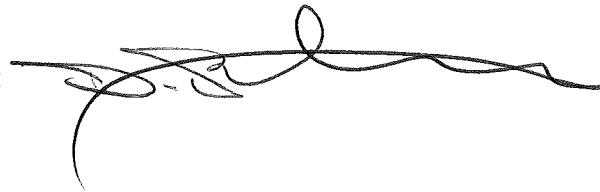


Tehipite Middle

10621666088538

Principal's Name: David Peters

Principal's Signature:

A handwritten signature in black ink, appearing to read 'David Peters', with a long horizontal flourish extending to the right and a loop at the end.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances


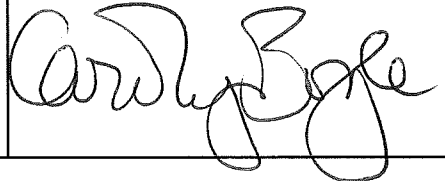
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - David Peters	X				
2. Chairperson - Carolyn Boyle					
3. Nancy Ramirez					
4. Janine "Holli" Anderson					
5. May Vang					
6. Harinder Sidhu		X			
7. Veronica Chavez			X		
8. Julio Garcia					
9. Jazmin Garcia					
10. Estrella Mancilla					X
11. Donio Sanchez					X
12. Esmeralda Salcedo				X	
13. Elda Velasquez				X	
14. Maria Vargas				X	
15. Need roles					

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:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	David Peters		3/9/2017
SSC Chairperson	Carolyn Boyle		3-9-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Tehipite - 0440

ON-SITE ALLOCATION

3010	Title I	\$29,282 *
7090	LCFF Supplemental & Concentration	\$94,527
7091	LCFF for English Learners	\$39,243
TOTAL 2017/18 ON-SITE ALLOCATION		\$163,052

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$682
Remaining Title I funds are at the discretion of the School Site Council	\$28,600
Total Title I Allocation	\$29,282

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	15/17	N/A ³	14.51%	17.32%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	16/17	N/A ³	5.25%	4.18%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	16/17	0.00% ⁴	72.35%	76.36%	62.37%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	15/17	N/A ⁷	N/A ⁷	11.49%	52.20%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	5.67%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	12/16	10.74%	20.18%	14.81%	9.26%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	8/17*	20.00%	26.09%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	4/16	52.78%	61.54%	47.83%	68.37%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	16/17	94.14%	93.48%	92.96%	93.88%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	16/17	16.59%	20.09%	20.65%	17.86%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	17/17	N/A ¹⁰	N/A ¹⁰	86.98%	72.04%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	15/17	100.24%	38.88%	29.28%	13.12%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	15/17	73.46%	45.57%	46.64%	31.83%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	17/17	3.32%	1.51%	2.60%	0.43%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	17/17	2.13%	0.65%	4.12%	1.29%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	12/17	70.62%	69.98%	77.87%	63.01%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	7/17	N/A ¹³	N/A ¹³	61.60%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	15/17	N/A ¹³	N/A ¹³	62.30%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	12/17	N/A ¹³	N/A ¹³	55.90%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Tehipite Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	<input checked="" type="checkbox"/> 1. Academic Performance	<input type="checkbox"/> 2. Social/Emotional Learning (SEL) and Culture & Climate
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School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	4.18	9.18	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Action #1 – SBAC Math – Domain #1

Action Detail:

The school will implement a comprehensive math support intervention program with an emphasis on students showing growth on District Interim Assessments the Math SBAC. The school will implement a standards based progress monitoring system to identify student proficiency and articulate an RTI Plan.

SMART Goals

By the end of the 2017-2018 school year, the administration of the Math SBAC will show a minimum of a 5% increase in the percentage of students scoring Standards Met/Exceeded.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Illuminate/Benchmark Results - Twice Annually
- Essential Standards Identified and monitored, identifying student progress to meeting standards
- Common Formative Assessments-weekly snapshots reviewed at weekly AC's; quarterly culminating task reviewed quarterly; AC agenda's will reflect the CCI process and serve as a monitoring tool
- Classroom observations/feedback, both individual and by math content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations
- Daily progress monitoring via walkthroughs, feedback, reflective conversations

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

Parents will be provided with information, resources, and strategies to support improved student success in mathematics.

Go-Math Home-School Connection, Edu-Text and the ATLAS Parent Portal. This will be ongoing and facilitated by the creation of a parent computer center that will be housed adjacent to H-1. Training will be provided after Parent Coffee Hour.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Materials and supplies and other associated items to support mathematics instruction and math intervention program needs
- Intervention materials and resources, books and reference supplies to support students in the goal of Standard Met or Standard Exceeded
- Student software to support the individualized needs of students to improve math skills
- Technology/Tablets/hardware to support student math progress
- Math Tutorial will be provided to identified students by a certificated employee outside of the school day

Owner(s):

Principal, VP and Math teachers

Timeline:

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year.

Describe Related Professional Learning:

- Accountable Communities will regularly analyze results from common formative assessments
- iPL time will allow the AC to go deeper into analyzing student results and planning next steps
- Leverage iPL time for site-based math professional learning
- Supplemental contracts for certificated staff will be available to allow for training beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development in math

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison will support EL students via communication regarding math progress
- BIA will support EL students in math based on current CEDLT levels

Tehipite Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Teacher/Sub to allow classroom observations and planning	\$ 232.00
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology for PLI Teacher Initiative	\$ 8,219.00
								Total	\$ 8,451.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	17.3	22.3	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Action #2 – SBAC ELA – Domain #1

Action Detail:

The school will implement a comprehensive reading support and intervention program with an emphasis on students showing growth on the ELA SBAC, as well as decreasing the number of students scoring significantly below grade level on the Interim Assessments and decreasing the achievement gap. Through the PLC /AC model as outlined by DuFour, ACs will create lessons aligned with ELD, Literacy and state standards that include all aspects of classroom foundations as well as integrating maximum opportunities for students to participate in complex text, talk and tasks. Each quarter ACs will analyze student data around the anchor and recursive standards for the quarter and plan for future lessons to address learning gaps. Teachers will also deconstruct subsequent quarterly standards and plan for lessons that support the literacy standards through content in ELA, history, and science. Supports will also be implemented to intervene with struggling readers through literacy lessons utilizing the cloze method, annotating, productive talk, Text Dependent Questioning, SIOP lessons, ERWC components.

SMART Goals

By the end of the 2017-2018 school year, the administration of the ELA SBAC will show a minimum of a 5% increase in the percentage of students scoring Standard Met/Exceeded.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Illuminate/Benchmark Results - Twice Annually
- Essential Standards Identified and monitored, identifying student progress to meeting standards
- Common Formative Assessments-weekly snapshots reviewed at weekly AC's; AC protocol's will reflect the CCI process and serve as a monitoring tool
- Classroom observations/feedback, both individual and by content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations through ILT

Owner(s):

Principal, VP, ELA and PLUS teachers

Timeline:

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year

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

Parents will be provided with information, resources, and strategies to support improved student success in English Language Arts.

Parents will be provided with information, resources, and strategies to support improved student success in mathematics.

Go-Math Home-School Connection, Edu-Text and the ATLAS Parent Portal. This will be ongoing and facilitated by the creation of a parent computer center that will be housed adjacent to H-1. Training will be provided after Parent Coffee Hour.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Materials and supplies and other associated items to support literacy intervention program needs
- Student software to support the individualized needs of students to improve literacy skills
- Technology/Tablets/hardware to support student literacy development
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students
- ELA Tutorial will be provided once a week to provide students with intervention and enrichment outside of the school day
- All students will be instructed in specific reading strategies to increase reading across their science, history, and ELA classes. Reading of complex text in these courses will occur on a daily basis through Spring Board (GVC). Tasks will be calibrated through ILT and through sharing of student work at AC and iPL meetings. Administration will work alongside teachers in the process of calibrating tasks and student work.
- All students will have access to a PLUS Teacher to receive differentiated instruction based on identified needs as well as to increase students' computer proficiency, using the computer as a tool of learning, and they will demonstrate responsible computer usage.
- Significant subgroups of EL's, African American, and SPED will be further targeted and monitored
- Intervention materials and resources, books and reference supplies to support students who are scoring significantly below grade level
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

Describe Related Professional Learning:

- Reading Comprehension and Use of Strategies training will be planned and monitored throughout the school year
- Accountable Communities will regularly analyze results from common formative assessments with a focus on literacy development
- Professional Learning around AC Development, CFA's, S&CS, Spring Board and Go Math
- Professional Development to aid in assessing student reading levels and providing students with ongoing technology assisted learning and literacy development
- Deconstructing and annotating texts to increase comprehension of complex fiction and nonfiction texts
- Supplemental contracts for teachers will be available to provide intervention and enrichment beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison will support EL students via communication regarding ELA progress
- BIA will support EL students in ELA, based on current CEDLT levels

Tehipite Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Bilingual Spanish	0.4375		BIA to support Core Classes	\$ 13,027.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Support EL	\$ 888.00
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				1 day Lead Teacher Planning 7 Teachers/7Hours	\$ 2,368.00
2	1	Sup & Conc	Instruction	Books & Other Reference				site licenses for Lead Teachers/Adobe	\$ 1,000.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Pathway Development/Reading Intervention	\$ 34,500.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Maintenance/Technology	\$ 7,000.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology/Carts	\$ 12,550.00
								Total	\$ 71,333.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	0	5	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	11.5	16.5	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Action #3 – AC Development – Domain #1

Action Detail:

The school will focus AC Development through the precepts set forth in “Learning by Doing” and supplemented with ideas from “Design in 5.” AC’s will be designated “Sustaining” as measured by the AC measurement continuum from Learning By Doing. Teachers will utilize the sites Data Protocol as the manifestation of the precepts set for above and will monitor fidelity of use through the site’s ILT. Teachers will utilize Accountable Community Flowchart and Formative Assessment Flowchart to document and conduct meetings with an emphasis on identification of Essential Standards and CFA Development around those standards in all content areas. Through ILT, AC’s will be given specific feedback on the implementation of and fidelity to the AC tights as well as progress on the AC Measurement Continuum. Teams will work collaboratively to ensure greater rigor around DOK levels of lessons and supportive RTI Structures that support all students.

- In math teachers will create lessons for students to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning
- In English class students will receive instruction on producing clear and coherent writing every quarter in which they develop, organize, the assignments that are appropriate to the task, purpose, & audience
- History lessons will be aligned with the inquiry arc from the College, Career & Civic (C3) framework in which students will develop questions and plan inquiries, gather and evaluate primary and secondary sources, develop claims and use evidence to communicate and critique conclusions
- The Science teachers will plan instruction around standards PS1, PS2 and PS3 for 8th grade and LS1, LS 3 and LS4 for 7th grade to ensure students can demonstrate mastery of state standards using the Next Generation Science Standards and create common assessments and quarterly culminating tasks
- Teachers will utilize site based developed curriculum rubrics to score formative and summative assessments

SMART Goals

By the end of the 2017-2018 school year, all departments will achieve the Sustaining Metric as measured by The PLC at Work Continuum in Learning by doing.

In addition, both Math and ELA will show 5% growth from the previous year on the Interim Assessments.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

- Critical Standards Identified and monitored, identifying student progress to meeting standards
- Common Formative Assessments-weekly snapshots reviewed at weekly AC's; quarterly culminating task reviewed quarterly, AC agenda's will reflect the CCI process and serve as a monitoring tool
- Classroom observations/feedback, both individual and by content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations
- Daily progress monitoring via walkthroughs, feedback, reflective conversations
- Weekly AC Meeting monitoring
- Monthly Regional data collection
- Quarterly Cycle of Reviews of accountability

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

Parents will be provided with information, resources, and strategies to support improved student success in mathematics and ELA

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Significant subgroups of SPED, EL, African American will be closely monitored
- Materials and supplies and other associated items to support mathematics and Literacy instruction and math intervention program needs
- Intervention materials and resources, books and reference supplies to support students in the goal of Standard Met or Standard Exceeded
- Student software to support the individualized needs of students to improve math and literacy skills
- Technology/Tablets/Hardware to support student math progress
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students
- Math and ELA Tutorial will be provided once a week to provide students with intervention and enrichment outside of the school day
- Students will receive instruction aligned to state and ELD standards focused on literacy development
- Students will receive instruction through disciplinary literacy strategies
- Students will take formative and summative assessments to demonstrate their learning of standards

Owner(s):

Principal, VP and ILT Members

Timeline:

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year.

Describe Related Professional Learning:

- Professional Development on lesson design and effective strategies for ACs utilizing regional developed flowchart
- AC meetings will address strategies to support our EL and RSP students' unique academic challenges
- Accountable Communities will regularly analyze results from common assessments and common formative assessments with a focus on moving students to meeting and exceeding standards
- iPL time will allow the AC to go deeper into analyzing student results and planning next steps
- Leverage iPL time for site-based math and ELA professional learning
- Supplemental contracts for certificated staff will be available to provide professional development
- Supplemental contracts for certificated staff will be available to allow for training beyond the regular school day
- Substitutes will be provided for classified and certificated staff to receive additional professional development in math and ELA

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison will support EL students via communication regarding math and ELA progress
- BIA will support EL students in math and ELA based on current CEDLT levels

Tehipite Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	In-House Instructional Staff Development	Prof/Consulting Svc & Operating				Staff Development/Professional Trainer	\$ 10,000.00
								Total	\$ 10,000.00

Action # 4

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	76.4	71.4	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Action #4 – Comprehensive Academic Support – Domain #1

Action Detail:

The school will implement a comprehensive math and ELA support and intervention program with an emphasis on PMT and Khan Academy. This would be an RTI model that couples PLUS with ELA and Math Teachers through the use of the Data Protocol in a digital learning environment. This program may also work in conjunction with site tutorials and the ASP.

- Teachers will continue to discuss pertinent articles around grading practice during TCC, ILT and Staff Meetings
- The aforementioned teacher groups will construct a formal grading policy for Tehipite MS

SMART Goals

By the end of 2017-2018, the percentage of students who have a D or an F on their report card will decrease by 5%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Monitor green zone criteria of: - Academics: No D's or F's
- Weekly data on the D/F % rate by individual teacher, content area, school-wide
- Weekly data on the D/F % rate by sub-groups, including Goal 2 participants
- Progress Reports generated weekly for distribution to students
- Honor Roll data summarized by each quarter
- Student academic growth and improvement measured by .50 GPA growth on Progress Report and/or Report card
- Monitor gradebook entries by teacher & content area; reflective conversations with individual teachers and content areas regarding gradebook entries
- Cat Pack for those students No F's, No Suspensions, No Library Fines
- After School Program attendance monitoring

Owner(s):

VP, Academic Counselor and SESS

Timeline:

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year

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

Parents will be provided with information, resources, and strategies to support improved student success in core academic areas through Edu-text, the ATLAS Parent portal as well as other avenues.

Describe Related Professional Learning:

- Book study for the purpose of professional development; read other resources to support growth mindset
- Staff collaboration during Accountable Communities with a focus on Common Formative Assessments and reflecting student progress toward meeting standard in the gradebook; use resource of “Learning by Doing” by DuFour
- Monthly all-school review of data during All School AC Meeting
- Professional learning for staff about the EIS and SQII data sources and the contacts/counseling that the SESS and Academic Counselor do to support students not meeting the EIS criteria
- Professional learning and calibration with staff about the use of ATLAS and using the ATLAS tool for the appropriate purpose
- Accountable community focus on the use of ATLAS Gradebook and using it to memorialize the standards based assignments that matter and provide feedback to students and parents
- Supplemental contracts for teachers will be available to provide intervention and enrichment beyond the regular school day
- Supplemental contracts for certificated staff will be available to allow for training beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Targeted certificated tutors will provide a homework club and individual, small group, and content specific tutoring support for students
- Significant subgroups of SPED, EL, African American will be closely monitored
- Students involved in Goal 2 activities will be referred to a tutorial or Homework Club if they are not meeting EIS criteria
- Reading Intervention will be available for students identified as reading two or more years below grade level
- Writing Intervention will be available for students identified as needing writing support
- Materials and supplies and other associated items to support intervention programs designed to move every child one grade level or more
- Intervention materials and resources, books and reference supplies to support students who are scoring significantly below grade level
- Student software PMT and Kahn Academy to support the individualized needs of students to improve reading skills and comprehension and math skills
- Tablets/hardware to support student reading, reading comprehension, and reading assessment and mathematical concepts

- Tutors to support EL students in their native language
- HSL support in communicating the academic requirements and support systems in place to propel student success

Tehipite Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental Contracts for 74 Hours of Tutorials/Intervention/EL	\$	3,079.00	
									Total	\$	3,079.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	21	17	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Action #5 – Chronic Absenteeism – Domain #2

Action Detail:

The school will create and maintain a comprehensive support structure for attendance and academic counseling.

To increase the number of students who retain greater than 90% attendance, reduce the number of students identified as chronically absent with an attendance rate of less than 90%, and will increase the percentage of students who are no longer chronically absent.

The Social Emotional Team consisting of the SESS, school psychologist, County Mental Health provider, and administration meets twice a month and will identify students that are receiving and/or are in need of receiving additional services. A systematic, yet confidential notification of data will be provided to staff.

SMART Goals

By June of 2018, the percentage of students who are chronically absent (less than 90% attendance) will decrease by 4% during the year.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

VP, SESS and Social Emotional Support Team

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year.

- Review previous year's data to identify 'at risk' students
- Attendance clerk and admin team will review process for monitoring student attendance and communicating to SESS
- SESS will conduct attendance meetings with parents as needed along with home visits to increase attendance.
- Daily/Weekly/Monthly attendance monitoring of students
- Weekly attendance team calibration
- A2A meetings held once a month
- Student survey results will inform level of student connectedness to school
- Review Goal 2 reports to assess level of participation and increased participation in Goal 2 activities

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

Parents of target students will be contacted and will attend A2A meetings; they will be provided with information, resources, and strategies to support improved student attendance.

Describe Related Professional Learning:

- Provide quarterly data on student attendance
- Provide quarterly data on target students
- Safe and Civil training for certificated and classified staff to support target students
- Provide resources, materials, strategies, and professional learning to staff to support the diverse student body and their needs

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Disproportionally represented significant subgroups of African American & SPED students will be focused on in addition to other identified at-risk students
- SESS to meet with target students
- Academic Counselor and GLA to monitor grades and academic progress of target students
- Academic Intervention for target students
- Incentives for target students to support reducing their absenteeism and encourage ongoing progress in attendance goals
- Materials and supplies and other associated items to support student success
- Home School Liaison (2)? – Spanish speaking
- Supplemental contract for HSL(s)
- HSL transportation/mileage costs associated with home visits
- Supplies for parent/family face to face meetings

- Home School Liaison to support EL students
- HSL transportation/mileage costs associated with home visits to support EL students
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

Tehipite Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375		HSL		\$ 13,883.00
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Substitute				Classified Support-Substitute		\$ 232.00
5	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage for SSW/HSL		\$ 200.00
5	2	LCFF: EL	Attendance & Social Work Services	Local Mileage				EL Mileage/HSL/SSW		\$ 200.00
									Total	\$ 14,515.00

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	46.6	42	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Action #6 – Social/Emotional Support and Safety – Domain #2

Action Detail:

The school will implement a behavior management, character building program to reduce suspension rates and increase time in class and on task, lessening distractions for all learners, enhance campus safety for all students, and moderate negative behaviors of students resulting in reduced conflicts with staff and other students.

SMART Goals

By the end of the 2017-2018 school year, data will show the percentage of students who have been suspended has decreased by 4% from 46.6% to 42%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Weekly, quarterly referral data analysis through Tableau
- Weekly, quarterly suspension data analysis through Tableau
- Weekly, quarterly data analysis by teacher and/or content area through Tableau
- SEL survey analysis
- District survey results of Parent, Staff, Student surveys

Owner(s):

Vice Principal, SESS and Safe & Civil Team

Timeline:

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year.

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

A parent orientation regarding the transition to middle school will be held detailing the resources available to families of young adolescents. Parents will receive a weekly telephone message detailing school information for the week.

Describe Related Professional Learning:

- Safe and Civil Schools training and Discipline in the Secondary Classroom training will be planned throughout the school year
- Class Meeting/Advisory training for Class Meetings that Matter, 2ND Step, and OLWEUS and other

- identified resources
- CHAMPS and STOIC training and calibration of agreed upon levels of misbehavior
- Book studies focusing on supporting students through their middle school experience
- Alliance elective class offered to support identified high-tier/high-risk students
- Supplemental contracts for teachers will be available to provide social emotional enrichment beyond the regular school day
- Supplemental contracts for certificated staff will be available to allow for social emotional training beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development to support social and emotional education, as needed

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Students will be instructed in strategies related to bullying, acclimating to middle school, transitioning to high school, peer relationships, interacting with the adults in their lives, identifying feelings, respecting differences and promoting acceptance, serving the community and reaching outward, communication, negotiation and compromise, de-escalating a tense situation, coping with stress, and identifying future goals
- Significant subgroups of African American and SPED students will have an intense focus
- Materials and supplies and other associated items to support character education and development
- Intervention materials and resources, books and reference supplies
- Transportation for study trips incentive
- Incentives to support student success
- Technology resources to support delivery of the character counts/advisory lessons
- The After School Program will provide a variety of clubs and activities to encourage Goal 2 participation in academics, technology, athletics

- Home School Liaison will support EL students via communication regarding social emotion standing
- BIA will support EL students based on current CEDLT levels

Tehipite Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Culture and Climate Planning (9 Mtgs. 6 teachers for 17-18)	\$	4,736.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Climate and Culture Signage/Materials	\$	6,000.00
6	2	Sup & Conc	Instruction	Non Capitalized Equipment				Climate and Culture: Safety: Digital Radios	\$	10,000.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Cat Pack-	\$	2,000.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Lanyards for All Students With School Logo and ID Cards	\$	2,000.00
								Total	\$	24,736.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	14.8	19.8	
863 - EL's attaining English proficiency in less than five years	26.09	31.09	
2358 - EL's not advancing at least one proficiency level in Re-designation	71.88	66.88	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Action #7 – EL Re-designation – Domain #1

Action Detail:

English Language Learners will acquire academic language to ensure adequate progress for re-designation and to move at least one performance band as measured by CELDT. The school will implement a comprehensive Literacy support and intervention program for all EL students, through the use of the appropriate leveled reading materials accessed through Spring-Board.

SMART Goals

By the end of the 2017-2018 school year, the administration of Interim Assessments will show a 4% increase in the percentage of EL/LEL students re-designated.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Illuminate/Benchmark Results - Twice Annually
- Essential Standards Identified and monitored, identifying student progress to meeting standards
- Common Formative Assessments-weekly snapshots reviewed at weekly AC's; quarterly culminating task reviewed quarterly; AC agenda's will reflect the CCI process and serve as a monitoring tool
- Classroom observations/feedback, both individual and by ELA content area, by grade level; use Instructional Practice Guide for progress monitoring
- Accountable Community feedback, reflective conversations
- Daily progress monitoring via walkthroughs, feedback, reflective conversations
- PLUS Teachers will create and administer lessons which address enduring literacy skills across all content areas. Students will be placed homogeneously to allow for appropriate interventions including EL strategies, and accelerations of groups of students
- PLUS teachers will address our Problem of Practice by collaborating with other focus schools to develop pre and post assessments; to analyze data to determine areas for improvement; and to design lessons to address those needs to increase academic language in our EL students
- ACs will analyze student data around ELD Focus Standards (ELD.PII.7.4 and ELD.PII.8.4)
- Teachers will observe other department members and visit off site demonstration schools to enhance and acquire best practices
- Teachers will develop and maintain tasks to develop students' knowledge of the academic, subject-related literacy in their own curricular area

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

Teachers will review CELDT and Interim results with parents and students and provide guidance on how to help students reach proficiency in reading comprehension and to meet the goal of Re-designation.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Significant subgroups of SPED, EL, African American will be closely monitored
- Materials and supplies and other associated items to support mathematics instruction and math intervention program needs
- Intervention materials and resources, books and reference supplies to support students in the goal of Standard Met or Standard Exceeded
- Student software to support the individualized needs of students to improve math and ELA skills
- Technology/Tablets/hardware to support student math progress
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students
- Math and ELA Tutorial will be provided once a week to provide students with intervention and enrichment outside of the school day

Owner(s):

VP, GLA, Academic Counselor, PLUS teachers and Content Area Teachers

Timeline:

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year

Describe Related Professional Learning:

- Accountable Communities will regularly analyze results from common assessments and common formative assessments with a focus on moving students to meeting and exceeding standards
- iPL time will allow the AC to go deeper into analyzing student results and planning next steps
- Leverage iPL time for site-based professional learning
- Supplemental contracts for certificated staff will be available to provide intervention and enrichment beyond the regular school day
- Supplemental contracts for certificated staff will be available to allow for training beyond the regular school day
- Substitutes will be provided for certificated staff to receive additional professional development in math

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison will support EL students via communication regarding Literacy progress
- BIA will support EL students based on current CEDLT levels

- EL students will participate in CELDT seminars in August, September and October of 2017
- ELs who are near passing the CELDT will participate in a 7th period structured 6-week intervention with a pre/post test to determine growth
- Focus students who meet specific criteria will be assigned a PLUS teacher and participate in one on one chats as it relates to CELDT; Grades
- Through Middle School Redesign and the use of PLUS classrooms, EL students will be grouped together and receive specific strategic lessons on literacy including reading, writing, speaking, listening and critical thinking skills
- Utilize PLUS Teachers in small groups in Deployment to assist ELD students with more opportunities to master grade level standards.

Tehipite Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	2	Sup & Conc	Guidance & Counseling Services	Other Classified-Supplemental				Childcare for Parent Coffee Hour and Events	\$	2,411.00
7	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Extra Time				HSL Extra Time	\$	569.00
7	2	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies for EL Students	\$	2,000.00
7	2	LCFF: EL	Parent Participation	Materials & Supplies				EL Parent Meetings/Events	\$	3,000.00
7	1	LCFF: EL	Instruction	Non Capitalized Equipment				Technology/Carts EL Intervention	\$	21,016.00
Total									\$	28,996.00

Action # 8

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	78	83	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Action #8 – Student Engagement – FUSD Goal #2 – Domain #3

Action Detail:

The school will implement a comprehensive student communication and outreach program to develop greater student participation in school related, Goal 2 activities. Implement a comprehensive parent communication and outreach program to develop greater parent participation and understanding of the importance of connecting students to the school. Home School Liaisons for 3.5 hours each day will facilitate parent outreach through Spanish interpretation for parents.

SMART Goals

By the end of 2017-2018, data will show that the number and percentage of unique students who are engaged in any Goal 2 Activities has increased by 5% (Activities, Arts, or Athletics). This would be a jump from 78% to 83%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Student attendance/participation in Goal 2 activities throughout the school year and timely entry of this data
- Significant subgroups of African American and SPED students is focus area
- Parent attendance/participation throughout the school year, as monitored with sign-in sheets
- Responses on the student survey in 2017-2018
- Responses on the parent survey on the Parent survey in 2017-2018
- Student participation at the WEB-Welcome Everyone Back and ongoing monthly WEB activities
- Data that includes parent outreach efforts, parent opportunities for participation, and calendars for parent participation will be published and shared school wide
- Teachers will receive updates about opportunities that they have to sponsor Goal 2 activities

Owner(s):

Principal, Vice-Principal, AD, CCD, ASP Lead, GLA, SESS, Academic Counselor, Activities Director and HSL(s).

Timeline:

Staff professional learning and review of data will begin in August 2017 and continue through the end of the academic year.

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

Describe Related Professional Learning:

- Weekly Parent Coffee Hour Meetings; a monthly school calendar lists all parent meetings
- A minimum of four ELAC and four SSC meetings will be scheduled throughout the year; a calendar of these meetings will be distributed to parents and posted in the office, along with meeting agendas
- A Title I meeting and Back-to-School Night will be scheduled in August with notification sent home the first day of school
- Parents/families will be invited to student celebrations and programs throughout the year, including music programs, quarterly achievement awards assemblies, character awards assemblies, and other special events
- Parent University classes and FUSD Adult School classes will be offered through on-going parent education efforts provided by FUSD
- Supplemental contracts will be opened to provide babysitters during school events and parent meetings
- Supplemental contracts will be opened for interpreters/translators to be available to translate at school events and meetings and to translate written and spoken school communication
- Supplies for parent meetings including, but not limited to food, postal stamps, paper, envelopes, and similar items for outreach and communications
- The After School Program will provide a variety of clubs and activities to encourage Goal 2 participation in academics, technology, Athletics.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Awards and incentives to encourage participation, school spirit, and attendance in school activities and to foster school connections
- Assemblies and speakers to foster school participation and interest in school beyond the academic curriculum
- Clubs and activities that foster school participation and interest amongst students
- The morning bulletin will announce the opportunities for student involvement and posters on campus and in classrooms will support verbal announcements that are made
- Materials and supplies and other associated items to support student engagement in GOAL 2 activities
- Intervention materials and resources, books and reference supplies to support students during the school day or beyond the school day
- Software, hardware, technology to support GOAL 2 activities and objectives
- Assemblies and study trips to encourage school participation
- Direct Transportation related to student participation

- Safe & Civil Team will examine the environmental and social emotional conditions necessary for students to connect to the school and to feel part of the school
- WEB Training for CCD and TCC
- Professional learning for certificated and classified staff specific to Culture and Climate
- Certificated and classified staff will receive updates and information regarding student outreach efforts, student opportunities for participation, and calendars with opportunities for student engagement
- Certificated and classified staff will receive updates about opportunities that they have to sponsor GOAL 2 opportunities for students
- Supplemental contracts for teachers will be available to provide GOAL 2 experiences beyond the regular school day
- Supplemental contracts for classified and certificated staff will be available to allow for GOAL 2 training beyond the regular school day
- Substitutes will be provided for classified and certificated staff to receive additional professional development to support GOAL 2 engagement
- Travel and conference for staff to support GOAL 2 objectives

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaisons to support EL students and families through interpreting, outreach, home visits, and related services

Tehipite Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
8	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Teacher/ Subs Steve's Scholars (Trips)	\$ 580.00
8	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Teacher Supplemental for Academic Competitions	\$ 591.00
8	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent training/Events	\$ 2,000.00
8	2	Sup & Conc	Instruction	Dues & Memberships				Dues and Membership CADA for CC	\$ 110.00
8	2	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				Parent/Events	\$ 300.00
8	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Awards/Graphics	\$ 700.00
8	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Materials and Supplies (mailings, principal meetings, Back to School Night etc.)	\$ 700.00
8	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Engagement (Flyers, Postage, etc.)	\$ 800.00
8	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Recruitment Visits for Roosevelt Region Feeders	\$ 1,500.00
8	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation for Academic Competitions	\$ 1,000.00
8	2	Sup & Conc	Instruction	Materials & Supplies				Competition Materials and Supplies	\$ 909.00
8	2	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies for elective enrichment	\$ 4,500.00
8	2	Sup & Conc	Instruction	Travel				Travel for Campus Culture CADA	\$ 1,500.00
								Total	\$ 15,190.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0440 Tehipite Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Teacher/Sub to allow classroom observations and planning	232.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for PLI Teacher Initiative	8,219.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			1 day Lead Teacher Planning 7 Teachers/7Hours	2,368.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Certificated Support EL	888.00
2	1	Sup & Conc	Instruction	Bks & Ref			site licenses for Lead Teachers/Adobe	1,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			Pathway Development/Reading Intervention	34,500.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology/Carts	12,550.00
2	1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance/Technology	7,000.00
2	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438	BIA to support Core Classes	13,027.00
3	1	Sup & Conc	In-House Instructional Staff Deve	Cons Svc/Oth			Staff Development/Professional Trainer	10,000.00
4	1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supplemental Contracts for 74 Hours of Tutorials/Intervention/EL	3,079.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438	HSL	13,883.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Sub			Classified Support-Substitute	232.00
5	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage for SSW/HSL	200.00
5	2	LCFF: EL	Attendance & Social Work Service	Local Mileag			EL Mileage/HSL/SSW	200.00
6	2	Sup & Conc	Instruction	Teacher-Supp			Culture and Climate Planning (9 Mtgs. 6 teachers for 17-18)	4,736.00
6	2	Sup & Conc	Instruction	Mat & Supp			Climate and Culture Signage/Materials	6,000.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Cat Pack-	2,000.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Lanyards for All Students With School Logo and ID Cards	2,000.00
6	2	Sup & Conc	Instruction	Nc-Equipment			: Climate and Culture: Safety: Digital Radios	10,000.00
7	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Ext			HSL Extra Time	569.00
7	2	Sup & Conc	Guidance & Counseling Services	Oth Cls-Supp			Childcare for Parent Coffee Hour and Events	2,411.00
7	2	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for EL Students	2,000.00
7	1	LCFF: EL	Instruction	Nc-Equipment			Technology/Carts EL Intervention	21,016.00
7	2	LCFF: EL	Parent Participation	Mat & Supp			EL Parent Meetings/Events	3,000.00
8	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials and Supplies (mailings, principal meetings, Back to School Night etc.)	700.00
8	2	Sup & Conc	Instruction	Teacher-Subs			Teacher/ Subs Steve's Scholars (Trips)	580.00
8	2	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental for Academic Competitions	591.00
8	2	Sup & Conc	Instruction	Mat & Supp			: Competition Materials and Supplies	909.00
8	2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for elective enrichment	4,500.00
8	2	Sup & Conc	Instruction	Travel			: Travel for Campus Culture CADA	1,500.00
8	2	Sup & Conc	Instruction	Dues And Mem			Dues and Membership CADA for CC	110.00
8	2	Sup & Conc	Instruction	Direct Trans			: Recruitment Visits for Roosevelt Region Feeders	1,500.00

8	2	Sup & Conc	Instruction	Direct Trans	: Transportation for Academic Competitions	1,000.00
8	2	Sup & Conc	Instruction	Direct-Graph	Awards/Graphics	700.00
8	2	Sup & Conc	Parent Participation	Mat & Supp	Parent training/Events	2,000.00
8	2	Sup & Conc	Parent Participation	Mat & Supp	: Parent Engagement (Flyers, Postage, etc.)	800.00
8	2	Sup & Conc	Parent Participation	Direct-Food	Parent/Events	300.00
						\$176,300.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$29,282.00
Sup & Conc	7090	\$107,775.00
LCFF: EL	7091	\$39,243.00
Grand Total		\$176,300.00

Domain Totals	Budget Totals
Academic	\$113,879.00
SEL / Culture & Climate	\$62,421.00
Grand Total	\$176,300.00