

Tehipite Middle School

10621666088538

Principal's Name: Yvonne Zysling

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Tehipite Middle School

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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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	16/17	5.25 %
<input checked="" type="checkbox"/>	Middle	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	16/17	94.75 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	14/17	84.53 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	2- Standard Met/Exceeded	5926	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA SBAC	14/17	14.35 %
<input type="checkbox"/>	Middle	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	13/17	36.87 %
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	12/17	38.73 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	EL	4- LTEL Redesignation	4774	Number and percentage of Long Term English Learner students	11/17	23.16

		Redesignation	Rate		redesignated		%
<input checked="" type="checkbox"/>	Middle	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	11/17	40 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	6643	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	16/17	10.8 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	4- Attendance Retention	5963	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	16/17	89.84 %
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	15/17	20.09 %
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	15/17	9.09 %
<input checked="" type="checkbox"/>	Middle	Suspension	1- Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	14/17	30.02 %
<input checked="" type="checkbox"/>	Middle	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	13/17	46.67 %
<input type="checkbox"/>	Middle	Suspension	2- Disproportionality	5976	Number and percentage of students with 1 or more total suspension incidents whose subgroups are more than 10% negatively disproportionately represented	12/17	100 %

<input type="checkbox"/>	Middle	Chronic Absenteeism	2- Appropriate Attendance Intervention	5957	Number and percentage of 7-8th grade students who are chronically absent and have documented evidence of an appropriate attendance intervention	9/17	33.33 %
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5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	16/17	30.19 %
<input checked="" type="checkbox"/>	Middle	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	13/17	69.98 %
<input type="checkbox"/>	Middle	Student Engagement	1- Opportunity Index	5946	Number and percentage of Goal 2 (Student Engagement) opportunities offered to students.	10/17	3.7 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i></p> <p><i>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 DRP and decreasing the achievement gap. The school will implement school-wide reading comprehension strategies across all classes with a focus on ELA, history, and science. Supports will also be implemented to intervene with struggling readers.</i></p>		
<p><i>SQII Element: 6142</i></p> <p><i>ELA (SBAC)</i></p>	<p><i>SQII Sub-element(s): 5997, 3787</i></p> <p><i>ELA (Achievement Gap), DRP</i></p>	<p><i>Site Growth Target:</i></p> <p><i>10% growth on the ELA SBAC</i></p>	<p><i>Vendor (contracted services)</i></p> <p><i>Teaching Fellows</i></p> <p><i>Newsela</i></p>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of 2016-2017, the administration of the ELA SBAC will show at least a 10% reduction in the number and percentage of students scoring Standard Not Met or Standard Nearly Met.</i></p> <p><i>By the end of 2016-2017, the administration of the ELA SBAC will show will show at least a 10% reduction in the number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate.</i></p> <p><i>By the end of 2016-2017, the EOY DRP data will show at least a 10% reduction in the number of students scoring significantly below the Common Core Reading Level.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>DRP results and analysis from fall, winter, spring administrations</i> <i>District Illuminate/Benchmark results analysis</i> 		<p><i>Owner(s)</i></p> <p><i>Principal, VP, PLUS,</i></p>	<p><i>Timeline</i></p> <p><i>Staff professional learning will begin in August of 2016 and will continue through the end of the year</i></p>

<ul style="list-style-type: none"> • 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, by content area, by school; use Instructional Practice Guide for progress monitoring • Accountable Community feedback, reflective conversations • Daily progress monitoring via walkthroughs, feedback, reflective conversations 	<p>content area teachers</p> <p>analyze data & CCI process</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> DRP Progress Reports and student Goal-Setting shared with parents at parent meetings, Title I meeting, Review SBAC data at SSC and ELAC meetings</p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Reading Comprehension and Use of Strategies training will be planned and monitored throughout the school year • Accountable Communities will regularly analyze results from common assessments and common formative assessments with a focus on reading comprehension • Professional Learning around how to use blended learning and technology to aid in assessing student reading levels and providing students with ongoing technology assisted learning • Deconstructing and reconstructing 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 • Supplemental contracts for classified and 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 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • 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 in conjunction with complex literary tasks. 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 a PLUS class in which they are using the blended learning curriculum 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. • Materials and supplies and other associated items to support reading instruction and reading intervention program needs • Intervention materials and resources, books and reference supplies to support students who are scoring significantly below grade level • Student software to support the individualized needs of students to improve reading skills and comprehension 		

- Tablets/hardware to support student reading, reading comprehension, and reading assessment
- Teaching Fellows Contracts to provide individual and small group reading support in the classroom
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

Specify additional targeted actions for EL students:

- Targeted reading instruction for EL students who meet CELDT criteria for re-designation.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts Teacher	\$5,813
1	1	Sup & Conc	In-House Instructional Staff Development	Teacher-Supplemental Salaries				In House Staff Development/Training/PD	\$5,813
1	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Supplemental				Classified Staff	\$2,349
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and supplies ELA	\$689
1	1	Sup & Conc	Instruction	Materials & Supplies				Support ELA	\$5,500
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablets/Hardware for ELA	\$7,300
1	1	Title 1 Basic	Instruction	Sub-agreements for Services			Teaching Fellows	ELA Teaching Fellows	\$7,000
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Technology Direct Maintenance/Repair	\$2,500

1	1	Sup & Conc	Instruction	Books & Other Reference				Newsella	\$5,000
								Total	\$41,964

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i></p> <p>The school will implement a comprehensive English Language reading support and intervention program, with an emphasis on EL students scoring moderately or significantly below grade level on the DRP and being identified as meeting borderline criteria for redesignation. Teaching Fellows will be involved in supporting individual and small group intervention and support for EL students during English classes and after school. With the use of the appropriate level of reading materials accessed through Newsela, EL students will engage in whole class speaking, listening, and writing after having read materials that are at the appropriate CELDT level.</p>		
	<p><i>SQII Element: 4774, 4021</i></p> <p><i>EL/LTEL Redesignation</i></p>	<p><i>SQII Sub-element(s): 5968, 3787, 4021</i></p> <p><i>Borderline to EL Redesignation, DRP, CELDT Growth</i></p>	<p><i>Site Growth Target:</i></p> <p><i>10% growth in EL Redesignation</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of the 2016-2017 school year, the administration of the DRP will show a 10% increase in the percentage of EL/LTEL students redesignated.</i></p> <p><i>By the end of the 2016-2017 school year, 50% of students identified as meeting borderline criteria for redesignation (40%) achieve redesignation.</i></p> <p><i>By the second semester of the 2016-2017 school year, the administration of the CELDT will show a 10% decrease in the number of students that remained flat on the most recent CELDT.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> Disaggregated DRP by EL subgroup 		<p><i>Owner(s)</i></p> <p>Principal,</p>	<p><i>Timeline</i></p> <p>Staff professional learning and review of data will begin in</p>

<ul style="list-style-type: none"> • CELDT monitoring and Data Chats before CELDT and each quarterly assessment for redesignation • Common Formative Assessments-specific to EL Progress-weekly assessment snapshots reviewed at weekly AC's; quarterly culminating task reviewed quarterly; AC agenda's will reflect the CCI process and serve as a tool for monitoring EL progress • Classroom observations/feedback, both individual, by content area, by school; use Instructional Practice Guide for progress monitoring targeting EL's • Accountable Community feedback, reflective conversations about EL progress • Daily progress monitoring via walkthroughs, feedback, reflective conversations focused on EL progress 	<p>VP, Academic Counselor & GLA PLUS teachers, Content Area teachers,</p>	<p>August 2016 and continue through the end of the year</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>Teachers will review DRP scores and CELDT results with parents and students and provide guidance on how to help students reach proficiency in reading comprehension and to meet the goal of Redesignation.</p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • Reading Comprehension and Use of Strategies training to support EL's will be planned and monitored throughout the school year • Professional learning on academic English development through integrated ELD to teachers of all content areas • Accountable Communities will regularly analyze the results of EL students on common assessments and common formative assessments • Professional Learning around how to use blended learning and technology to aid in assessing EL student reading levels and providing EL students with ongoing technology assisted learning • Deconstructing and reconstructing texts to increase EL's comprehension of complex fiction and nonfiction texts • Progress Monitoring of EL students will be shared by the teachers in the content areas of ELA, social studies, science, and math; each content area will be responsible for examining student progress and updating the Progress Monitoring tool • Teaching Fellows Contracts to provide individual and small group reading support for EL's in the classroom • Supplemental contracts for teachers will be available to provide EL intervention and enrichment beyond the regular school day • Supplemental contracts for classified and certificated staff will be available to allow for EL training beyond the regular school day • Substitutes will be provided for classified and certificated staff to receive additional professional development to support EL's 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Conduct DRP Data Chats and CELDT Chats with targeted students 		

- Provide a Bilingual Instructional Aid (BIA) to support target students in the content areas
- Provide certificated and classified tutors to support target EL students in a afterschool program setting
- Significant subgroups of SPED EL’s will be specifically targeted
- Materials and supplies and other associated items to support reading instruction and reading intervention program needs of EL students
- Supplemental resources for EL student learning in the content areas and intervention setting
- Intervention materials and resources, books and reference supplies to support students who are scoring significantly below grade level
- Student software to support the individualized needs of students to improve reading skills and comprehension
- Tablets/hardware to support student reading, reading comprehension, and reading assessment
- Train Tehipite teachers and or certificated tutors to be CELDT assessors to support EL students
- District provided CELDT proctors, as needed, for EL Students
- The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students

Specify additional targeted actions for EL students:

- Targeted reading instruction for EL students who meet CELDT criteria for re-designation.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	EL	Instruction	Instr Aide- Regular Salaries	Paraprof, Bilingual Spanish	0.4375			\$11,914
2	1	Sup & Conc	Instruction	Teacher- Supplemental Salaries				EL Intervention and Enrichment	\$2,324
2	1	EL	Instruction	Non Capitalized Equipment				Tablet/Hardware to support EL	\$7,000
2	1	EL	Instruction	Sub- agreements for Services			Teaching Fellows	ELA EL Teaching Fellows	\$7,000
2	1	EL	Instruction	Materials & Supplies				Materials and supplies EL	\$2,924
								Total	\$31,162

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i></p> <p><i>The school will implement a comprehensive math support and intervention program with an emphasis on students showing growth on the Math SBAC. The school will implement a standards based progress monitoring system to identify student progress and to target students who need additional support. Supports will also be implemented to intervene with students needing extra support. In addition to the intervention provided during school hours, the school will hold Monday Math Mentoring (M3) sessions for two hours. M3 will be supported by two certificated teachers, two teaching fellows, ASP staff, & five to ten high school mentors. The M3 sessions will provide students with multiple support opportunities via individual, peer, or small group. M3 is a fluid intervention system in which students may move in and out of the additional support system, as needed. M3 will provide valuable time to access the district purchased math curriculum with its' supplementary materials.</i></p>		
	<p><i>SQII Element: 6169</i></p> <p><i>Math SBAC/Standard Met/Exceeded</i></p>	<p><i>SQII Sub-element(s): 6160</i></p> <p><i>Math SBAC/Standard Not Met/Nearly Met</i></p>	<p><i>Site Growth Target: 15% growth on Math SBAC</i></p>
<p><input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i></p>	<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of 2016-2017, the administration of the Math SBAC will show at least a 15% increase in the number and percentage of students scoring Standard Met/Exceeded.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • District Illuminate/Benchmark Results-Quarterly • 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 math content area, by grade level; use Instructional Practice Guide for progress monitoring 		<p><i>Owner(s)</i></p> <p>Principal, VP, Math teachers</p>	<p><i>Timeline</i></p> <p>Staff professional learning and review of data will begin in August 2016 and continue through the end of the year</p>

<ul style="list-style-type: none"> • Accountable Community feedback, reflective conversations • Daily progress monitoring via walkthroughs, feedback, reflective conversations 		
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> Parents will be provided with information, resources, and strategies to support improved student success in mathematics.</p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • 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 professional learning • Supplemental contracts for classified and certificated staff and high school mentors will be available to provide intervention and enrichment beyond the regular school day • Supplemental contracts for classified and 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 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • 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 skills • Technology/Tablets/hardware to support student math progress • Teaching Fellows Contracts to provide individual and small group math support in the classroom for all students and for EL's • The After School Program will provide a homework club and individual, small group, and content specific tutoring support for students • Math Tutorial will be provided once a week to provide students with intervention and enrichment outside of the school day 		
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • Home School Liaison will support EL students via communication regarding math progress • BIA will support EL students in math based on current CEDLT levels 		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental Salaries Math	\$2,324
3	1	EL	Instruction	Sub-agreements for Services			Teaching Fellows	EL Math Teaching Fellows	\$7,000
3	1	Sup & Conc	Instruction	Non Capitalized Equipment				Tablet/Hardware Math	\$7,000
3	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies Math	\$5,000
3	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Math Teaching Fellow	\$7,000
Total									\$28,324

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	<p><i>Detail the action:</i></p> <p><i>The school will implement a comprehensive homework support and intervention program with an emphasis on increasing the number and percentage of students having a greater than or equal to 96% attendance rate and are meeting the EIIS behavior and academic criteria (green zones) in the academic school year. The homework support and intervention program will be held from 4:00 pm-6:00 pm which allows students who are in athletics or a club the opportunity to participate in both a Goal 2 activity and intervention. The school will use the vehicles of AC’s, iPL, and ILT to plan instruction and tasks that live in the gradebook via standards based gradebook entries. The collaboration of the AC and the calibration of student work that is entered into the gradebook will support teachers, tutors, mentors, and Afterschool Program staff in providing targeted and strategic intervention.</i></p>		
	<p><i>SQII Element: 6339</i></p> <p><i>EIIS Green Zone Rate</i></p>	<p><i>SQII Sub-element(s):</i></p>	<p><i>Site Growth Target:</i></p>

		10% increase in percentage of students meeting EHS criteria	
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context		
Write a SMART Goal to address each data point:			
By the end of 2016-2017, the number and percentage of students who have greater than or equal to a 96% attendance rate (CORE), and are meeting the EHS behavior and academic criteria (*green zones) in the current academic year will increase by 10%. (14-15 =27%)			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> • Monitor green zone criteria of: <ul style="list-style-type: none"> -Attendance: 96% or greater attendance rate -Behavior: No suspensions or 2 or less behavior incidents -Academics: No D's or F's • Weekly attendance data monitoring & distribution to teachers • 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 • A2A meetings held every other week • 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 • Goal 2 monitoring of participation • After School Program attendance monitoring 	Owner(s) VP, Academic Counselor, SESS, Principal, VP VP, AD, CCD VP, ASP Lead	Timeline Staff professional learning and data collection will begin in August of 2016 and will continue through the end of the year	
Explain the Targeted Actions for Parent Involvement (required by Title I):			
<ul style="list-style-type: none"> • Parents will be notified and updated about student progress via Edutext, ATLAS Parent Portal, weekly progress reports, report cards, telephone calls, email, school messenger communication, parent/student/teacher conference, and US Mail 			
Describe related professional learning:			

- Read “Assignments Matter” by Eleanor Dougherty, as a staff for the purpose of a book study; 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 EIIS and SQII data sources and the contacts/counseling that the SESS and Academic Counselor do to support students not meeting the EIIS 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 classified and 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

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- The After School Program 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 EIIS criteria
- Monday Math Mentoring will provide the opportunity for students to receive math instruction and reteaching and support for completing homework
- 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 (not yet identified/specified) 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

Specify additional targeted actions for EL students:

- 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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Attendance & Social Work Services	Classified Support-Supplemental				Supplemental Contract for Bilingual	\$1,176
4	3	Sup & Conc	Parent Participation	Materials & Supplies				Material and supplies for parents	\$1,000
Total									\$2,176

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p><i>Detail the action:</i></p> <p>The school will implement attendance monitoring to increase the number and percentage 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.</p>		
	<p>SQII Element: 5963</p> <p>Chronic Absenteeism-Attendance Retention</p>	<p>SQII Sub-element(s): 5942, 5959,</p> <p>Chronic Absenteeism Rate, Attendance Growth</p>	<p>Site Growth Target:</p> <p>5% increase in attendance retention</p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	<p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>		
<p>Write a SMART Goal to address each data point:</p> <p>By June of 2017, attendance data will show a 5 % increase in students having maintained greater than 90% attendance during the semester. By June of 2017, the percentage of students who are chronically absent (less than 90% attendance) will decrease by 5% during the semester. By June of 2017, the percentage of students who were chronically absent at the end of the previous semester who are no longer chronically absent in the current semester will increase by 5%.</p>			

<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Review previous year’s data to identify ‘at risk’ students • Daily/Weekly/Monthly attendance monitoring of students • Weekly attendance team calibration • A2A meetings held twice 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 	<p><i>Owner(s)</i></p> <p>VP, SESS, Social Emotional Support Team</p>	<p><i>Timeline</i></p> <p>Staff professional learning and review of data will begin in August 2016 and continue through the end of the year</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>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.</p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • 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 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • Disproportionality/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 and Hmong speaking HSL • Supplemental contract for HSL’s • HSL transportation/mileage costs associated with home visits 		

- Supplies for parent/family face to face meetings

Specify additional targeted actions for EL students:

- Home School Liaisons 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

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 Hmong	0.4375			\$14,065
5	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$13,471
5	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage	\$200
5	2	EL	Attendance & Social Work Services	Local Mileage				Mileage (EL)	\$400
Total									\$28,136

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 6	<i>Detail the action:</i>		
	<i>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.</i>		
<i>SQII Element: 6109</i>	<i>SQII Sub-element(s): 3684</i>		<i>Site Growth Target:</i>
			<i>Vendor (contracted services)</i>

<i>Suspension Rate</i>	<i>Behavior/Growth</i>	<i>10% reduction of students who have been suspended</i>	<i>Teaching Fellows</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point:</i></p> <p><i>By the end of 2016-2017, data will show that the number and percentage of students who have been suspended and/or expelled has decreased by 10%. (EOY 14-15=30%)</i></p> <p><i>By the end of 2016-2017, data will show that the number and percentage of students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester has increased by 10%. (EOY 14-15=47%)</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Daily, weekly, quarterly referral data analysis by Level 1, 2, 3 • Daily, weekly, quarterly suspension data analysis • Daily, weekly, quarterly data analysis by teacher and/or content area • SEL survey analysis • District survey results of Parent, Staff, Student surveys 		<p><i>Owner(s)</i></p> <p>Vice Principal, SESS, Safe and Civil Team</p>	<p><i>Timeline</i></p> <p>Staff professional learning will begin in August of 2016 and will continue through the end of the year</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p>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.</p>			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • 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 • Teaching Fellows Contracts to provide individual and small group social emotional attention for at-risk students referred from the classroom multiple times • 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 classified and certificated staff will be available to allow for social emotional training beyond the regular school day
- Substitutes will be provided for classified and 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):

- 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
- Teaching Fellows contracts to provide individual and small group social emotional support to identified at-risk students
- 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

Specify additional targeted actions for EL students:

- Targeted social emotional support and small group sessions to support student success

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Middle School	0.1250		Men's Alliance	\$10,551
6	2	Sup & Conc	Instruction	Materials & Supplies				Incentives to support student success	\$2,000
6	2	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies Goal 2	\$2,500

6	2	Sup & Conc	Attendance & Social Work Services	Sub-agreements for Services		Teaching Fellows	Teaching Fellows	\$14,000
							Total	\$29,051

Domain	<input type="checkbox"/>	1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/>	2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/>	3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	<i>Detail the action:</i>					
	<i>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 and Spanish and Hmong interpretation for parents.</i>					
<i>SQII Element: 2080</i>		<i>SQII Sub-element(s): 5944</i>		<i>Site Growth Target:</i>		<i>Vendor (contracted services)</i>
<i>Student Engagement Overall Student Participation</i>		<i>Student Engagement Disproportionality</i>		<i>10% Increase in the percentage of unique students engaged in Goal 2 Activities</i>		
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>		<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i>						
<i>By the end of 2016-2017, data will show that the number and percentage of unique students who are engaged in any Goal 2 Activities has increased by 10% (Activities, Arts, or Athletics) (EOY 14-15=70%)</i>						
<i>By the end of 2016-2017, data will show at least a 10% reduction in the number and percentage of unique students engaged in a Goal 2 activity and are more than 10% negatively disproportionate.</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i>		<i>Timeline</i>

<ul style="list-style-type: none"> • 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 on the Student survey in 2016-2017 • Responses on the parent survey on the Parent survey in 2016-2017 • 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 schoolwide • Teachers will receive updates about opportunities that they have to sponsor Goal 2 activities 	<p>Principal, Vice Principal, AD CCD, ASP Lead</p> <p>GLA, SESS, Academic Counselor, HSL's,</p>	<p>August of 2016 and will continue through the end of the year</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • 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 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • 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 Safe and Civil Team • 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
- Dues and membership for staff to support GOAL 2 objectives
- Travel and conference for staff to support GOAL 2 objectives

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
- Dues and membership and conference fees for student participation
- Direct Transportation related to student participation

Specify additional targeted actions for EL students:

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

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Safe and Civil PD	\$2,324
7	3	Sup & Conc	Guidance & Counseling Services	Other Classified-Supplemental				WEB Students	\$2,349

7	3	EL	Parent Participation	Classified Support-Supplemental				Translators for Parent Events, Parent University, Parent English Classes	\$350
7	3	EL	Parent Participation	Other Classified-Supplemental				Babysitting for Parent Events, Parent University, Parent English Classes	\$2,289
7	3	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				Parent Events	\$715
7	3	Sup & Conc	Instruction	Books & Other Reference				CDW-G Software	\$1,500
7	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$1,500
7	3	EL	Parent Participation	Materials & Supplies				EL Parents/Students Events	\$3,000
7	3	Sup & Conc	Instruction	Travel				Registration and Travel	\$1,350
7	3	Sup & Conc	Instruction	Dues & Memberships				Membership for Campus Culture	\$110
Total									\$15,487

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2016/17

Tehipite - 0440

ON-SITE ALLOCATION

3010	Title I	\$35,225 *
7090	LCFF Supplemental & Concentration	\$98,022
7091	LCFF for English Learners	\$43,053
		\$176,300
TOTAL 2016/17 ON-SITE ALLOCATION		\$176,300

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$953
Remaining Title I funds are at the discretion of the School Site Council	\$34,272
Total Title I Allocation	\$35,225

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 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	Mat & Supp			: Materials and supplies ELA	689.00
1	1	Title 1 Basic	Instruction	Subagreements			Teaching Fellows : ELA Teaching Fellows	7,000.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts Teacher	5,813.00
1	1	Sup & Conc	Instruction	Bks & Ref			: Newsella	5,000.00
1	1	Sup & Conc	Instruction	Mat & Supp			Support ELA	5,500.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Tablets/Hardware for ELA	7,300.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Technology Direct Maintenance/Repair	2,500.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Teacher-Supp			In House Staff Development/Training/PD	5,813.00
1	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup			Classified Staff	2,349.00
2	1	Sup & Conc	Instruction	Teacher-Supp			EL Intervention and Enrichment	2,324.00
2	1	EL	Instruction	Ins Aide-Reg	Paraprof, Bilingual Spanish	0.438		11,914.00
2	1	EL	Instruction	Mat & Supp			Materials and supplies EL	2,924.00
2	1	EL	Instruction	Nc-Equipment			Tablet/Hardware to support EL	7,000.00
2	1	EL	Instruction	Subagreements			Teaching Fellows : ELA EL Teaching Fellows	7,000.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Salaries Math	2,324.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies Math	5,000.00
3	1	Sup & Conc	Instruction	Nc-Equipment			: Tablet/Hardware Math	7,000.00
3	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Math Teaching Fellow	7,000.00
3	1	EL	Instruction	Subagreements			Teaching Fellows : EL Math Teaching Fellows	7,000.00
4	3	Sup & Conc	Parent Participation	Mat & Supp			Material and supplies for parents	1,000.00
4	1	EL	Attendance & Social Work Service	Cls Sup-Sup			Supplemental Contract for Bilingual	1,176.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,471.00
5	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Hmong	0.438		14,065.00
5	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	200.00
5	2	EL	Attendance & Social Work Service	Local Mileag			Mileage (EL)	400.00
6	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.125	Men's Alliance	10,551.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies Goal 2	2,500.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Incentives to support student success	2,000.00
6	2	Sup & Conc	Attendance & Social Work Service	Subagreements			Teaching Fellows : Teaching Fellows	14,000.00
7	3	Sup & Conc	Instruction	Teacher-Supp			Safe and Civil PD	2,324.00
7	3	Sup & Conc	Instruction	Bks & Ref			CDW-G Software	1,500.00
7	3	Sup & Conc	Instruction	Travel			Registration and Travel	1,350.00
7	3	Sup & Conc	Instruction	Dues And Mem			Membership for Campus Culture	110.00
7	3	Sup & Conc	Instruction	Direct-Graph			: Graphics	1,500.00

7	3	Sup & Conc	Parent Participation	Direct-Food	: Parent Events	715.00
7	3	Sup & Conc	Guidance & Counseling Services	Oth Cls-Supp	WEB Students	2,349.00
7	3	EL	Parent Participation	Cls Sup-Sup	Translators for Parent Events, Parent University, Parent English Classes	350.00
7	3	EL	Parent Participation	Oth Cls-Supp	Babysitting for Parent Events, Parent University, Parent English Classes	2,289.00
7	3	EL	Parent Participation	Mat & Supp	EL Parents/Students Events	3,000.00
						\$176,300.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$35,225.00
Sup & Conc	7090	\$98,022.00
EL	7091	\$43,053.00
Grand Total		\$176,300.00

Domain Totals	Budget Totals
Academic	\$102,626.00
Culture & Climate	\$16,487.00
Social/Emotional	\$57,187.00
Grand Total	\$176,300.00

E.1. Assurances

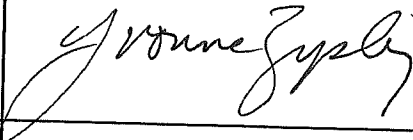

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
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.
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.
Strategies to improve students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.
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 for annual approval by the Board of Education.

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Yvonne Zysling	X				
2. Chairperson - Randy Christensen		X			
3. Secretary- Carolyn Boyle		X			
4. Megan Davies		X			
5. Scott Shropshire		X			
6. Nancy Ramirez			X		
7. Jose Aleman, Sr.				X	
8. Olga Alicia Uribe				X	
9. Karina Cardenas				X	
10. Crystallyn Her					X
11. Alma Guizar Rivera					X
12. Kaylani McGlashan					X
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. 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 consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Yvonne Zysling		3/30/16
SSC Chairperson	Randy Christensen		3/30/2016

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws

Tehipite Middle School