

**Tioga Middle**

10621666061196

Principal's Name: Kevin Evangelinos

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Kevin Evangelinos', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances


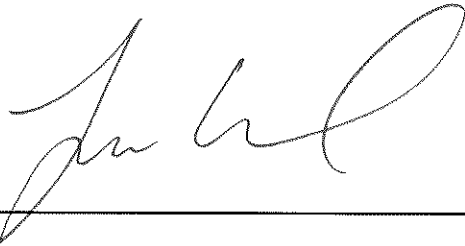
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Vice Principal - Colleen Mahmood (Designee)	X				
2. Chairperson - Tasharey Crawford				X	
3. Angela Ramirez		X			
4. Victor Leyva Lopez		X			
5. Kim Lee		X			
6. Yan Jiang				X	
7. Jean Mbodo				X	
8. Mia Hernandez					X
9. Tyler Vang					X
10. Miguel Contreras			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Tioga Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kevin Evangelinos		4/20/2021
SSC Chairperson	Tasharey Crawford		4/20/2021

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 2021/22

Tioga - 0455

**ON-SITE ALLOCATION**

3010	Title I	\$61,536 *
7090	LCFF Supplemental & Concentration	\$186,180
7091	LCFF for English Learners	\$42,291
7099	School Opening Support <i>(New! One-time funds)</i>	\$12,840
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$302,847</b>

* 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	\$1,923
	Remaining Title I funds are at the discretion of the School Site Council	\$59,613
	Total Title I Allocation	\$61,536

## Tioga Middle 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		23.75 %	2020-2021	26.22 %
I-Ready Math D2 On Level		17.24 %	2020-2021	20.81 %
ELPAC Percent Making Annual Progress		20.63 %	2019-2020	23.6 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELA D2 On Level

i-Ready % of all students on grade level is at 24% compared to 18% to start the year. This is a significant increase of 6%. Our i-Ready goal is to have 26.22% of students on grade level.

#### SPED I-Ready ELA D2

16 out of 84 SPED students increased one or more grade levels from Test 1 to 2, while 19 students decreased one or more grade levels. The remaining students either had a small gain or loss. This is due to a disproportionate number of SPED students not attending class during distance learning.

#### I-Ready Math D2 On Level

i-Ready % of all students on grade level is at 18% compared to 13% to start the year. This is a significant increase of 5%. Our i-Ready goal is to have 21% of students on grade level.

#### SPED I-Ready Math D2

9 out of 84 students increased one or more grade levels from Test 1 to 2, while 7 students decreased one or more grade levels. The vast majority of students either had a small gain or loss. This is due to a disproportionate number of SPED students not attending class during distance learning.

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

#### I-Ready ELA D2 On Level

A disproportionate number of SPED students did not improve or decreased due to not attending class during distance learning.

#### I-Ready Math D2 On Level

A disproportionate number of SPED students did not improve or decreased due to not attending class during distance learning.

#### ELPAC Percent Making Annual Progress

This is a new goal with no data from 2019.

### **CAASP Data and Site Metric**

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

#### **English**

In 2019, Tioga students overall were 43.4 points below standard. In 2022, our goal is to be 38.4 points below standard, which will continue to keep us in the Yellow Tier of the California 5x5 grid. This would be a positive gain of 5 points overall in ELA.

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

2017: 62.9 points below standard

2018: 54 points below standard

2019: 43.4 points below standard

In 2019, African American students were 69 points below standard. Our goal is to increase proficiency by 5 points to 64 points below standard.

In 2019, English Learners were 60.9 points below standard. Our goal is to increase proficiency by 5 points to 55.9 points below standard.

In 2019, Students with disabilities were 114.3 points below standard. Our goal is to increase proficiency by 5 points to 99.3 points below standard.

#### **Math**

In 2019, Tioga students overall were 94.5 points below standard. In 2022, our goal is to be 90.5 points below standard, which will continue to keep us in the Yellow Tier of the California 5x5 grid. This would be a positive gain of 4 points overall in math.

In 2019, African American students were 126 points below standard. Our goal is to increase proficiency by 5 points to 121 points below standard.

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

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

#### **Implementation of Actions**

Our 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 as much fidelity as possible as we transitioned to distance learning in 2020-21.

1. ELA and 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. This was very effective.

2. Use of the platform allowed for real-time data analysis in order to help teachers meet the immediate needs of students. This Tier 1 practice was effective as teachers met weekly in Grade Level Teams to analyze student data and plan interventions.

3. Tier 2 interventions have been effective as Teaching Fellows have worked with students one-on-one and in small groups during online instruction to provide targeted Tier 2 support.



4. i-Ready diagnostic monitoring has had a positive impact during distance learning. The challenge has been the effective use of data to personalize learning while students are not on campus. Overall, our increase in student i-Ready data from the Fall to Winter administration showed positive growth.

**SPED Actions**

I-Ready data from Tests 1 and 2 show limited growth for SPED students due to students not attending virtual class during distance learning. Our TST team will focus on SPED absenteeism and create action plans based on student data to increase SPED student attendance in 2021-22

**ELPAC Percent Making Annual Progress**

Current data indicates 20.6% of Tioga English Learners are making progress towards proficiency. As of 3-9-2021, students have not yet completed their ELPAC English Learner Progress Assessment. Our Tioga goal for 2021-22 will be 23.6% of students making progress towards proficiency. This will be an increase of 3 points.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning, in-person grouping and push-in instruction from Teaching Fellows was not possible. We have effectively transitioned to using our Teaching Fellows to support students in breakout rooms using based on student data in both English and math.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We are going to use baseline EOY 2019 data from the California State Dashboard as our improvement metric since there was no accurate assessment data available last year or this year. Actions will remain the same in 2022 compared to 2019 with a focus on tier 1 instruction, extra time in math, personalized learning, extra support from Teaching Fellows, and weekly PLC data driven meetings.

**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 know if students are making progress each year if there hasn't been an SBAC?

What is i-Ready? Is it effective?

Did our students get far behind during distance learning?

**2** ELAC:

See SSC

**3** Staff:

- Response to Team member comment on #12 (lots of instruction during math time) - The positive - possibly target Tier 2 & 3 students with teaching fellows for more student support and give specific SDL time. If teaching fellows are reliable and willing to teach students, that is OK with the math team.

Is summer school going to be open to everyone?

- Team member question on #2 - Does Summit let us pull data by student race?. We can see subgroup data on iReady but not through Summit. We would have to cross reference with FUSD data and Summit data.
- Team member question on #11 – what does that look like in practice?? Also commented was the following: “I think 11 is good to provide support in the same room during our live instruction as well I would only think we should include a point to have tier 2 and 3 also targeted during SDL time”
- Question to #3 – is there a vision for the “real-world” application learning experience?
- Regarding #15 – not everyone has a teaching fellow and for every period. What does that look like?
- Regarding #5 – Is that to be interpreted that the cog skills on the projects in history are taught at the same time as ELA’s cog skills and projects? Would there be alignment with history and ELA? The answer is yes.

## Action 1

**Title:** Comprehensive Literacy Program to Support all Students

### [Action Details:](#)

Tioga will implement rigorous, personalized learning for students through the use of the Summit Learning platform and daily mentoring for students

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

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

1. Monitoring will occur through the use of the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings and classroom differentiation.
2. One on one student mentoring during a 30 minute advisory period bi-weekly with a focus on ELA and math literacy.
3. PLC collaboration and data analysis
4. End of year SBAC analysis.
5. i-Ready Diagnostic Assessments will be administered three times per year and monitored for student growth.
6. ATLAS, CAASPP, and Summit Learning Data
7. Power BI
8. IEP Goals

**Owner(s):**

1. Content Area Teachers, grade level teams and admin
2. Advisory/Mentor teachers
3. Admin and ILT
4. Admin and ILT
5. Admin and ILT
6. Supervisor and Summit Mentor with site leaders
7. Teachers
8. SPED teachers

**Timeline:**

1. Weekly
2. Bi-weekly One on One mentor monitoring through advisory.
3. Bi-weekly
4. End of year
5. 3 times per year
6. Bi-weekly or as often as needed.
7. Quarterly
8. Quarterly

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

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**Tier 1**

1. ELA curriculum will be delivered to students through the use of the Summit Learning Platform which allows for move-at-your-own-pace, personalized learning for students.
2. ELA curriculum will have a focus on real-world learning, diversity, and inclusion.
3. All students will be enrolled in Advisory, a daily 30-minute period where students complete Power Focus Areas and i-Ready assignments, to fill in specific instructional gaps at their assessed grade level.
4. Climate and Culture team will work on fostering positive relationships and creating a safe learning environment to positively impact ELA through increased attendance and time on task for all students.

**Tier 2**

1. African American, special education, and English Learner data will be analyzed during monthly PLC meetings with the end result of tier 1 and 2 cycle of continuous review plans created for each sub-group to support student learning.
2. Student data will be pulled through the Summit Learning platform weekly with struggling students supported by teachers, paraeducators, and Teaching Fellows for additional support.
3. ELA teachers will have part-time Teaching Fellows to teach small group instruction for designated students based on projects and Power Focus Area data from the Summit Learning platform.
4. Supplemental contracts will be provided for planning, training, lead teachers, and alignment of curriculum to Summit and Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need intervention and enrichment.

**Tier 3**

1. Targeted students will be enrolled in our Tioga Extended Day Learning Program for one-on-one support by Teaching Fellows.
2. Tioga administrators and counselors will provide one-on-one mentoring to targeted students in Grade Level Teams. One administrator or counselor will work with each team.

**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 to increase ELA fluency.

EL student data will be pulled separately by teacher PLCs to monitor their RFEP and academic progress during bi-weekly PLC meetings with the goal of accelerating their learning to match their non-EL counterparts.

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

Access to the core curriculum is provided through the Summit Learning platform. Students may access all assignments and assessments for the year at any place and time. Curriculum is enhanced for EL students as each lesson has EL specific instructions and modifications to increase daily oral language development through regular student discourse.

EL student progress and RFEP is monitored through bi-weekly PLC teacher data meetings.

**Specify enhanced services for low-performing student groups:**

- African American, English Learner, and Students with Disabilities data will be analyzed and used to determine specific RTI needs during bi-weekly Tuesday PLC meetings. These students will be targeted for additional small group and one-on-one instruction by teaching fellows.
- Summer teacher contracts for aligning curriculum will help easily identify students in need or intervention.
- Our Tioga School Team or TST will work to complete a root cause analysis and determine areas of focus for students who are identified as struggling academically and socially.
- SPED co-teachers will teach a self-contained class, while traditional self-contained teachers will serve as co-teachers, which should enhance instructional strategies for both SPED and GE teachers.

**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.

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

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

1. Monitoring will occur through the use of the Summit Learning Platform to measure individual student progress in the form of Content Areas passed with mastery and Focus Areas passed with a score of 8 or higher out of 10. These are daily checks for understanding and are used to inform weekly data analysis planning meetings.
2. One-on-one student mentoring using Summit Learning data during a 30 minute advisory period bi-weekly with a focus on ELA and math literacy.
3. PLC collaboration and data analysis based on student need
4. SBAC analysis.
5. i-Ready diagnostic assessments to allow for tier 2 support
6. i-Ready, CAASPP, and Summit Learning platform data.
7. Power BI
8. IEP Goals

**Owner(s):**

1. Content Area Teachers, grade level teams and admin
2. Advisory/Mentor teachers
3. Grade Level Teams and ILT
4. Admin Team and ILT
5. Grade Level Teams, Admin, and ILT
6. Summit mentor and supervisor with site leaders
7. Teachers
8. SPED teachers

**Timeline:**

1. Weekly
2. Bi-weekly
3. Weekly or bi-weekly
4. End of year analysis
5. 3 times per year
6. Bi-weekly or as often as needed.
7. Quarterly
8. Quarterly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):****Tier 1**

1. Math curriculum will be delivered to students through the use of the Summit Learning Platform 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.
2. Math curriculum will have a focus on real-world learning and application.
3. All students will be enrolled in Advisory, a daily 30-minute period where students complete Power Focus Areas and i-Ready lessons to fill in specific instructional gaps at their assessed grade level.
4. 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.
5. Climate and Culture team will work on fostering positive relationships and creating a safe learning environment to positively impact math through increased attendance and time on task for all students.
- 6.

**Tier 2**

1. African American, special education, and English Learner data will be analyzed during monthly PLC meetings with the end result of tier 1 and 2 plans created for each sub-group to support student learning.
2. Student data will be pulled through the Summit Learning platform weekly in math with struggling students supported by teachers, paraeducators, and Teaching Fellows for additional support.
3. Math teachers will have part-time Teaching Fellows to teach small group instruction for designated students based on math concepts and Power Focus Area data from the Summit Learning platform.
4. Supplemental contracts will be provided for planning, training, lead teachers, and alignment of curriculum to Summit and Smarter Balance Interim Assessments. This alignment will allow us to easily identify students who need intervention and enrichment.

**Tier 3**

1. Targeted students will be enrolled in our Tioga Extended Day Learning Program for one-on-one support by Teaching Fellows.
2. Tioga administrators and counselors will provide one-on-one mentoring to targeted students in Grade Level Teams. One administrator or counselor will work with each team.

**Specify enhanced services for EL students:**

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

EL student data will be pulled separately by teacher PLCs to monitor their RFEP and academic progress during bi-weekly PLC meetings with the goal of accelerating their learning to match their non-EL counterparts.

**Specify enhanced services for low-performing student groups:**

- African American, English Learner, and Students with Disabilities data will be analyzed during PLC meetings and used to determine specific MTSS needs during Tuesday bi-weekly PLC meetings. These students will receive additional small group support during the use of teaching fellows in English and math classrooms.

EL students will be pulled into small groups by Teaching Fellows for additional targeted support and instruction in math.

Access to the core curriculum is provided through the Summit Learning platform. Students may access all assignments and assessments for the year at any place and time. Curriculum is enhanced for EL students as each lesson has EL specific instructions and modifications to increase daily oral language development through regular student discourse.

- SPED co-teachers will teach a self-contained class, while traditional self-contained teachers will serve as co-teachers, which should enhance instructional strategies for both SPED and GE teachers.

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional Supplies ** NO FOOD OR INCENTIVES **	463.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for All Goal and Actions 1-4	2,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Contracts: Supports All student Goals/Action 1-3	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2, G2A1, G3A1, G4A1, G5A1 (ALL GOALS) Materials and supplies: Academic, Incentives, Student & Parent Engagement	26,731.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	13,430.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A2 (Academic Support/Tutoring)	46,114.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leases (3)	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Repair	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors: Goal 1 and Goal 1, all actions	1,158.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : teaching Fellows G1A2 Tutoring to support student, EL Support	9,500.00
G1A1	One-Time School	Instruction	Mat & Supp			: All Goals and Actions - Materials and Supplies to support learning, student/parent engagement, and other items to support the site	7,440.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: G1A1, G3A1 - Student Rewards/Incentives for improving academic performance - Student events and festivals/Incentives onsite	5,000.00

**\$131,835.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	80 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

80% of all Tioga students will participate in real-world learning experiences through enrollment in CTE courses or off-campus field trips based on future careers.

Summit curriculum will be provided to all students and will incorporate real-world projects and learning.

This is a new goal and has no previous data to measure.

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

**Student-centered real world learning experience - Site Defined**

This is a new goal. There are no discrepancies.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal. There are no differences in the implementation of actions.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal. There are no differences in the implementation of 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:

What does this really mean?  
 What is conceptual math mean?  
 Will students be allowed to take field trips off campus?  
 Who will supervise students when they go on trips?  
 Don't you have to teacher the curriculum the district purchased?  
 Does it have real-world learning?  
 Does the business class teach students about checkbooks?  
 What do students learn in the computer class?

**2** ELAC:

See SSC

**3** Staff:

What is #9? 5 Star Student is an electronic monitoring program, point system vs. physical tickets, etc. Also used for attendance, restroom use. We can get trained as a whole site on this in the near future.

With having 2 lunches – how will that work with GSA and BSU clubs?  
 · Teachers will mentor students every 2 weeks (each week is not possible at this time).

What types of field trips will students be allowed to take?  
 Who will supervise them? Will it be through the ASP?

**Action 1**

**Title:** Increase Student Centered Learning Experiences

[Action Details:](#)

Tioga will implement a comprehensive plan focused on student activities, CTE courses, and real-world curriculum to ensure our students are engaged in student centered and real-world learning.

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

**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

1. Student engagement data and monitoring through ATLAS, 5 Star Student, and Power BI.
2. Tioga Extended Day Learning Program through attendance rosters.
3. Student curriculum in Summit.
4. Field Trip rosters

[Owner\(s\):](#)

1. Climate and Culture Team
2. Extended Day Learning Program Team
3. ILT
4. Tioga Extended Day Program Lead

[Timeline:](#)

1. 1x monthly
2. Quarterly
3. Quarterly
4. Quarterly

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

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1. Summit curriculum will be provided to students daily with elements focused on real-world learning experiences in ELA, math, science, and social science.
2. Extra pay contracts will allow teachers to plan and support lessons designed around real-world learning and experiences.
3. Field trips to off-campus work locations and colleges will be provided to students through the Tioga Extended Learning Program.
4. Tioga CTE program will provide real-world learning opportunities to more than 175 students or 25% of all Tioga students.

5. Tioga Exploring Business program will provide real-world learning opportunities to more than 140 students or 20% of all Tioga students.

Specify enhanced services for EL students:

Our ILT and Extended Day Learning Program team will focus efforts to recruit EL students into our two CTE courses and off-campus field trips. This will be monitored by our site ILT and the Extended Day Program.

Specify enhanced services for low-performing student groups:

African American, English Learner, and Students with Disabilities will be recruited to enroll in our CTE courses and participate in off-campus field trips. This will be monitored by our site ILT and the Extended Day Program.

**Goal 3 - STUDENTS: Increase student engagement in their school and community.****Needs Assessment****School Quality Review**

## School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		12.92 %	2020-2021	19.9 %
Suspensions students with 1 or more		0 %	2020-2021	6.5 %
Chronic Absenteeism (Students with Disabilities)		26.51 %	2020-2021	23.1 %
Chronic Absenteeism (African American)		24.62 %	2020-2021	22 %
Chronic Absenteeism (English Learner)		12.96 %	2020-2021	10.96 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

22.5% of all students were chronically absent overall. Data is taken from 2019, the last year of live on-campus instruction. Our actions were effectively implemented and we met our overall target in 2019 and 2021.

**Chronic Absenteeism (African American)**

25% of African American students were chronically absent. Data is taken from 2019, the last year of live on-campus instruction. Our actions were effectively implemented and we met our overall target in 2019 and 2021.

**Chronic Absenteeism (Students with Disabilities)**

26.1% of students with disabilities were chronically absent. Data is taken from 2019, the last year of live on-campus instruction. Our actions were effectively implemented and we met our overall target in 2019 and 2021.

**Suspensions students with 1 or more**

7.3% of all students were suspended at least once. We declined 6.4% in 2019 compared to 2018. Data is taken from 2019, the last year of live on-campus instruction. Our actions were effectively implemented and we met our overall target in 2019 and 2021.

**Chronic Absenteeism (English Learner)**

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

**Chronic Absenteeism**

Chronic Absenteeism decreased by 3.9% from 2018 to 2019 overall. No inequities.

**Chronic Absenteeism (African American)**

Chronic Absenteeism decreased by 6% from 2019 compared to 2018, No inequities.

**Chronic Absenteeism (Students with Disabilities)**

Chronic Absenteeism decreased by 5.4% from 2018 to 2019. No inequities.

**Suspensions students with 1 or more**

Suspensions decreased by 6.4% to 7.3% overall in 2019 compared to 2018. No inequities.

**Chronic Absenteeism (English Learner)**

Chronic Absenteeism declined by 8.3% from 2018-29. No inequities.

12.9% of English Learners were chronically absent. Data is taken from 2019, the last year of live on-campus instruction. Our actions were effectively implemented and we met our overall target in 2019 and 2021.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

None. We will continue to our plan from this year as it has yielded results which met our targets for the last two years. Current chronic absenteeism is at 14.28% per March 2021 data.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

We are changing our RCA position to a bilingual Spanish RCA to better meet the needs of our students and community around communication and parent engagement. This change is found on Goal #3 Action 1, number 2.

**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 students to go to school if they don't like it?  
Do we do home visits?  
What are we doing to stop bullying?  
Are there lots of fights at school?  
Do you have rewards for students who do well?  
How many counselors do you have to help students?  
We should get more counselors.  
What things do you do besides suspend students if they are bad?  
We should have more events for parents off-campus.  
We should hire more people who are bilingual.

**2** ELAC:

See SSC

**3** Staff:

Team member suggestion - colored Teams to support target students to make sure they are on track due to absenteeism, etc.  
Team member suggestion - #3 should read "every other week" or "biweekly"  
Can we do things on campus to get students to want to come to school?  
Can our TSA do home visits to speak with parents about getting students to come to campus?

## Action 1

**Title:** Increase Student Engagement

### Action Details:

Tioga will implement a program to promote and increase student engagement across the disciplines before, during, and after school.

<b>Reasoning for using this action:</b> <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. Weekly TST data analysis from ATLAS on Chronic Absenteeism, Suspensions, and student engagement.
2. 5 Star Student data.
3. ATLAS chronic absenteeism and Student Misbehavior Data
4. Quarterly student attendance and misbehavior data

#### Owner(s):

1. Targeted Support Team
2. Climate and Culture Team
3. Tioga Admin Team and TSA
4. TST and CCT together

#### Timeline:

1. 1x weekly
2. 1x monthly
3. 1x quarterly for calibration
4. 1x quarterly

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

#### Tier 1

1. All students will be presented with opportunities to engage in morning, and lunchtime activities and games provided by our Tioga Campus Culture team.
2. District adopted SEL curriculum, Second Step, will be taught to all students during Monday Advisory classes to help increase student self-regulation, attendance, and decrease student misbehaviors.
3. Tier 2 Specialist will provide training and referral support to our TST and administrative team in support of increasing student attendance and reducing student misbehavior.
4. The Tioga Extended Learning Program (TELP) will provide a comprehensive number of clubs and activities open to all students including, but not limited to the following: Yearbook, Animation, Drumline, Garage Band, Recording Studio, Drawing Basics, Painting Basics, Gaming, Lego, 3-D Printing, Minecraft, Sports, Cheer, Dance, RC Racing, Auto Shop, Arts and Crafts, Digital D&D. Clubs will take place during lunch and afterschool.
5. Our Tioga administrative team has implemented Discipline Guidelines to increase student attendance and decrease student misbehaviors. Our team will meet quarterly to calibrate and align our responses to support students.
6. Teachers will mentor students one on one through 0 period advisory bi-weekly to encourage student participation and academic success.
7. Staff members will focus on interacting positively with students and providing a high ratio of positive interactions. This is a schoolwide focus.
8. Regular school dances, clubs, intramurals, and various student contests will be calendared throughout the year to engage all students.
9. Materials/Supplies, student incentives, including copy/lease/products, will be provided through our Campus Culture team to support activities throughout the year.
10. Other lunch and afterschool clubs requested by students will be formed based on student interest and need.

#### Tier 2

1. Tioga bilingual Spanish RCA will work to build relationships with students to engage in academic, social emotional, and attendance support.
2. Tier 2 Intervention Specialist will be split-funded with DPI to provide targeted attendance and behavior support to students. This person will also lead our TST.
3. Our Tioga TST will meet weekly led by our Tier 2 intervention specialist with a focus on at-risk students. Identified students will receive additional support as needed based on their social emotional or academic needs. This team will meet quarterly with our Climate and Culture Team to review student attendance and misbehavior data to formulate plans for individual student success.
4. Tier 2 interventions in support of student attendance and misbehaviors will be implemented through our TST based on individual student need.
5. Tioga will utilize 5 Star Student tracking data to monitor attendance, student engagement, and misbehavior to provide targeted support and intervention as needed.
6. Tioga black Students United will conduct regular meetings during lunch and after school to provide emotional, academic, and college and career support to our African American students.
7. Tioga (GSA) Gay Straight Alliance, will meet a minimum of 1x per month to provide emotional, academic, and career support to all students

#### Tier 3

1. Hand in Hand Mentors will be hired to support targeted students with attendance and managing appropriate behavior.

2. Tioga TSA will work with Tier 3 chronically absent students and provide support to parents through on and off-campus training.
3. Identified students will be supported by our admin team through one on one mentoring during the day both inside and outside of class.
4. Counseling and regular progress monitoring will take place weekly for identified students in our special education programs by our SPED teachers, paraeducators, and psychologist.

#### Specify enhanced services for EL students:

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EL students will be monitored and have specific invitations to join clubs and participate in events to help build language fluency by interacting with other students and staff through our Climate and Culture Team.

Bilingual RCA will support EL students with academics, behavior, and attendance support.

#### Specify enhanced services for low-performing student groups:

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- All students will participate in activities, with an emphasis on foster youth, African American, English Learners, and students with disabilities being placed into our CTE classes.
- Hand-in-Hand Mentors will work with low-performing and socially disadvantaged students to increase student participation and engagement on and off campus.
- Tioga admin team will provide targeted mentoring to students based on teacher input, IEP goals, and ATLAS data.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	1.0000	Bilingual Spanish RCA will support parent involvement. This position cannot be used to translate mandatory items (i.e. ELAC and IEPs).	60,072.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation - Fieldtrip and offsite learning for students	5,746.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand - Mentoring	38,200.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnnd II	0.2500	Split funded with DPI 50/50 for a total of 1.00 FTE	16,256.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: G1A1, G1A2 - PROMOTE EL Students - Academic materials/supplies, Student Rewards/Incentives for improving academic performance - Student events and festivals/Incentives onsite	3,723.00
G3A1	LCFF: EL	Instruction	Direct Trans			: Transportation for Fieldtrips/Off-site student learning experiences - Support EL Student Learning Experiences/Engagement	3,854.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Goal 5 - Hand in Hand Mentoring	7,800.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnnd II	0.2500	Split funded with DPI 50/50 for a total of 1.00 FTE	16,256.00
G3A1	One-Time School	Instruction	Cons Svc/Oth			To Be Determined : Fieldtrip and offsite learning opportunity for students - Entrance fees	2,400.00
G3A1	One-Time School	Security	Cls Sup-Sub			Classified Subs - Extra Campus Safety Support	3,000.00

**\$157,307.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	10 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

This is a new goal. There is no current goal for increasing recruitment and retention of staff reflecting on the diversity of the community. Our goal will be to increase staff diversity by 10%. Our current staff consists of 57% who identify as people of color, while our student population is 89% people of color. Current staff who are female are 51% of our staff with the other 49% being male.

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

**Staff Goal - Site Defined**

This is a new goal, there is no data to compare.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

New goal, there are no differences in the implementation of actions.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Changes to our current process will involve the actions listed below. These are found under Goal 4, Action 1 in the SPSA

1. All hiring panels will consist of a diverse cross-section of staff members closely matching our student population.
2. 2 Hand-in-Hand Mentors will be hired to match our student demographics and will provide social emotional and academic support to students.
3. Staff members from a broad cross-section will serve as Lead Teachers, Climate and Culture Members, and Targeted Support Team members. These leadership teams, along with our administrative team, will work together to make collaborative site-based decisions.

**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 hire staff that meet these requirements if they aren't applying?

What happens if we can't find candidates?

What is Fresno Unified to get more people to go into teaching?

This is a good idea. Children want to see people who look like them.

How many people apply to be teachers?

We should start a program in high school that encourages students to be teachers.

**2 ELAC:**

See SSC

**3 Staff:**

Team member general question - Do we match this to the percentages of the demographics of our student population? The answer is yes.

Team member question – Do we have access to data that shows who is studying to be educators?

Team member comment on Goal 4 - "providing a positive environment/collaborative staff community with input from teachers via surveys, info from GLT's (not new info just something to go in goal 4)"

Team member comment: "I'm not sure where this would fit... but we really need to do more as a school site to get kids ready to ELPAC. Lessons in the classroom, some sort of outside of class something like a boot-camp, and there also needs to be parental involvement somewhere too. and ELPAC celebrations-- we really need to celebrate success in that area"

How do we get FUSD to start a program to increase diversity in teaching programs?

**Action 1**

**Title:** Increase staff diversity

Action Details:

Tioga will implement the following three actions:

1. All hiring panels will consist of a diverse cross-section of staff members matching our student population.
2. 3 Hand-in-Hand Mentors will be hired to support students academically and socially to match current student demographics and trends.
3. Staff members from a broad cross-section will serve as Lead Teachers, Climate and Culture Members, and Targeted Support Team members to provide shared leadership and decision making.

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

**Explain the Progress Monitoring and data used for this Action**

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

Data will be measured by staff and student demographics, which are currently:

Students

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

Staff

- 42% White
- 5% Black
- 47% Hispanic
- 5% Asian
- 2% Two or more races

Current staff meeting the definition of people of color is 57%.

Current student population meeting the definition people of color is 89%

Current women on staff are 51% of all staff members, men are at 49%.

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

1. All staff will engage in 8 hours of cultural diversity training.
2. All hiring panels will consist of a diverse cross-section of staff members closely matching our student population.
3. Staff members from a broad cross-section will serve as Lead Teachers, Climate and Culture Members, and Targeted Support Team members. These leadership teams, along with our administrative team, will work together to make collaborative site-based decisions.

Specify Professional Development or Staff Services to support EL students:

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

Owner(s):

1. ILT members

Timeline:

1. At the end of each academic quarter.

Specify Professional Development or Staff Services to support low-performing student groups:

8 hours of Diversity and Inclusion training will be delivered to the staff within the 2021-22 year. Summit training on mentoring and targeted instruction for low-performing groups will take place in the summer, fall, and spring.

PL will be provided to our staff on our inclusionary model with enhanced services and instruction to students.

EL PL and support will be provided to the staff during Buyback and 2x more throughout the year to all literacy teachers. This will include information on the RFEP process, along with tools and strategies to support EL students in class.

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		89.25 %	2019-2020	92 %
Family Goal - Site Defined		0 %	2020-2021	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.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

There is no current goal for Increasing inclusive opportunities for families to engage in their students' education.

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

Goal 2: Tioga will increase parent participation at school sponsored events from 20% currently to 40% or more. This will be monitored quarterly through attendance rosters at both on-and off-campus events.

**Parent Survey - Respected and welcomed**

Current parent survey data indicates 89.25% of surveys completed by parents state parents feel respected and welcomed. There are no previous actions pertaining to this new goal. Our goal is to have 92% of parents state they feel respected and welcomed by the school.

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

**Family Goal - Site Defined**

None. This is a new goal.

**Parent Survey - Respected and welcomed**

None. This is a new goal.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This is a new goal. There are no differences between intended and actual implementation of actions.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Tioga will implement the following steps found in Goal 5, Action 1, numbers 1-7.

1. Tioga will create a parent advisory team consisting of parents, teachers, administrators, and classified personnel charged with engaging parents in monitoring their child's academic progress and participation in school events. This team will create a tiered system of engagement designed to increase parent participation from historically less-engaged groups. These include students with chronic absenteeism and special needs.
2. Regular weekly communication through School Messenger in English, Spanish, and Hmong. Tioga will send weekly updates and information to parents, along with a weekly newsletter, through School Messenger and student email.
3. Tioga will partner with Parent University. Parent University will: **Empower** parents through parent learning courses to navigate their resources, **engage** families to take targeted action to achieve career ready graduates, and **connect** families to district and community resources that improve student achievement?. Parent University will provide parenting classes on site in the evenings throughout the year.
4. Tioga will allocate funding to provide childcare and meals for parents and students at events throughout the year.
5. Tioga will allocate funding to provide site outreach to parents including transportation, postage, and materials and supplies for postcards, mailers, and home visits.
6. Tioga will hire a Spanish bilingual RCA to help engage parents in learning opportunities, events, and to provide academic and behavioral support.
7. Tioga will hire a bilingual 3 1/2 hour office assistant to help communicate with parents about academics and events.
8. Tioga will work with our climate and culture team to create welcoming and inviting parent nights with a focus on students and parents.

**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 do parents do if students don't want to come to school? What if parents are too busy and can't come?  
Can we have more events in the evenings?  
It's hard to find childcare, can we do meetings through Zoom or Teams?  
Can you make sure your front office staff treat us nice when we call.  
Who do we call when our child is failing?

**2** ELAC:

See SSC

**3** Staff:

How are Street Saints different from Hand in Hand Mentors?  
Can we provide outreach to families at churches?  
We should have events at school that encourage families to want to come.  
Can we do a portfolio day where students dress up and we get families to attend?

## Action 1

**Title:** Increase Parent Engagement

**Action Details:**

Tioga will implement the following goals:

- Increase parent/guardian engagement by having parents monitor their student's Summit portal 4 or more times throughout the year to 50% of all parents.
- Tioga will increase parent participation with Parent University and Street Saints from 2% currently, to 20% or more.

- Increase the % of parents feeling respected and welcome from 89.25% to 92%.

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

**Explain the Progress Monitoring and data used for this Action**

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

ATLAS data through Parent Portal Access  
Attendance rosters at school events  
Annual parent survey data

Owner(s):

1. Tioga Parent Advisory Team
2. Tioga Parent Advisory Team
3. Tioga Parent Advisory Team

Timeline:

1. At the end of each academic quarter
2. At the end of each academic quarter
3. 1x Year.

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

Tioga will implement the following steps:

1. Tioga will create a parent advisory team consisting of parents, teachers, administrators, and classified personnel charged with engaging parents in monitoring their child's academic progress and participation in school events. This team will create a tiered system of engagement designed to increase parent participation from historically less-engaged groups. These include students with chronic absenteeism and special needs.
2. Regular weekly communication through School Messenger in English, Spanish, and Hmong. Tioga will send weekly updates and information to parents, along with a weekly newsletter, through School Messenger and student email.
3. Tioga will partner with Parent University. Parent University will: **Empower** parents through parent learning courses to navigate their resources, **engage** families to take targeted action to achieve career ready graduates, and **connect** families to district and community resources that improve student achievement?. Parent University will provide parenting classes on site in the evenings throughout the year.
4. Tioga will allocate funding to provide childcare and meals for parents and students at events throughout the year.
5. Tioga will allocate funding to provide site outreach to parents including transportation, postage, and materials and supplies for postcards, mailers, and home visits.
6. Tioga will hire a Spanish bilingual RCA to help engage parents in learning opportunities, events, and to provide academic and behavioral support.
7. Tioga will hire a bilingual 3 1/2 hour office assistant to help communicate with parents about academics and events.
8. Tioga will work with our climate and culture team to create welcoming and inviting parent nights with a focus on students and parents.

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

EL students will be directly supported through Parent University. Parent University will contact parents in their primary language to engage them in school events and training throughout the year.

Tioga bilingual RCA and office assistant will provide outreach to parents and families of EL students.

EL parents will be invited to regular coffee hour discussions with our site counselors and admin with topics based on how to support EL students at home and what we are and can do to support their proficiency at school.

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

The Tioga Parent Advisory Team and Parent University will be provided with school data from low-performing student groups to engage parents in school events, communication, and monitoring student progress.

Case managers will contact parents through email, phone, and text. Virtual IEP meetings will be an option for parents who would like to meet from home.

Case managers will contact parents quarterly to discuss student progress towards IEP goals.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0455 Tioga Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translation Support	1,001.00
G5A1	Sup & Conc	Instructional Supervision & Admi	Cl&Tech-Reg	Assistant, School Office	0.4375	Bilingual (Spanish)	12,704.00

**\$13,705.00**

## 2021-2022 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			Instructional Supplies ** NO FOOD OR INCENTIVES **	463.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for All Goal and Actions 1-4	2,999.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Contracts: Supports All student Goals/Action 1-3	10,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2, G2A1, G3A1, G4A1, G5A1 (ALL GOALS) Materials and supplies: Academic, Incentives, Student & Parent Engagement	26,731.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	13,430.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows G1A2 (Academic Support/Tutoring)	46,114.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Copy Machine Leases (3)	7,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Repair	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors: Goal 1 and Goal 1, all actions	1,158.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : teaching Fellows G1A2 Tutoring to support student, EL Support	9,500.00
G1A1	One-Time School	Instruction	Mat & Supp			: All Goals and Actions - Materials and Supplies to support learning, student/parent engagement, and other items to support the site	7,440.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: G1A1, G3A1 - Student Rewards/Incentives for improving academic performance - Student events and festivals/Incentives onsite	5,000.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg Span	1.0000	Bilingual Spanish RCA will support parent involvement. This position cannot be used to translate mandatory items (i.e. ELAC and IEPs).	60,072.00
G3A1	Sup & Conc	Instruction	Direct Trans			: Transportation - Fieldtrip and offsite learning for students	5,746.00
G3A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Hand in Hand - Mentoring	38,200.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.2500	Split funded with DPI 50/50 for a total of 1.00 FTE	16,256.00
G3A1	LCFF: EL	Instruction	Mat & Supp			: G1A1, G1A2 - PROMOTE EL Students - Academic materials/supplies, Student Rewards/Incentives for improving academic performance - Student events and festivals/Incentives onsite	3,723.00
G3A1	LCFF: EL	Instruction	Direct Trans			: Transportation for Fieldtrips/Off-site student learning experiences - Support EL Student Learning Experiences/Engagement	3,854.00
G3A1	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentoring : Goal 5 - Hand in Hand Mentoring	7,800.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.2500	Split funded with DPI 50/50 for a total of 1.00 FTE	16,256.00
G3A1	One-Time School	Instruction	Cons Svc/Oth			To Be Determined : Fieldtrip and offsite learning opportunity for students - Entrance fees	2,400.00
G3A1	One-Time School	Security	Cls Sup-Sub			Classified Subs - Extra Campus Safety Support	3,000.00
G5A1		Parent Participation	Oth Cls-Supp				1,001.00



G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp		Translation Support	1 001 00
G5A1	Sup & Conc	Instructional Supervision & Admi	CI&Tech-Reg	Assistant, School Office	0.4375 Bilingual (Spanish)	12,704.00
						\$302,847.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,536.00
Sup & Conc	7090	\$186,180.00
LCFF: EL	7091	\$42,291.00
One-Time School	7099	\$12,840.00
<b>Grand Total</b>		<b>\$302,847.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$131,835.00
G3 - Increase student engagement in their school and community	\$157,307.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,705.00
<b>Grand Total</b>	<b>\$302,847.00</b>