum will be delivered to students through the use of the Summit Learning Platform on student tablets which allows for move-at-your-own-pace, personalized learning. The focus of the program is on conceptual math, where students are involved in weekly math projects and standards-based content assessments. Tier 1
2. African American and Hispanic sub-group data will be analyzed during bi-weekly PLC meetings with the end result of tier 1 and 2 plans created for each sub-group to support student learning.
3. Student data will be pulled through the Summit Learning platform daily in math with struggling students placed into groups run by Teaching Fellows during Project Time for additional support. Tier 2
4. All students will also be enrolled in Tioga Solves, a daily 30 minute period where students will use Khan Academy to learn grade level mathematics following our FUSD Scope and Sequence for additional support. Tier 1
5. Math instructional minutes for all students will increase through math/science blocks each day. Math minutes will be increased to average 75 minutes per day. Tier 1
6. Each math teacher will have a part-time Teaching Fellow to teach small group instruction for designated students based on Focus Area data from the Summit Learning platform. Curriculum will be a mix of Summit and Standards Plus. Tier 2 and 3.
7. Goal 4, Action 1 Safe and Civil Team work on fostering positive relationships and creating a safe learning environment will also positively impact math through increased attendance and time on task for all students.

Specify enhanced services for EL students:

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

EL students will be pulled into small groups throughout the day by Teaching Fellows for additional targeted support and instruction in math. This will take place during PE, electives, and social science, and will be in addition to their regular math instruction.

Specify enhanced services for low-performing student groups:

- African American, Asian, EL, and Students with Disabilities data will be analyzed weekly and used to determine specific RTI needs during Tuesday PLC meetings. These students will be pulled from non ELA and math classes daily and as needed for additional support.
- Our Tioga School site team will work with the CF Pivot Team to complete a root cause analysis and determine areas of focus for students who are identified as struggling academically.
- Our Tioga School site team will work with the CF Pivot Team to identify actions and metrics as part of our 6 to 8 week action plan to support identified students as needed.
- Our Tioga School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate student progress.
- The CF Pivot Team will provide Coaching/support/monitoring of SPSA goals/actions/outcomes.
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.

Explain the actions for Parent Involvement (required by Title I):

Describe Professional Learning related to this action:

Parents will be invited to walk through classrooms and see their children working on the platform.

Weekly Platform letters will go home with students during the first 6 weeks of class providing examples and uses of the platform.

Back to School Night will have students walk parents through the platform in each of their classrooms.

Campus Culture Team will work in conjunction with site admin team to plan and implement monthly on campus events for parents.

A parent advisory committee will be established to provide feedback on student progress and the learning system.

School website will be updated with links and videos on how parents can use the platform to have academic conversations with their children.

Tioga will implement the Red Card Treatment plan to make the campus more parent friendly and welcoming. See attached PDF

A series of 11 days of professional learning in 2019-20 All new Tioga teachers in 2019-20 will attend a paid 4 day workshop paid for by Summit Learning. Two full days of PL during Institute Days to start the year will be provided for all staff members, with 4 additional off campus days paid for by Summit Learning for Lead Teachers.

Staff PL will be based upon the following:

1. SEL Mentoring with Effectiveness
2. Project Time in Content Area Classrooms
3. Personalized Learning Time in Content Area Classrooms
4. Small group interventions for Focus Areas and Projects
5. The role of a Summit teacher as facilitator.

CF Pivot Team will work with site admin team to identify actions and metrics, then provide additional training as needed.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for Summit Learning	2,024.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Subs for PL	12,164.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			Summer Training	4,000.00
G1A1	ESSA School Imp	Instruction	Nc-Equipment			Technology for Summit Learning	10,000.00
G1A1	ESSA School Imp	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	52,180.00
G1A1	ESSA School Imp	Instruction	Cons Svc/Oth			Safe and Civil : Safe and Civil	13,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: General Materials and Supplies	52,489.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tech for Summit Learning	10,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copiers	7,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows	7,747.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Elective Equipment and Supplies - No food or incentives.	4,976.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	27,625.00
G1A2	ESSA School Imp	Instruction	Teacher-Supp			Curriculum and Planning	3,000.00
G1A2	ESSA School Imp	Instruction	Travel			MTSS Conferences/PL/Travel	23,054.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Rewards and Incentives	24,792.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Tech Repairs	10,000.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	200.00

\$278,251.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	92.632 %	2017-2018	99.632 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

99% of Tioga students were engaged in arts, activities, and athletics this year, even though Goal 2 data has that number at 94%. We are going to revisit our process for logging student engagements this Spring.

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

Goal 2 Participation Rate

All students and subgroups participated in engagement activities this year.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Current implementation has over 400 Tioga students enrolled in the After School Program (ASP). Clubs and activities are being implemented as planned with over 99% of all Tioga students active in Goal 2.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No additional actions are needed, save for the introduction of the Tioga After School Program, which is funded by the Fresno County Office of Education. This will result in an overall increase of 18 clubs for students.

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

1 SSC:

How do we have more clubs on campus next year?

2 ELAC:

Can we get an EL club or a club for 2nd language students?

3 Staff:

How do we get more teachers to run clubs?

Can mentor teachers run clubs?
Are students being asked what they'd like as rewards?
Would it be possible to purchase a slide to have on Fridays?
ASB could get a bounce house and water for our Spring Fling. It would be like Oktoberfest. Teachers could hand out tickets to get kids involved.
We could have each student group do something during the rally.
Sequoia has most of their teachers who run clubs. How do we do that?
Krazy Karen used to go to my old school, could we get her here.
We could do a point system where we could throw a pie in a teacher's face if we earn points.
Tehipite is going to have a spring fling and they have performances and inflatables for kids.
Lets continue CLUBS next year. Clubs are a great way to get all students involved in school. Not all students like sports.
Goal 2 data shared with SSC.

How do we get more students to see what college looks like? Many of us have never been to a college.
Could we do a club food day where students bring food from home to share their culture?

How many teachers currently have clubs?
Are we keeping the same club format next year?
Are we sharing the Campus Culture Calendar with the whole staff?
What is the exact role of our campus culture director?
How can Campus Culture help with the positive attendance program?
Goal 2 data shared with the staff, including our current participation rate.

Action 1

Title: Comprehensive Goal 2 Plan to Support all Students

[Action Details:](#)

Tioga will implement a comprehensive Goal 2 plan focused on student clubs and activities to guarantee 100% of our students are engaged in Goal 2 activities by the end of the 2018-19 academic year as measured by ATLAS Engagement by School and Gender.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Weekly student engagement data and monitoring through ATLAS and Power BI during Goal 2 meetings.
2. Cross Functional (CF) Pivot Team, which includes department representatives will monitor Summit CFAs, IABs, walkthrough data, and Interim Assessments.
3. Supervisor or designee will monitor progress with site admin team.

Owner(s):

1. Goal 2 site team consisting of our Campus Culture Director and Assistant, along with VP
2. CT and site admin team
3. Supervisor and admin team.

Timeline:

1. 1x per week regular Goal 2 meetings
2. Bi-weekly or as needed
3. Weekly or as needed

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

1. Students will participate in monthly elective activities after school provided by staff members to engage students and to provide opportunities for students and staff members to build positive relationships.
2. The Tioga After School Program (ASP) will provide a comprehensive list of clubs and activities open to all students including, but not limited to the following: Animation Studio, Art Studio, Recording Studio, Tech Studio, Tomahawk Cheer, Lego Mania, Auto Shop, Sports Fanatic, Model Cars, Fitness Studio, Game Zone, Gundam, Dungeons and Dragons, RC Racing, Robotics, Minecraft, Boxing, and Garage Band.
3. Teachers will mentor students one on one through 0 period advisory each week to encourage student participation and academic success.
4. Staff members will focus on interacting positively with students and providing a high ratio of positive interactions.
5. Campus Culture team will attend the annual CADA conference to refresh their skills and ideas.
6. Regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students in Goal 2.
7. Materials/Supplies, including copy/lease/products.
8. Tioga BSU will conduct weekly meetings during lunch and after school to provide emotional, academic, and college and career support to our African American students.

Specify enhanced services for EL students:

None additional necessary. Currently 99% of Tioga students are involved in a club. The 1% not involved are chronically absent students.

Specify enhanced services for low-performing student groups:

- All student groups are actively recruited to participate. Our current participation rate is 99%. We will have our Campus Culture Director locate and actively recruit the few students who are not participating.
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
- School site team works with CF Pivot Team to identify actions and metrics as part of our 6 to 8 week action plan.
- School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- Coaching/support/monitoring of SPSA goals/actions/outcomes.
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.

Explain the actions for Parent Involvement (required by Title I):

Calendar of events will be sent home in our Parent Handbook detailing events and times. Parents will be encouraged to volunteer and attend as many events as possible. Assistant AD will contact interested parents for specific events.

Parents will be trained on using the Summit Learning platform and will meet with student mentors during Back to School night and Open House.

Tioga will implement the Red Card Treatment plan to make the campus more parent friendly and welcoming.

Describe Professional Learning related to this action:

Activity calendar will be shared with the staff at the beginning of the year, including teacher sign-ups, to support teachers and students.

Training for staff on mentoring students will be provided at the end of 2017-18 and three additional times during 2018-19 to ensure fidelity of the program.

Travel expenses and other affiliated fees & supplemental contracts for teachers.

The ASP will provide materials and services for students through the Fresno County Office of Education.

CF Pivot Team will work with site admin team to identify actions and metrics, then provide additional training as needed.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	42.599 %	32.827 %	2017-2018	50 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>CTE Enrollment Currently, 21% of Tioga students are enrolled in our CTE technology course.</p> <p>Exposure to Careers - 8th Grade Not all 8th grade students are engaged in field trips and exposure to careers through our counseling department.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>CTE Enrollment Nothing disproportionate</p> <p>Exposure to Careers - 8th Grade Not all students attend field trips to colleges. Not all students are able to attend CTE events or be enrolled in CTE classes.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No Changes

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes

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

1 SSC:

Summit can't count as CTE work?
 Have we thought about career day?
 Are kids going to have more opportunities to do school tours?
 Let's make sure we have as many students as possible enrolled in our CTE course.
 Let's make sure all of our 8th grade students attend a college field trip next year.
 Data shared with SSC included CTE enrollment for our Technology class and counseling data detailing how many students attend trips through the counseling office.

2 ELAC:

Folded into SSC

3 Staff:

- Target of 15% CTE enrollment, is that one of Jon's existing classes?
- Whose responsibility is it to update the website? Can a contract be created for this?
- Don't we have lots of students already enrolled in CTE courses?
- Doesn't our counselor meet with students to talk about careers and college. Let's make sure he meets with all of our students.
- Data shared with SSC included CTE enrollment for our Technology class and counseling data detailing how many students attend trips through the counseling office.
- We need to make sure our tech teacher (Mr. Graney) has a full set of classes to make sure we get all students involved.
- Have our counselor make sure all of our 8th grade students attend field trips.

Action 1

Title: All Students will Excel in Workplace Success

Action Details:

Tioga will implement a program to promote competencies for workplace success and exposure to careers by implementing a targeted system that will support 20% or more of our students in CTE enrollment and exposure to careers through our counseling department by the end of the 2018-19 academic year.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Bi-weekly admin meeting analysis on CTE participation.	Counselor	Once every two weeks
Mentoring using the Summit Learning platform to analyze goal setting, and college and career readiness	Summit Mentor	Bi-weekly

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

1. Students will be strategically placed into a CTE certified technology class and will learn how to use a variety of cutting edge programs and 3D printing.
2. Tioga counseling team will provide all 8th grade students with exposure to careers through teaching in science classrooms.
3. Weekly mentoring through the Summit Learning platform by assigned one on one mentors will analyze student goal setting, career opportunities, and college choices.

4. All 8th grade students will attend one or more college field trips to be exposed to various careers through the addition of clubs for targeted students.

Specify enhanced services for EL students:

30% of our EL population will be targeted for enrollment and opportunities to work collaboratively with peers on technology projects.

Explain the actions for Parent Involvement (required by Title I):

Parents will be notified through our Tioga class schedule flyer.

Tioga handbook sent home to parents in Fall will detail the class offering and outcomes.

Tioga website will be updated bi-weekly with class projects.

Regular school flyers will updated on our school and district website.

Parents will walk through the campus during Back to School Night.

Tioga Open House will feature information for parents on college and careers provided through a special parent training session from our Tioga counseling team.

Specify enhanced services for low-performing student groups:

- All students will participate, with an emphasis on foster youth and students with disabilities being placed into our CTE classes.
- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
- School site team works with CF Pivot Team to identify actions and metrics as part of our 6 to 8 week action plan.
- School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- Coaching/support/monitoring of SPSA goals/actions/outcomes.
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.

Describe Professional Learning related to this action:

CF Pivot Team will work with site admin team to identify actions and metrics, then provide additional training as needed.

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	19.406 %	24.158 %	2017-2018	22.158 %
Suspensions Per 100	18.06 %	21.612 %	2017-2018	20.612 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Our current rate of chronically absent students is 19%, in line to meet our goal of 19.4%. A majority of these students have parents/guardians who do not have a strong belief in the importance of daily attendance. Data as of 2-28-19 indicates the following actions are effective: Teaching the habits of success through mentoring, and our reward system for students showing increased attendance. Our Hoover Regional competition for attendance hasn't taken place often enough to be effective due to a change in principals at our other regional middle school. Our efforts with DPI and other actions have drastically decreased our suspension rate, which has, in turn, decreased our chronic absenteeism rate.

Suspensions Per 100

Our current rate of suspensions per 100 students at 7.15 has drastically decreased since 2017-18 due to the following SPSA actions:

Student mentoring through 0 period each day has built stronger relationships between students and adults on campus.

Our reward system has led to an increase in appropriate student behavior both inside and outside of the classroom.

Our Tioga SESS and RCA have over 1200 ATLAS counseling entries with students as of 2-27-19. This has contributed to a large decrease in student behaviors which would normally lead to suspension.

Our partnership with the Fresno County Office of Health Services has been effective, as more than 50 Tioga students are currently participating in group counseling.

The additional .125 for our Student Services Teacher to help support students has been effective by having an extra caring adult available all day to support positive student behavior.

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

Chronic Absenteeism

Chronic absenteeism increased overall by 1.9% in 2017-18 compared to the year before: Specifically, English Learners, Foster Youth, Economically disadvantaged, Asian, Hispanic, and White students all had increased levels of chronic absenteeism.

Chronic absenteeism declined for the following subgroups in 2017-18: Homeless, Students with Disabilities and African American students.

Key factors which contributed to disproportionality include a lack of parent understanding regarding the importance of regular student attendance, a lack of positive adult to student relationships, and a lack of engaging classes for students.

Suspensions Per 100

The suspension rate per 100 students increased significantly in 2017-18 by 5.3% compared to the year before.

Key factor one in this increase was a change in admin team members which led to a non-aligned student behavioral intervention plan.

Socioeconomically disadvantaged students and Hispanic subgroups increased significantly from the year before. English Learners, Foster Youth, Homeless, Students with Disabilities, Asian, and White students all saw an increase in suspension.

African American students were the only students who had a decrease in suspensions compared to the year prior at 1.9%.

A lack of caring adults on campus and a shortage of activities during the school day to engage also contributed to an increase in suspensions.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Our intended actions for chronic absenteeism and suspensions have been implemented with fidelity this year. Students are being taught the habits of success through advisory. Our reward system continues to reinforce students making good decisions and making improvement academically and behaviorally. We have created a series of alternatives to suspension, and our SESS and RCA are counseling effectively with students each day. Our transition program is effective in keeping students in class and our partnership with Fresno County continues to support students with emotional needs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We are continuing with our same programs as 2018-19, and are adding a part-time Child Welfare Attendance Clerk to help decrease our student chronic absenteeism. We are on target to meet our goal, but believe the addition of a CWA would help improve student attendance and chronic absenteeism even further.

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

1 SSC:

How do we get more students to come to school?
What is the actual job of the CWA?
What is a reverse suspension?
What do we have so many chronically absent students?
What if students are really sick?
Will reverse suspensions actually improve student behavior?
Let's give tickets to students who go in the cafeteria early on early release Fridays.
We need to encourage students to go inside the cafeteria early.

2 ELAC:

Will a CWA be able to visit homes and meet with parents to encourage kids to come to school?
Do you think a Reverse Suspension will help increase student behavior?
Can we ask students what incentives they'd like in order to get them to come to school?

3 Staff:

What is the exact role of the reverse suspension teacher? How will this process improve student behavior?
What should teachers say to parents and students in advisory to get them to come to school?
How many days per week will we have a CWA? How does this person know which students to target?
Can we have more rewards to encourage students to attend school?

Action 1

Title: All Students Will Stay on Target to Graduate

Action Details:

Tioga will continue our comprehensive plan to decrease student suspensions and absenteeism through engaging lessons, student mentoring, and teaching SEL skills through 0 period advisory.

- Chronic absenteeism will decrease from 26.4% (Red) to 23.4% or less (Yellow) by the end of the 2019-20 school year.
- Our unduplicated suspension rate will decrease from 13.7% of students suspended at least once (Red), to 10.7% or less (Yellow) by the end of the 2019-20 school year.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

1. Power BI reports for student suspensions
2. ATLAS suspension reports
3. ATLAS misbehavior log entries
4. ATLAS chronic attendance
5. ATLAS Average Daily Attendance
6. Summit Learning Platform data from one on one mentors
7. Cross Functional (CF) Pivot Team, which includes department representatives will monitor Summit CFAs, IABs, walkthrough data, and Interim Assessments.
8. Supervisor or designee will monitor progress with site admin team.

Owner(s):

1. Management Team
2. Management Team.
3. Summit Mentor Teachers
4. CWA officer and Attendance Clerk
5. CWA officer and Attendance Clerk
6. Summit Mentor Teachers
7. CF Pivot Team with admin team
8. Supervisor or designee with admin team

Timeline:

1. Weekly Tuesday management meetings
2. Weekly Tuesday management meetings
3. Bi-weekly mentoring sessions with students
4. Daily Chronic Absenteeism check-ins
5. Daily attendance by student using ATLAS
6. Bi-weekly mentoring sessions with students
7. Bi-weekly or as needed
8. Weekly or as needed.

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

1. Students will be taught the 5 Habits of Success through mentoring in 0 Period each day: seeking challenges, persistence, shifting-strategy, seeking help, and responding to setback. Tier 1
2. Tioga will continue our daily reward system by encouraging and providing students who maintain good grades, attendance and behavior, additional opportunities for engagement and incentives during lunch, after school, and in the morning.
3. Tioga will continue our attendance incentives throughout the year by giving students with weekly perfect attendance additional time during lunch. Tier 1
4. Tioga will continue our AAA, Advisory Attendance Awards, for the team of students who have the largest weekly increase in attendance by allowing them to have extra time during advisory 1x per week. Tier 1
5. Tioga admin team will continue to work with DPI on finding alternatives to suspension to help keep students in class. Tier 3
6. Tioga SESS and school climate team will continue our structured system of rewards and incentives for positive student behavior Tier 1
7. Hand-in-Hand mentors will push in to class to provide socio-emotional support to targeted students as outlined below as low-performing student groups. Tier 3
8. Hoover Region secondary schools will participate in monthly PBIS goals and will compete with each other to have increased attendance and a decrease in office referrals. Tier 1
9. Tioga has partnered with the Fresno County Office of Health Services to provide weekly socio-emotional support to struggling students. Tier 2
10. Additional .125 for our Transition teacher prep will help support alternatives to out of school suspension and look to create an restorative environment.
11. 6 hour addition of a Child Welfare Attendance Clerk to help reduce chronic student absenteeism.
12. Tioga will implement a "Reverse Suspension" program managed by a teacher and adult mentor to provide education and counseling services to students and parents. Students will attend Tioga in an alternative setting not more than one week, to allow for one on one counseling using Second Step and Summit Learning curriculum.
13. Tioga will contract with Safe and Civil Teams providers to provide on-site training and support for teachers to help foster positive relationships and create a safe learning environment with all students with a special emphasis on English Learners, Hispanic Students, Students with Disabilities, and Socioeconomically disadvantaged students. This will increase attendance, reduce negative student behavior (suspensions) and then increase ELA and math proficiency as well.

Specify enhanced services for EL students:

See enhanced services for low-performing student groups.

Specify enhanced services for low-performing student groups:

Students in the RED category include: English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities, and White Students. African American and Asian students were in the ORANGE category. All student groups are overrepresented and will be monitored during weekly Tuesday Management Team meetings. Individual plans for each student will be created by the management team during

this time and monitored through ATLAS and Power BI data.

- School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
- School site team works with CF Pivot Team to identify actions and metrics as part of our 6 to 8 Week Action Plan.
- School site team and CF Pivot Team will learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes, and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
- Coaching/support/monitoring of SPSA goals/actions/outcomes.
- Professional learning for site leaders and teachers focused on CSI identified student groups will be provided on a monthly basis to support student outcomes.

Explain the actions for Parent Involvement (required by Title I):

Parents will have bi-weekly School Messenger reminders about student behavior, grades, and attendance.

Our Tioga student handbook will detail school-wide procedures to support student success.

Back to School Night and Open House will provide opportunities for parents to walk classrooms, meet with teachers and admin, and learn how to support student learning at home.

Parent University will provide weekly workshops during 4 months of the year to support parent involvement.

Parents will be invited to attend our Summit Parent Night and will learn about the 5 habits of success.

Tioga will implement the Red Card Treatment plan to make the campus more parent friendly and welcoming.

Describe Professional Learning related to this action:

Teachers will receive professional learning on our mentoring curriculum once at the start of the year detailing how to support the 5 habits of success and twice more during semesters one and two. Bi-weekly PLC meetings will focus on implementing strategies to help improve student SEL skills.

CF Pivot Team will work with site admin team to identify actions and metrics, then provide additional training as needed.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No food or incentives.	1,785.00
G4A1	ESSA School Imp	Instruction	Bks & Ref			: Second Step Curriculum	5,999.00
G4A1	ESSA School Imp	Parent Participation	Mat & Supp			: Materials for Parent Involvement - No food or incentives.	3,796.00
G4A1	ESSA School Imp	Attendance & Social Work Service	Subagreements			Hand-in-Hand Mentors	60,232.00
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Lebda Student Services Buyout Prep	11,659.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Cl&Tech-Reg	Assistant, School Program	0.4375		16,373.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.5000		36,611.00
G4A1	LCFF: EL	Instruction	Direct-Other			: ELPAC administrators	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.2500		18,304.00

\$155,759.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0455 Tioga Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for Summit Learning	2,024.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Subs for PL	12,164.00
G1A1	ESSA School Imp	Instruction	Teacher-Supp			Summer Training	4,000.00
G1A1	ESSA School Imp	Instruction	Nc-Equipment			Technology for Summit Learning	10,000.00
G1A1	ESSA School Imp	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	52,180.00
G1A1	ESSA School Imp	Instruction	Cons Svc/Oth			Safe and Civil : Safe and Civil	13,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs				4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: General Materials and Supplies	52,489.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Tech for Summit Learning	10,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copiers	7,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows	7,747.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			: Elective Equipment and Supplies - No food or incentives.	4,976.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	27,625.00
G1A2	ESSA School Imp	Instruction	Teacher-Supp			Curriculum and Planning	3,000.00
G1A2	ESSA School Imp	Instruction	Travel			MTSS Conferences/PL/Travel	23,054.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Rewards and Incentives	24,792.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Tech Repairs	10,000.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			: Parent Participation	200.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement - No food or incentives.	1,785.00
G4A1	ESSA School Imp	Instruction	Bks & Ref			: Second Step Curriculum	5,999.00
G4A1	ESSA School Imp	Parent Participation	Mat & Supp			: Materials for Parent Involvement - No food or incentives.	3,796.00
G4A1	ESSA School Imp	Attendance & Social Work Service	Subagreements			Hand-in-Hand Mentors	60,232.00
G4A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Lebda Student Services Buyout Prep	11,659.00
G4A1	Sup & Conc	Instructional Supervision & Admir	Cl&Tech-Reg	Assistant, School Program	0.4375		16,373.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.5000		36,611.00
G4A1	LCFF: EL	Instruction	Direct-Other			: ELPAC administrators	1,000.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.2500		18,304.00

\$434,010.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,410.00
ESSA School Imp	3182	\$187,425.00
Sup & Conc	7090	\$173,124.00
LCFF: EL	7091	\$27,051.00
Grand Total		\$434,010.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$278,251.00
G4 - All students will stay in school on target to graduate	\$155,759.00
Grand Total	\$434,010.00