

Tioga Middle

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

| Table of Contents | |
|--------------------------------|--|
| Topic | Details |
| Cover Page | <i>CDS Code with Signature</i> |
| Table of Contents | <i>Listing of SPSA Contents and District Goals</i> |
| Centralized Services | <i>N/A</i> |
| School Site Council Assurances | <i>Consolidated Program Assurances</i> |
| School Site Council (SSC) | <i>Members list</i> |
| Required Signatures | <i>Principal and SSC Chairperson</i> |
| Budget | <i>Site Allocations</i> |
| School Quality Review Process | <ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i> |
| Additional Documents | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i> |

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

School Site Council

| School Site Council List | | | | | |
|------------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Kevin Evangelinos | X | | | | |
| 2. Chairperson – Tasharey Crawford | | | | X | |
| 3. Colleen Mahmood | | | X | | |
| 4. Rosa Gutierrez | | | | X | |
| 5. Martha Estela | | | | X | |
| 6. Laura Geuvjehizian | | X | | | |
| 7. Brandon Isaaks | | X | | | |
| 8. Kim Lee | | X | | | |
| 9. Danielle Perez | | | | | X |
| 10. Daniel Lunday | | | | | X |
| 11. Ryan Lee | | | | | X |
| 12. Patricia Guzman | | | | X | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

| |
|---|
| Check the appropriate box below: |
| <input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| <input type="checkbox"/> ELAC did not review the SPSA as a school advisory committee. Date _____. |

Required Signatures

| School Name: | | | |
|---|-------------------|---|---------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Kevin Evangelinos |  | 3-12-20 |
| SSC Chairperson | Tasharey Crawford |  | 3/12/20 |

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 2020/21

Tioga - 0455

ON-SITE ALLOCATION

| | | |
|---|-----------------------------------|------------------|
| 3010 | Title I | \$53,550 * |
| 7090 | LCFF Supplemental & Concentration | \$161,412 |
| 7091 | LCFF for English Learners | \$31,623 |
| TOTAL 2020/21 ON-SITE ALLOCATION | | \$246,585 |

* 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 | \$51,765 |
| Total Title I Allocation | \$53,550 |

Tioga Middle 2020-2021 - 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) | 35.169 % | 34.677 % | 2018-2019 | 41.677 % |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 18.01 % | 17.208 % | 2018-2019 | 24.208 % |

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)

Current % of students meeting standards is 30% in ELA End of year

In ELA, 34.68% of all Tioga students met or exceeded standards in 2018-19, compared to 28.26% in 2017-18.

This was an overall improvement of 6.4%

Our SPSA actions which focused on quality tier 1 instruction and effective RTI through the use of the Summit Learning platform has had a positive effect. All of the following actions were implemented with fidelity, save for biweekly 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. This was effective

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 This was effective.

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. We struggled getting students to attend intervention classes as they didn't want to miss PE or their elective. We then moved Teaching Fellows into ELA and math classes to support small group instruction. This was effective. This was effective

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)

All student groups increased, resulting in no inequities.

Students with disabilities increased by 32.7 points

African American students increased by 22.6 points

English Learners increased by 17.1 points

Hispanic students increased by 6.5 points

Socioeconomically Disadvantaged students increased by 9.8 points

White students increased by 33.5 points

Asian students increased by 23.8 points

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

All student groups increased, resulting in no inequities.

African American students increased by 47 points

English Learners increased by 37.9 points

Hispanic students increased by 35.7 points

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. This was moderately effective. We need to do a better job communicating student progress through the Summit platform with parents.

Tier 1 instruction through use of our Teaching Fellows has allowed effective small group instruction in ELA and math classes. This is effective according to our iReady results,

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

Current % of students meeting standards 16% in math.

In Math, 17.2% of all Tioga students met or exceeded standards in 2018-29, compared to 9.9% in 2017-18 and 8.4% in 2016-17.

This was an overall improvement of 7.3 points.

Math curriculum was delivered to students through the use of the Summit Learning Platform on student tablets and through hands-on projects, which allowed for move-at-your-own-pace, personalized learning. This was very 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 iReady, a daily 30 minute period where students use iReady to fill-in instructional gaps based off of their assessed iReady diagnostic scores.

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 very 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.

Socioeconomically disadvantaged students increased by 34.6 points.

Students with disabilities increased by 39.3 points

Asian students increased by 38.9 points

White students increased by 35.7 points

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

All of our planned actions have been delivered to students with fidelity throughout the year with the exception of money spent for our office assistant. Our office assistant was hired at another campus and we repurposed the funds to pay for a substitute campus safety assistant.

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 are going to remain the same this year, with a continuous focus on tier 1 instruction and MTSS. We improved in all areas, chronic absenteeism, suspensions, English, math, and will continue with our same actions.

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:

Can we have grades for SBAC scores?
Are we still focusing on math next year?
Will we have intervention classes?
Will we have teaching fellows?

2 ELAC:

3 Staff:

How do we keep teaching fellows? We need them for RTI in English and math.
Will we have 2 lunches next year? They really seem to work.
Can we create a reward system for students using iReady?
What type of training will we receive to help improve tier 1 practices in classrooms?
What do we do with students who have chronic misbehavior?
We could look at the advisory period and use it for counseling.
We can have a PE teacher cover one period to provide alternative education PE.
Sal and Kathy could take students for advisory who are doing well.
When we talk master schedule we'd like to discuss placements for teachers.
Our data hasn't changed a lot, but we are seeing a lot of growth using summit.
Are we doing any PowerPoints in 6th grade before we do iReady testing? We might be able to use iReady data to push our students into accelerated.
Can we add 2 minutes to 2nd period each day to read announcements.
We could use a check of the day to check with advisory teachers to make sure everything is cool and send them off for the day.
What if we cored ELA and history?
We are going to have to do extra work on accelerated math curriculum. 7th grade is excellent, we just have to level it.

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. iReady Diagnostic Assessments will be administered three times per year and monitored for student growth.
6. 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. 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. 3 times per year
6. 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 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 receive regular small group instruction in ELA through the addition of Teaching Fellows. Teaching Fellows will work with strategic groups of students based on CFA and iReady data to help them achieve at grade level and beyond.
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. Our Safe and Civil Team will work on fostering positive relationships and creating safe learning environments will positively impact ELA 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.

EL student data will be analyzed bi-weekly during PLC meetings 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 admin team 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.

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 bi-weekly Tuesday PLC meetings. These students will be targeted for additional small group and one-on-one instruction by teaching fellows.
- Summer teacher contracts for aligning curriculum to will help easily identify students in need or intervention.
- Our Tioga School site team will work 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 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 will work 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.

Describe Professional Learning related to this action:

A series of 11 days of professional learning in 2020-21. All new Tioga teachers in 2020-21 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.

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:

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. iReady diagnostic assessments will be administered 3x per year aligned to monitor student progress and allow for MTSS intervention.
6. 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. 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. 3 times per year
7. Bi-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 be enrolled in Advisory, a daily 30 minute period where students use iReady to fill in specific instructional gaps at their assessed grade level. 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. Math teachers 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. Our Safe and Civil Team will work on fostering positive relationships and creating a safe learning environment to positively impact math through increased attendance and time on task for all students.

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 MTSS needs during Tuesday bi-weekly 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 together 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 together 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 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

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.

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.

Cabinet for feedback and support to accelerate student progress.

Describe Professional Learning related to this action:

A series of 11 days of professional learning in 2020-21. All new Tioga teachers in 2020-21 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.

2020-2021 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 | Mat & Supp | | | : All Goal 1 and Goal 4 Actions - No Food, No Incentives | 181.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows to support targeted students in English and math classrooms. | 44,884.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Computers, and elective materials for students to continue personalized learning. | 10,000.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | 3 copy machine lease | 7,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Computer Repair | 3,500.00 |
| G1A1 | LCFF: EL | Instruction | Nc-Equipment | | | : Computers to support personalized learning. | 6,156.00 |
| G1A1 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows | 8,500.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for teacher training and walking classrooms for teacher development | 10,697.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts to support student learning. | 10,490.00 |

\$101,408.00

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 | 99.632 % | 88.732 % | 2018-2019 | 98.5 % |

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 are currently engaged in arts, activities, and athletics this year.

Our team didn't meet as often as planned to start the year, but are currently looking at goal 2 student participation rate data bi-weekly.

Tioga admin meets with the team monthly to calendar events and ensure students are engaged.

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. There is no disproportionality.

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

There were no major differences. Activities are being implemented as planned.

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 keeping our same processes in place for 2020-21.

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:

2 ELAC:

3 Staff:

Is there a way to include more students in clubs?
What if teachers each had a club?
What types of Goal 2 activities do we offer?
How do students give input for activities during lunch?

Folded into SSC

Now that we have 2 lunches each day, what can we do to get events happening during both lunches?
is it possible to get more food vendors involved in our Goal 2 activities?
Now that teachers are again running clubs, will we have any additional funds set aside to help pay for them?

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. 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. Supervisor and admin team.

[Timeline:](#)

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

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

1. All students will be presented with opportunities to engage in lunch time activities and games provided by our Tioga Campus Culture team.
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. Regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students in Goal 2.
6. Materials/Supplies, including copy/lease/products will be provided through our Campus Culture team to support activities throughout the year.
7. Tioga Black Students United will conduct weekly meetings during lunch and after school to provide emotional, academic, and college and career support to our African American students.
8. Tioga Gay Straight Alliance will meet a minimum of 1x per month to provide emotional, academic, and career support to all students.

Specify enhanced services for EL students:

None additional necessary. Currently 99% of Tioga students are involved in a club. The 1% are students who don't regularly attend school and will be contacted and monitored through our TST.

Specify enhanced services for low-performing student groups:

- All student groups are actively recruited to participate. Our current participation rate is 99%.
- Coaching/support/monitoring of SPSA goals/actions/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.

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 2019-20 and three additional times during 2020-21 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.

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 | 50 % | 0 % | 2018-2019 | 52 % |

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>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> |
| <p>Exposure to Careers - 8th Grade</p> <p>Currently, 58% of Tioga students are enrolled in our CTE technology courses. We are able to offer 5 sections.</p> | <p>Exposure to Careers - 8th Grade</p> <p>Nothing disproportionate. All 8th grade students get to attend college field trips. Students are enrolled into the CTE class based on their individual scheduling choices.</p> |

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.

| | | |
|---|----------------------------|--|
| <p>1 SSC:</p> | <p>2 ELAC:</p> | <p>3 Staff:</p> |
| <p>How do students get placed in the CTE class?</p> | <p>Folded into our SSC</p> | <p>Who pays for the technology in our CTE classes?</p> |

Is it possible to offer more CTE classes?
What types of things do students learn in CTE classes?
What colleges to students visit?

Would it be possible to have students rotate through the class?
Can students be moved in to the CTE classes if they don't like their other elective?
How do we get more students to visit colleges?

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 2020-21 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

Bi-weekly admin meeting analysis on CTE participation.

Mentoring using the Summit Learning platform to analyze goal setting, and college and career readiness

Owner(s):

Counselor

Summit Mentor

Timeline:

Once every two weeks

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.

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.
- 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 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.

Describe Professional Learning related to this action:

None needed.

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.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|----------------------|------------|-----------|-----|---|-----------|
| G3A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent communication and involvement in school functions. | 12,384.00 |

\$12,384.00

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 | 22.158 % | 19.817 % | 2018-2019 | 17.817 % |
| Suspensions Per 100 | 20.612 % | 10.533 % | 2018-2019 | 9.533 % |

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%, which is slightly above our goal of 17.8%. Increased suspensions this year have led to an increase in chronic absenteeism, along with an increasingly larger than usual number of student absences possibly caused by our current COVID virus concerns.

Our focus on rewards for good grades, attendance, and behavior has been too infrequent this year. We will adjust our reward system to shorten the distance between rewards and include more student feedback in the types of rewards we offer.

We discontinued our AAA or Advisory Attendance Awards this year and instead focused on student use of iReady. This change did not help decrease student chronic absenteeism.

Our action on hiring a CWA this year to positively impact attendance has not had its intended outcome. We are eliminating this position for the 2020-21 year.

Suspensions Per 100

We had a large spike in suspensions starting in Q3, with 27 suspensions in January. The great majority of these came from two specific days, where we had multiple fights each day.

The 5 habits of success through 0 period hasn't been as effective as planned. Summit is reworking their curriculum and will have it ready for the upcoming 2020-21 school year to better support student emotional needs.

Our Tioga SESS and Climate team have been transitioning to a TST or Targeted Support Team with support from our FUSD department of prevention and intervention. This team is becoming increasingly effective in identifying and supporting specific student behaviors.

Tioga Hand-in-Hand mentors have been effective in supporting student socio-emotional needs on a daily basis.

Our additional .125 for our transition teacher prep has led to consistency and student support for students

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

Chronic Absenteeism

Chronic absenteeism decreased last year by 3.9%. All student groups had a decrease save for white students, which increased 4%. Currently 19% of Tioga students are chronically absent, with white and African American students at roughly 24%.

African American students declined 6%

Students with disabilities declined 5.4%

English Learners declined 8.3%

Hispanic students declined 3.6%

Socioeconomically disadvantaged students declined by 5.4%

Asian students declined by 7.5%

Our current numbers of suspensions for fighting during Q3 led to an overall increase in chronic absenteeism for a number of students.

Suspensions Per 100

African American students are currently disproportionately suspended at 29% compared to the rest of the school. Of these, over 90% have been for student violations of 48900 a, or fighting. Our Hand-in-Hand mentors have shifted their focus to support these students for the remainder of the 2019-20 school year. We have also started a Girl Power Group to support our female students.

In 2018-19 all student groups saw a decline in suspensions.

African American students declined 0.3%

Students with disabilities declined 11.4%

Asian students declined 3.6%

referred to student services.

Our Tioga "Reverse Suspension" program has helped provide students with strategies and skills to help them stay in class and make positive choices.

Our partnership with DPI is currently transforming how we support students and provide them with appropriate counseling and strategies to meet with individual needs.

English Learners declined 8.8%

Hispanic students declined 7.15%

Socioeconomically disadvantaged students declined by 6.4%

White students declined by 14%.

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

Our shift in focus from improving attendance to iReady student remediation resulted has resulted in our chronic absenteeism rate flatlining. Due to our improved non-CSI status in 2020-21, we will no longer have additional funding to support a Child Welfare and Attendance clerk. Our advisory teachers will work with students to provide incentives for them to attend class.

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 eliminating our CWA due to a decrease of funding in 2020-21 compared to 2019-20. Other actions will continue as planned.

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:

What happens when the COVID virus hits Fresno?

How effective is our reverse suspension room?

How do we educate parents on the importance of their children attending school.

Going to 2 lunches seemed to stop students from fighting. Are we going to continue that next year?

2 ELAC:

Folded into SSC

3 Staff:

Two lunches seemed to work well to stop fights. Can we do that again next year?

Let's get a student advisory group to decide what rewards we offer for good attendance.

Are we getting more counselors to help students in need?

How do we identify students in the morning before they get too upset?

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 22.5% to 21% or less by the end of the 2020-21 school year.
- Our unduplicated suspension rate will decrease from 11% of students suspended at least once, to 9% or less by the end of the 2020-21 school year.

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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. Supervisor or designee will monitor progress with site admin team.

Owner(s):

1. TST team
2. TST team
3. Summit Mentor Teachers
4. TST team
5. Principal
6. Summit Mentor Teachers
7. Supervisor or designee with admin team

Timeline:

1. Weekly TST meetings
2. Weekly TST meetings
3. Bi-weekly mentoring sessions with students
4. Daily Chronic Absenteeism check-ins
5. Bi-weekly ADA reports
6. Bi-weekly mentoring sessions with students
7. 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 designated Focus Areas in class. 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. Tier 1
3. Tioga will partner with DPI to fund a Tier 2 intervention specialist to support positive student behavior.
4. Additional Resource Counseling Assistant will work with our TST to provide mediation, one-on-one, and small group counseling services to students. Tier 1
5. Tioga will continue our attendance incentives throughout the year by giving students with weekly perfect attendance additional time during lunch. Tier 1
6. 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
7. Tioga SESS and school climate team will continue our structured system of rewards and incentives for positive student behavior Tier 1
8. 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
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 support student supervision throughout the day.
11. Tioga will work with DPI as a targeted support site to provide on-site training and support for our staff to realign our student services practices with a focus on preventing negative student behavior. This includes DPI site funds to remodel our student support center and ongoing training and support for the members of our Targeted Support Team or TST.

Specify enhanced services for EL students:

See enhanced services for low-performing student groups.

Specify enhanced services for low-performing student groups:

There are no student groups currently designated as Red in these areas. Targeted students, to be determined by at the start of the 2020-21 year, will be monitored during weekly TST meetings. Individual plans for each student will be created by the team during this time and monitored through ATLAS and Power BI data.

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.

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.

DPI team will work with the site admin team to identify actions and metrics, then provide additional training as needed.

2020-2021 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 | Oth Cls-Supp | | | Translator (RCA, CWA) Parent Involvement | 1,010.00 |
| G4A1 | Title 1 Basic | Parent Participation | Local Mileag | | | : Mileage (RCA/CWA) - Parent Involvement | 800.00 |
| G4A1 | Title 1 Basic | Attendance & Social Work Service | Cons Svc/Oth | | | Hand in Hand Mentors : Hand in Hand Mentor to support student socio-emotional learning for targeted students. | 6,675.00 |
| G4A1 | Sup & Conc | Instruction | Mat & Supp | | | Rewards and incentives to promote student attendance and reduce suspensions. | 5,000.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Specialist, Chd Wel & Attn II | 0.5000 | Split funded - 0.50 FTE Tioga-7090 / 0.50 FTE DPI-0649 DPI Position moved from Unit 0500 | 42,630.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.8500 | RCA to support socio-emotional learning for targeted student. | 49,686.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cons Svc/Oth | | | Hand in Hand Mentors : Hand in Hand mentor to help support socio emotional learning. | 10,025.00 |
| G4A1 | LCFF: EL | Instruction | Mat & Supp | | | : Rewards and incentives for students staying on track. | 5,000.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.1500 | RCA to support socio-emotional learning for targeted student. | 8,767.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cons Svc/Oth | | | Hand in Hand Mentors : Hand in Hand Mentors to support student socio emotional learning. | 3,200.00 |

\$132,793.00

2020-2021 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 | Mat & Supp | | | : All Goal 1 and Goal 4 Actions - No Food, No Incentives | 181.00 |
| G1A1 | Title 1 Basic | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows to support targeted students in English and math classrooms. | 44,884.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | Computers, and elective materials for students to continue personalized learning. | 10,000.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | 3 copy machine lease | 7,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Computer Repair | 3,500.00 |
| G1A1 | LCFF: EL | Instruction | Nc-Equipment | | | : Computers to support personalized learning. | 6,156.00 |
| G1A1 | LCFF: EL | Instruction | Subagreements | | | California Teaching Fellows Foundation : Teaching Fellows | 8,500.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Subs | | | Subs for teacher training and walking classrooms for teacher development | 10,697.00 |
| G1A2 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts to support student learning. | 10,490.00 |
| G3A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Parent communication and involvement in school functions. | 12,384.00 |
| G4A1 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | | Translator (RCA, CWA) Parent Involvement | 1,010.00 |
| G4A1 | Title 1 Basic | Parent Participation | Local Mileag | | | : Mileage (RCA/CWA) - Parent Involvement | 800.00 |
| G4A1 | Title 1 Basic | Attendance & Social Work Service | Cons Svc/Oth | | | Hand in Hand Mentors : Hand in Hand Mentor to support student socio-emotional learning for targeted students. | 6,675.00 |
| G4A1 | Sup & Conc | Instruction | Mat & Supp | | | Rewards and incentives to promote student attendance and reduce suspensions. | 5,000.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Specialist, Chd Wel & Attnd II | 0.5000 | Split funded - 0.50 FTE Tioga-7090 / 0.50 FTE DPI-0649 DPI Position moved from Unit 0500 | 42,630.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.8500 | RCA to support socio-emotional learning for targeted student. | 49,686.00 |
| G4A1 | Sup & Conc | Attendance & Social Work Service | Cons Svc/Oth | | | Hand in Hand Mentors : Hand in Hand mentor to help support socio emotional learning. | 10,025.00 |
| G4A1 | LCFF: EL | Instruction | Mat & Supp | | | : Rewards and incentives for students staying on track. | 5,000.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.1500 | RCA to support socio-emotional learning for targeted student. | 8,767.00 |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cons Svc/Oth | | | Hand in Hand Mentors : Hand in Hand Mentors to support student socio emotional learning. | 3,200.00 |

\$246,585.00

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$53,550.00 |
| Sup & Conc | 7090 | \$161,412.00 |
| LCFF: EL | 7091 | \$31,623.00 |
| Grand Total | | \$246,585.00 |

| Goal Totals | Budget Totals |
|---|---------------------|
| G1 - All students will excel in reading, writing, and math | \$101,408.00 |
| G3 - All students will demonstrate the character and competencies for workplace success | \$12,384.00 |
| G4 - All students will stay in school on target to graduate | \$132,793.00 |
| Grand Total | \$246,585.00 |