

**Baird Middle**

10621666006068

Principal's Name: Timona Martin

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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

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

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

**Consolidated Program Assurances**


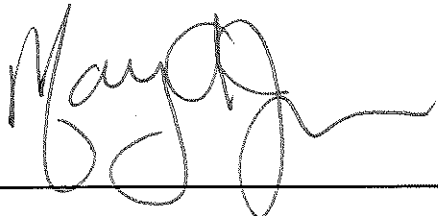
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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 receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 and Family Engagement Policy and the Parent-School Compact.
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.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. Principal – Timona Martin	X				
2. Chairperson – Mary Janzen		X			
3. Tamara Youpel			X		
4. Edward Mertens		X			
5. Elly Alvarado		X			
6. Karla Valdez-Ruelas		X			
7. Amy Schmidt				X	
8. Aaron Mireles			X		
9. Adam Hogan				X	
10. Sam Gibbs				X	
11. Kristin Telles				X	
12. ASB Student – Esteban Sandoval					X
13. ASB Student – Jackson Hogan					X
14. ASB Student – Hannah Daniels					X
15. ASB Student – Liam Gripenstraw					X

Check the appropriate box below: N/A
<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**

<b>School Name: Baird Middle</b>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Timona Martin		4/10/24
<b>SSC Chairperson</b>	Mary Janzen		4/10/24

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

Office of State and Federal Programs  
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Baird - 0030

**ON-SITE ALLOCATION**

3010	Title I	\$30,555 *
7090	LCFF Supplemental & Concentration	\$101,908
7091	LCFF for English Learners	\$6,528

**TOTAL 2024/25 ON-SITE ALLOCATION**

**\$138,991**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,164
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Remaining Title I funds are at the discretion of the School Site Council	\$29,391
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Total Title I Allocation	\$30,555
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Baird Middle 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	26 pts	20.9 pts	2023-2024	35.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	100 %	60 %	2023-2024	100.1 %
SBAC Math - Average distance from standard	✓	0 pts	-27.2 pts	2023-2024	42 pts
SBAC Math - percentage of students met/exceeded standard	✓	100 %	39.1 %	2023-2024	100.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Action 1 - Increase Proficiency in both ELA and Math

Over the course of the year, we did implement the following:

Universal Screening (target met)

Tiered System of Supports (developing)

Student Support Center (developing)

Before and After School academic support (target met)

Students used the iReady platform daily as a part of the MTSS

Goal setting for both teachers and students occurred throughout the year around academic goals.

Lead teachers received professional learning around student engagement, teacher clarity, and feedback. This will be on-going

Teachers received ongoing teacher professional learning in educational equity

RTI tutors for semester one in math classes only

Implemented weekly advisory to address the SEL needs of students to support academic performance.

2

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

Summative 2022/2023 data (DFS) reflects the following for specific sub-groups in ELA:

Socioeconomic (-3)

English Learner (-28)

Black/Afr. Amer. (-48)

SWD (-57)

iReady D2: (On or Above Grade Level)

All students (52.0%)

Socioeconomic (39.3%)

English Learner (0.0%)

Black/Afr. Amer. ( 7.7%)

SWD ( 44.4%)

Summative 2022/2023 data (DFS) reflects the following for specific sub-groups in Math:

Socioeconomic (-51)

- English Learner (-64)
- Black/Afr. Amer. (-91)
- SWD (-83)

iReady D2: (On or Above Grade Level)

- All students (44.6%)
- Socioeconomic (35.1%)
- English Learner (0.0%)
- Black/Afr. Amer. ( 0.0%)
- SWD ( 55.6%)

Key Factors:

- We did not have a systemic tool like the IPG that we made use of to track the use of complex texts, tasks, and ownership.
- Time as an entire site to do PL due to limited budget resources, time, coaching commitments and PLC time was cut.
- consistent implementation of IAB's and FIAB's
- Math and ELA depts. do not plan CFA's posed by challenges of being a school of singletons
- Admin. did not consistently get into classrooms to provide meaningful feedback
- Less than full implementation of SBG
- We do not have baseline staffing like TSA's, coaches, academic coaches, or a budget to provide for these positions.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No Major differences

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Major changes: Allocate funds to target supports for African American students, our lowest performing sub-group in both ELA and Math, PL targeted specifically to address educational equity, addition of a Tier II support specialist (district funded) to support in classrooms, allocate monies to have RTI tutors in math classes for the entire year. We will also continue to find opportunities through Extended Learning to support the academic needs of all students.

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

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

- Build out in-school and after-school academic supports for students to help in deepening their math skills and knowledge.
- Increase communication to parents regarding academic progress to include more than progress reports and report cards.
- Provide incentives for students that maintain academic success.
- Continue teacher professional learning.

2

ELAC:

N/A

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Continue to examine the logistics, characteristics, and effectiveness of a quality MTSS.
- Continue to refine Tier 1 and 2 practices that will result in improved outcomes in student academic achievement.
- Continue quarterly planning for common maps, assessments, learning targets etc. in ELA
- Develop quarterly planning this year in math.

Action 1

Title: Goal 1 Actions - Baird MTSS for ALL students

Action Details:

Baird will ensure that al students have access to grade-level instruction in ELALiteracy as outlined in the California ELA/Literacy Standards. Teachers will work together to set quarterly goals and yearly targets for student performance, and outline aligned assessments to monitor learning and provide intervention. Teachers will leverage board adopted curriculum to ensure that students access grade-level text and tasks. In addition, teacher teams will work with colleagues to develop common learning targets and success criteria. Teachers will share with students and engage them in goal setting and self-analysis. Finally, PLC teams will analyze data to audit equitable access to learning across all student groups. Resources and time will be alocated to develop a more cohesive and timely response to Tier 2 and 3 academic support through grade-level MTSS teams

Reasoning for using this action:

☒ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data used to monitor effectiveness of Tier 1, 2 & 3 implementation is as follows:

- iReady (2x/year)
- SBAC (end of year)
- ELPAC (Spring)
- RFEP monitoring
- EL goal setting
- Teacher developed assessments & CFA's
- FIAB's, IAB's
- Grades (monthly/quarterly)
- D/F reports
- Dept..and grade level PLC assessment data (monthly or as needed)
- IPG walks (weekly)
- Classroom Observations and Feedback (weekly)
- IEP goals

Owner(s):

- ILT
- dept. PLC
- grade level PLC
- Admin. team
- Student support team
- Resource Specialist
- Academic Counseloer

Timeline:

- \*See info at left

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

This year, each teacher team will provide an outline of each quarter of instruction to the department administrator which will include common learning targets, success criteria, and an assessment schedule. Agendas and minutes will be collected during AC's with measures of progress and review of actions taken by AC. Common Formative Assessment Data will be shared bi-monthly at AC meetings. Additionally, below are specific instructional services to benefit students.

1. Utilize consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning with an emphasis on ensuring grade-level outcomes and a gradual release of responsibility.
2. Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
3. Seek out additional funding to establish teacher steering committee to review progress in ELA/Literacy and ELD
4. Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
5. Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and equitable practices..
6. Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA
7. Summer PL for new teachers to on-ramp new staff to school-wide instructional focus areas.
8. Provide additional support for EL students and students needing Tier 2 & Tier 3 Academic Support in math and ELA
9. Hire Teaching Fellows (or other vendor) to provide in-class support to students as determined by assessment data.
10. Provide educational field trips Purchase
11. Read 180 license to use to monitor EL progress **if not** provided by the district.
12. Purchase EdCite licenses for PLCs to use for CFAs **if not** provided by the district.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**EL Students will be identified and monitored by teachers through PLC collaboration and the use of ELlevation. Teachers will also leverage supports in the SpringBoard ELD companion during push-in support for grade-level instruction for integrated ELD. Technology resources will also be used to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas. Funding for ELPAC assessors will also be provided as in the past. There will also be after-school, before school, and lunchtime tutorial that focuses on EL support. Funding for EL fieldtrips. .2 FTE to provide additional support for**

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**  
*Our AA student population is performing at the lowest level in areas of math as identified in red according to the CA Dashboard).*

**Supports for this student group:**

<b>ELs and to conduct quarterly data chats. There will be weekly meetings "huddles" with the academic counselor and admin.team to monitor progress and communicate back to teachers</b>	<ul style="list-style-type: none"><li>- Bi-monthly review of student performance data in PLCs and in collaboration with COST to outline quarterly supports such as: push-in/push-out support.</li><li>- After school, in-school, and before school tutorial assigned based on student need.</li><li>-Grade-level Teams, lead by Vice Principals meet weekly to determine student needs and support.</li><li>- Continue the African American Leadership Conference to provide mentoring and goal setting opportunities for African American Students.</li><li>- Continue providing support through A4 academic tutors. This person will work closely with grade-level teams to coordinate and execute intervention by need based</li><li>- The academic counselor will identify quarterly focus groups of students that have more than one 'D' or 'F'.</li><li>-ELA department teachers will provide Designated ELD and RFEP monitoring to students at their grade level</li><li>-Math department to work with a Math Coach through either bi-weekly coaching</li><li>-An increase in the number of Spanish-speaking <i>parent workshops</i></li><li>-Independent Contractor/Consulting/Coaching for equitable instructional practices</li><li>-RTI with certificated tutors</li><li>-COST referrals</li></ul>
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Action 2

**Title:** All students will excel in Mathematics

<a href="#">Action Details:</a>
Baird will implement mathematics support for all students aligned to the CCSS with an emphasis on conceptual understanding through the lens of focus, coherence and rigor. Particular attention will be placed on Math Practice and utilizing CAASPP and district aligned resources.
<div>Reasoning for using this action:<div><div><input checked="" type="checkbox"/> Strong Evidence</div><div><input type="checkbox"/> Moderate Evidence</div><div><input type="checkbox"/> Promising Evidence</div></div></div>

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

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
iReady (5th/6th)	Teachers	quarterly
Interims (7th/8th)	ILT	ongoing
Common Formative Assessments (FIAB's and IAB's)	Admin	ongoing
Daily progress monitoring (i.e.. classroom observations, feedback, reflective conversations, Tier 2 supports, lesson plans, )		
IPG data collection		
Math coaching support		

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):
<ul style="list-style-type: none"><li>• District adopted math curriculum</li><li>• FIAB's, Iterims, iReady assessment</li><li>• PLC planning</li><li>• Professional development in research-based instructional strategies</li><li>• Web based resources and materials to support achievement in mathematics (i-Ready, etc.)</li><li>• Supplemental materials to support professional learning and implementation of tier 1 instructional practices</li><li>• Supplemental contracts for teachers to provide academic tutoring, plus contracted tutoring</li><li>• Supplemental contracts for teachers to plan instruction prior to the beginning of the year</li><li>• Supplemental contracts for teachers to attend Math conferences and/or other innovative math instruction professional development</li><li>• Substitutes for teacher planning days</li><li>• Technology - purchase, replace, update and repair</li><li>• Provide Tier 1,2, and Tier 3 supports at all grade levels embedded into class blocks to include RTI tutors in all math classes</li><li>• Supplemental web based resources for the monitoring of student activity during Tier 2 instruction (HP classroom, Go Guardian etc.)</li><li>• Supplemental contract for classified staff/tutor to support in a before school program that will focus on homework help, academic chats, grade trackers etc.</li></ul>

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
<p><i>All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.</i></p> <p>Equal access to all available resources to identified students</p> <p>Differentiated instruction and professional development to support the implementation</p> <p>Continued PL in the areas of Cultural Proficiency and JEDI</p>	<p><b>Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.</b></p> <p>Equal access to all available resources to identified students</p> <p>Differentiated instruction and professional development to support the implementation</p> <p>Continued PL in the areas of Cultural Proficiency and JEDI</p>

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

### G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technologie for students.	1,750.00
G1A1	Title 1 Basic	Instruction	Subagreements			Guevara Arts and Leadership : Sub-agreement w/vendor to provide extra student support in both academics and SEL at all Tiers (split funded with unit 7090	16,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Books and resources for the classroom	750.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Provide student opportunities to engage with STEM with the goal of connecting and extending mathematics and science, while also incorporating engineering and technology.	23,682.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Dept. planning Days (various content areas to include ELA, Social Sciences, Science and Math)	3,585.00

**\$45,767.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	100 %	77 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

The 2023/24 target for students responding favorably to student-centered real-world experiences was 100%. Actual Fall 2023 survey result was 77%.

2

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

Key Factors and resource inequities:

- Baird currently offers four year long electives (Spanish, Agriculture, Tournament of Technology, and YWA/YMA). Though we offer block 8 electives, they are centered around a passion that the teacher has and not necessarily the student. This limited offerings can be a factor in the "low favorable" response.
- Students have expressed wanting more say in block 8 course offerings, but teachers generally select what they want to teach.
- This year, Baird had about 10% of teachers participate as club advisors. In the past we had almost 50% of teachers sponsoring a club on campus.
- SEL lessons during advisory are taken from the Second Step curriculum and relevancy has been a concern from staff.
- Elementary 2022 Fall survey results differ significantly from secondary results (Spring to Fall of 2022). Age and students new to the school may have factored into the increase of "favorable responses", where secondary responses were relatively close.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No major differences. All students engaged in Tier 1 goal setting with the academic counselor and participation in "What It Takes To Be Great" in the 7th grade. Some 8th grade students attended a college visit to Monterey. Guest speakers and mentors came to the site to discuss career and high school experiences with students in the YMA/YWA classes. The focus on ensuring a wide variety of clubs that engage students in a variety of experiences to include STEAM

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

There will be one additional CTE course added to our master schedule. The focus of this class will be in the area of Business focusing on marketing, finance, and soft skills to include communication skills, intercultural skills, self awareness and problem-solving skills. The goal is to collaborate with Bullard High School where there is a current CTE Business/finance course. There will also be an increase in opportunities for quarterly guest speakers and experiences through elective classes.

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

<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• Increase opportunities for student voice in CTE activities</li><li>• Engage student voice in Blk. 8 course offerings</li><li>• Make intentional connections between classroom lessons and soft skills.</li></ul></div>	<div>2</div> <div>ELAC:</div> <div>N/A</div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• Continue connecting with district departments to engage students in real-world learning opportunities</li><li>• Consider bringing a career-day or similar experience to expose students to the various options post high school and college graduation.</li><li>• Make connections between classroom lessons and job skills and/or career options.</li></ul></div>
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Action 1

**Title:** Goal 2 Actions - STUDENTS: Expand learning experiences

Action Details:

- Tier 1: Baird Middle School will provide Tier 1 support to expand student engagement through the following means:
- Supporting development of student skills, including use of technology relevant to the demands of both college and career
  - Hands-on Elective Wheel class components (robotics, coding, agriculture and agribusiness, college trips, guest speakers, etc.)
  - Grade Level Enrichment Field Trips
  - Time scheduled during staff meetings to capture club attendance in ATLAS
  - Club Rush in Quarters 1 & 3
  - Support with the purchase of relevant materials in order to enhance student interactions with STEM careers and pathways
  - Conferences (Climate & Culture, Campus Culture, CTE)
  - Supplemental contract for Parent Engagement Coordinator
- Tier 2: Baird Middle School will provide Tier 2 support to expand student engagement through the following means:
- One-on-One goal setting and grade chats with academic counselor
  - Targeted Parent Workshops (Spanish-speaking)
  - Know More Program
  - Social Skills curriculum
  - Seasonal Sports Teams

- Leadership/School Site Council
- 5th Grade Enrichment Trip
- 6th Grade Camp
- 7th grade "What It Takes To Be Great"
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Ethnic Studies as an elective for 7th & 8th grade students
- Ethnic Studies Field Study trips
- College trips at all grade levels to provide the college experience exposure to students

Tier 3: Baird Middle School will provide intensive support to expand student engagement through the following means:

- Young Men's Alliance
- Young Women's Alliance
- Wonder Valley Ranch
- Extended Learning Opportunities (Winter Session, Summer Session, After-School)
- Campus Culture recruitment of underserved student groups
- Student leadership recruitment of underserved student groups

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Goal 2 engagement documentation in ATLAS, parent participation, additional CTE support for staff, addition of an Extended Learning Coordinator	Student Support Coordinator, ILT, Admin. team, CTE department	Fall - Spring 2024-2025 Monthly review of data to assess inventory needs.

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

- Instruction via Science Olympiad, Tournament of Technology, Academic Pentathlon, sports teams, field trips, leadership conferences, parent workshops, Block 8 enrichment classes, Camp WINK, Know More, Social Skills classes, civic learning.
- Materials, training, technology and programs around TOT, STEM, CTE
- CTE study trips
- Career Fair during student lunches with representatives from various industries.
- College visits to CSU, UC, and Community College with an intentional focus on SPED, EL Learners, and underserved groups.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.	Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.
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- Intentional recruitment of EL students for CTE year long electives and for other career experiences and educational fieldtrips.
- funding for guest speakers in alignment with high school pathways to expose students to career options.
- Spanish-language parent workshops and enrichment trips
- Translation Services

Low performing student groups: African American, SES, and SWD. School Climate and Culture data will be analyzed to intervene and support students not connected to the school through typical goal 2 engagements. Additionally, i-Ready results, ELPAC, and other assessment data will be analyzed to ensure that students are connected to the right supports and the right adults

Planned expenses to support these student groups

- RFEP monitoring
- Materials and training

- CTE and educational study trips
- Guest speakers in alignment with CTE course offerings at Baird and high school pathways
- Young Men's & Women's Alliance
- Leadership Recruitment
- BSU conferences and field trips
- HBCU college trip
- Ethnic Studies elective for 7th/8th grade students study trips
- .2 FTE to offer Span.1 to 8th grade students
- Parent workshops
- Student recognition celebrations and incentives

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for CTE projects, student agendas, student showcases	1,630.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			CTE funding (vehichle maint., supplemental supplies and materials	2,485.00

\$4,115.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		9.2 %	2023-2024	1.6 %
Chronic Absenteeism - Semester 1 (Students w/ Disabilities)	✓		15.6 %	2023-2024	5 %
Suspension Rate - Semester 1	✓	1.66 %	1.3 %	2023-2024	0.97 %
Suspension Rate - Semester 1 (African American)	✓		7.4 %	2023-2024	1.07 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		1.7 %	2023-2024	1.37 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

Analysis of data

Suspension breakdown:

- AA (7.4% - 2 students)
- SED (1.7% - 5 students)
- All students (1.3 - 8 students)
- Hispanic (1.2 % - 4 students)
- White (1.0 % - 2 students)

Chronic Absenteeism:

- Filipino (50% - 1 student)
- English Learners (18.2% - 2 students)
- AA (17.2 % - 5 students)
- SWD (15.6% - 5 students)
- SED (11.7% - 34 students)
- Hispanic (8.9% - 30 students)
- All students (9.1 % - 56 students)

Implementation of Actions:

- Weekly COST team meetings that focus on both behavior and academic supports for students, with

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

- No significant inequities contributed to the disproportionality. However, students of color—especially students of color with disabilities—are disproportionately subjected to exclusionary discipline (suspensions).
- Cultural Proficiency and Equity in education PL is offered as optional and not mandatory
- Regional PL with Corwin (learning intentions/success criteria/student engagement/ teacher clarity/feedback) began in the 2023-2024 school year. Other regions started this work two or more years ago

the goal of ensuring support is consistent.

- Working with teachers to clarify Levels of Misbehavior.
- Teacher PL in equitable instructional practices
- Teacher PL with Corwin (Student engagement, teacher clarity, and teacher feedback)
- Embedding SEL advisory lessons based on student data
- Holding re-entry meetings with families post suspension to co-develop student support plans with student and family voice

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Expand student support to include more mentoring options.
2. Provide coaching support for teachers to support challenging behaviors
3. Provide incentives for positive behaviors, academic improvement, and attendance.
4. Provide monthly updates to teachers on behavior trends and behavior plans/supports for students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

1. Baird will continue to identify resources to help improve the connection from home to school and expand parent involvement.
2. Baird will continue to offer support in the areas of SEL, student engagement experiences, and academics through Extended Learning (before and after school) opportunities.
3. Baird will continue to support students in the areas of SEL, student engagement, and academics through the Student Support Center. The SSC is a central location for students where trained staff either provides that assistance or makes an appropriate referral.

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

<div>1</div> <div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• Continue the work with the SEL supports through the SSC</li><li>• Consider different options for students with excessive tardies</li><li>• Provide incentives to the many students that are on track</li></ul></div>	<div>2</div> <div>ELAC:</div> <div>N/A</div>	<div>3</div> <div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• Continue SEL supports for students</li><li>• Continue improving communication to teachers regarding student interventions from COST team</li><li>• Provide student incentives more regularly and for specific things like: improved academics, attendance, behavior, grades, character.</li></ul></div>
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## Action 1

**Title:** Goal 3 Actions - STUDENTS: Increase student engagement

### Action Details:

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Tier 1: Baird Middle School will provide Tier 1 support through the following means so that all students will stay in school on target to graduate:

- Universal Screening
- Camp WINK (orientation, engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaics, Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Xello - career exploration assessments
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Study Trips
- Parent Workshops
- SEL Professional Development for Teachers
- PLC Professional Development for Teachers
- Equitable Practices Professional Development for Teachers
- High Leverage EL Strategies Professional Development for all Teachers
- High Leverage Instructional Practices Conferences
- Weekly SEL lessons that addresses (anti-bullying, discrimination, harassment, and inclusivity)
- Summer Academies and Enrichment

Tier 2: Baird Middle School will provide Tier 2 support through the following means so that all students will stay in school on target to graduate:

- Before and After School Program to include an academic support component
- Know More
- Social Skills classes
- Seasonal Sports Teams
- Leadership/School Site Council
- Clubs and Club Field Trips
- Khan Academy
- Tutor.com
- Parent Workshops
- Ethnic Studies elective 7th/8th grade students
- A4 student academic support
- 1.0 Campus Culture Director

Tier 3: Baird Middle School will provide intensive support through the following means so that all students will stay in school on target to graduate:

- RTI Tutors for Math
- Young Men's Alliance
- Young Women's Alliance
- Intervention twice weekly for ELA and Math during bk. 8
- Designated ELD after school tutoring with an ELA teacher
- After School Tutoring
- Parent Workshops
- Wonder Valley Ranch peer bonding
- Intramurals
- Small Group Counseling
- Social Skills small group with school psych or school social worker

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

Explain the Progress Monitoring and data used for this Action

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

Club participation, before school tutoring rosters, after school enrichment program, grade monitoring, D/F weekly reports, Student Support Center logs

Owner(s):

ILT, student support Team

Timeline:

Fall to Spring 2024-2025

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

Universal screeners administered to all students at start of school year; iReady assessments administered pre-/mid-/post); RTI tutors in ELA and Math RTI classes; Academic Support Time; Tier 3 support by ELA and Math teachers 2x/week; Designated ELD; after school tutoring, Alliance classes, Scholars classes, elective wheel, Academic Support Time professional learning, materials and supplies.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Quarterly cycles of review will be conducted by the Climate and Culture Team to target engagements for students in low-performing groups to include English Learners.

COST team will review weekly behavior data to ensure students that are struggling meet positive behavior expectations and are engaged in some school related activity.

Students on academic probation and on a contract will attend block 8 tutorial to ensure they stay on track and can continue to participate in school activities. Also, to ensure they are not at risk of being revoked.

Students identified as EL will continue to receive designated ELD support during the school day.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

1. **Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.** Students with Disabilities are in the Red for Chronic Absenteeism. African American students and Socioeconomically Disadvantaged students are in the red for Suspension.

2. **Using Title I funds Only: What are the planned expenses to support this student group?**

- AA students: parent workshops
- AA students: certificated supplemental contracts to provide targeted tutoring (before/after school)
- SPED: parent workshops

3. **Using 7090/7091 funds only: What are the planned expenses to support this student group?**

- AA students: Consulting services with vendors to continue CP/Equity training for all staff (focused on the unique culture, characteristics, and learning styles of AA students)
- AA students: Consulting services to help design and implement a model for community mobilization (community-based mentoring, parent training, technology training)
- SPED: Consulting services to design and implement a model for community mobilization (community-based mentoring, parent training, technology training, encourage volunteerism)

4. **As a site: What are planned actions to support this student group? (Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA).**

- AA students: parent workshops with our TSA (encourage volunteerism, skills training in specific content areas, provide resources to support navigating the educational system, child advocacy)
- AA students: targeted tutoring (before/after school) w/certificated staff
- AA students: Continue CP training for all staff (in the unique culture, characteristics, and learning styles of AA students)
- AA students: ILT will help with the design and implementation of a model for community mobilization (community-based mentoring, parent training, technology training)
- SPED: parent workshops (skills training, resources to support navigating the educational system, child advocacy)

- SPED: Design and implement a model for community mobilization (community-based mentoring, parent training, technology training, encourage volunteerism)

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			Student incentives/rewards/SEL/assemblies	3,000.00
G3A1	Sup & Conc	Instruction	Subagreements			Guevara Arts and Leadership : Sub-agreement w/vendor to provide extra student support in both academics and SEL at all tiers (split funded with unit 3010)	15,000.00
G3A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin. subs to cover for conferences, trainings etc.	5,974.00
G3A1	Sup & Conc	In-House Instructional Staff Development	Travel			Student study trips	3,998.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			supplies/incentives/family engagement & events	2,000.00

\$29,972.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	100 %	95.9 %	2023-2024	100 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

The current metrics reflect a 3% dip from the previous year. Over the course of the year the following actions were implemented:

- Provided PL to PLC Leads on the Equity in Leadership
- Provided PL to PIC Leads on student engagement with Corwin. We had only one PL so far.
- Provided regular coaching to co-ad i . on school-wide instructional focus areas
- Held regular Nuts and Bolts Meetings
- Had varied representation of departments and grade level teachers on the CCT. More than in the past.

Areas to improve:

- Increase the ethnic diversity of certificated staff
- Identify a more consistent structure for providing feedback to staff
- Provide PL opportunities based on teacher choice

2

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

- Staffing classrooms with para support has been a challenge this year due to shortage of classified applicants.
- Bringing in a Tier II specialist was a challenge this year due to a shortage of classified applicants.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Planning days were inequitable across PLCs due to funding and shortage in available substitutes.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Allocate more funding for substitutes so all departments can have at least one planning day per quarter.

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

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><ul style="list-style-type: none"><li>• Continue to recruit staff that reflects the diversity of our community to include more certificated staff.</li></ul></div>	<div>2 ELAC:</div> <div>N/A</div>	<div>3 Staff - (Credentialled Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>• Conduct a ILT/CCT summer retreat so the teams can plan together</li><li>• Continue to create opportunities for staff to come together and build relationships</li><li>• Consider a re-design of ILT, to keep the focus on instruction</li></ul></div>
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Action 1

Title: Goal 4 Actions - STAFF: Diversity

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Equity Consultant - Equity Focused Coaching for Teachers and Staff
- Hire a 1.0 Campus Culture Director
- Cultural Proficiency PL
- Ethnic Studies curriculum elective course and ongoing PL for teacher
- Health & Wellness PL for staff
- Conferences for staff on JEDI (Social Justice, Equity, Diversity and Inclusion)
- FSU Teacher recruitment of teachers of color
- Continue the health and wellness classes on site for staff

Tier 2: Baird Middle School will provide Tier 2 support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Recruitment of Bilingual RTI Tutors
- Recruitment of Community Ed Teachers
- Baird Staff to attend educational conferences on equitable instructional practices (grading etc.)

Tier 3: Baird Middle School will provide intensive support to increase recruitment and retention of staff reflecting on the diversity of our community:

- Baird Staff to work with FUSD HR to recruit and retain teachers of color by influencing policies and removing barriers

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

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

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

Admin Staff: Black 50%, Latina 25%, White 25%

Teaching Staff: Asian <1%, Black 1%, Latino 33%, White 67%

Classified Staff: Native American %2, White 20%, Black 30%, Latino 28%, Asian 20%

Owner(s):

Admin Team, ILT

Timeline:

June 2024

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

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers to bring diverse opportunities for student engagement
- Conferences (Unbound Ed, Solution Tree)
- Work with FUSD HR to recruit and hire staff and teachers of color

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers
- Conferences

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Cultural Proficiency Training
- Equity Consultant
- Ethnic Studies curriculum and PL
- Community Ed Teachers
- Conferences

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Consulting services & PL to continue and support equity and cultural proficiency development	8,614.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Travel & lodging for conferences and registration	10,000.00

\$18,614.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	90 %	85.4 %	2023-2024	95.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Baird utilizes a multi-pronged approach to serving our parents, both English and non-English speaking parents/guardians will receive the following:

- bilingual parent facilitator and after school program leader
- support staff and counselor communication via phone, website, parent square, personal letters, and face-to-face meetings
- grade level team identification of home language during the first PLC of the school year with accompanying action plan for communication
- parent/student events in keeping with Baird's magnet focus (festivals, Camp WINK, parent engagement events, etc.)
- Parent meetings and workshops
- Enrichment trips to include parents/guardians
- SST's, 504's, and IEP's

2

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

- Parent involvement and participation at the site has been down since the pandemic and has not been restored to original % participation.
- Proximity to Baird has historically been a barrier for many families as some live more than 30 minutes away from the school.
- Not all communication has been translated in the various languages spoken by our families.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No major differences

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

The major change from 2023-2024 SPSA to this year's SPSA, is that there will be a continued focus on regular two-way communication with parents. Funds will also be spent for more targeted parent involvement to include introducing a PTO.

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

<div>1 SSC - (Teacher/Staff, Parents , and Secondary Students).</div> <div><ul style="list-style-type: none"><li>Bring in a full-time CC Director to support with parent communication and bringing in more events that include families/parents.</li><li>Include more opportunities for community partners to work with our students.</li><li>Increase opportunities for parents to be involved in what is happening at the school site.</li></ul></div>	<div>2 ELAC:</div> <div>N/A</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><ul style="list-style-type: none"><li>Bring in a full-time Campus Culture Director</li><li>Parent conference time built into the schedule during the school year.</li><li>Bring in a Tier II Specialist to support with communication with families.</li></ul></div>
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Action 1

Title: Goal 5 Actions - FAMILIES: Increase opportunities

Action Details:

Tier 1: Baird Middle School will provide Tier 1 support to increase inclusive opportunities for families to engage in their students' education:

- Work with an Equity Consultant
- Camp WINK for all new and returning students (orientation, re-engagement)
- Block 8 Enrichment Classes (Art, Music, Dance, Mosaic , Rube Goldberg, Academic Pentathlon, Science Olympiad, Tournament of Technology, etc.)
- The Baird Way (SEL competencies, Goal 2 Involvement)
- Hands-on Elective Wheel class components (robotics, coding, organic gardening, college trips, guest speakers, etc.)
- No-cut sports (Track & Field, Cross Country, Wrestling)
- Hire a 1.0 Campus Culture
- Fall & Spring Festivals
- Mom's Tea, Dad's Breakfast, Jog-a-thon, etc.
- 6th Greek Olympics
- 7th Medieval Fair or similar activity
- Ethnic studies elective course for 7th and 8th graders
- Back to School Night
- Fundraisers
- Grade Level Field Trips
- 6th Grade Camp
- Clubs that promote family involvement (Adventure Club, BSU, Pride Club etc.)
- Ag program brings in families - AG EXPO, Idea Fest, mobile Farmer's market
- Updated sound system for Baird Amphitheater and cafeteria

- Supplemental/Independent contracts for Parent Engagement Coordinator
- Student Showcase event

Tier 2: Baird Middle School will provide Tier 2 support to increase inclusive opportunities for families to engage in their students' education:

- Parent meetings with Academic Counselor
- Targeted Parent Workshops (Spanish-speaking, Parenting Skills, SEL, etc.)
- School Site Council
- 5th Grade Goal 2 Trip
- Clubs and Club Field Trips
- 8th Grade Civic Learning
- Science Olympiad
- Academic Decathlon
- Tournament of Technology
- Minecraft eSports, Rocket League, Science Olympiad, TOT etc.
- Sports Banquets
- Academic Awards Banquets

Tier 3: Baird Middle School will provide intensive support to increase inclusive opportunities for families to engage in their students' education:

- Young Men's Alliance
- Young Women's Alliance
- Summer Literacy Program
- After School Program
- Saturday Academy
- .4 Instructional Coach
- EL Consultant
- Math Coach

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

Explain the Progress Monitoring and data used for this Action

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

Climate and Culture Survey - Parent & Student Responses

Owner(s):

Student Support Coordinator, ILT. site admin. climate and culture

Timeline:

Fall - Spring 2023-2024

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

Family Engagement parent participation information, sign-up information for various activities, family surveys, feedback

Owner(s):

Campus Culture Directors, Student Support Coordinator, site admin. Team, ILT

Timeline:

Ongoing 2023-2024

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

- Engagement via Extended Learning Coordinator
- Student Support Center Coordinator
- Campus Culture Directors
- On/Off Site Family Events & Engagement Opportunities

- **Books, workshops, refreshments, incentives, classified staff supplemental support,etc.**

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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Spanish-language parent workshops and enrichment trips  
Spanish literacy instruction  
Spanish club  
BSU  
Moreno tutors and coordinators  
Interact Teaching Fellows

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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Underserved student groups: Latino, African American, SWD, SED  
Young Men's & Women's Alliance  
Leadership Recruitment  
Block 8  
AASL Cohort/BSU  
Interact Fellows or Moreno tutors  
Saturday Academy  
Independent Contractors to provide PL on wellness (social emotional etc.)

## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0030 Baird Middle (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			Parent engagement books & resources	1,811.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for teachers supporting in these various capacities	11,113.00
G5A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental for parent and student engagement	13,130.00
G5A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental for parent & student engagement	3,941.00
G5A1	Sup & Conc	Instruction	Direct-Maint			Technology resources and repair	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			materials and supplies	3,000.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: EL student and parent engagement and support	6,528.00

**\$40,523.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0030 Baird Middle (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technologie for students.	1,750.00
G1A1	Title 1 Basic	Instruction	Subagreements			Guevara Arts and Leadership : Sub-agreement w/vendor to provide extra student support in both academics and SEL at all Tiers (split funded with unit 7090	16,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Books and resources for the classroom	750.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Provide student opportunities to engage with STEM with the goal of connecting and extending mathematics and science, while also incorporating engineering and technology.	23,682.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Dept. planning Days (various content areas to include ELA, Social Sciences, Science and Math)	3,585.00
G2A1	Title 1 Basic	Instruction	Direct-Graph			Graphics for CTE projects, student agendas, student showcases	1,630.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			CTE funding (vehichle maint., supplemental supplies and materials	2,485.00
G3A1	Sup & Conc	Instruction	Mat & Supp			Student incentives/rewards/SEL/assemblies	3,000.00
G3A1	Sup & Conc	Instruction	Subagreements			Guevara Arts and Leadership : Sub-agreement w/vendor to provide extra student spport in both academics and SEL at all tiers (split funded with unit 3010)	15,000.00
G3A1	Sup & Conc	Instructional Supervision & Admii	Crt Supr-Sub			Admin. subs to cover for confernces, trainings etc.	5,974.00
G3A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Student study trips	3,998.00
G3A1	Sup & Conc	Parent Participation	Mat & Supp			supplies/incentives/family engagement & events	2,000.00
G4A1	Title 1 Basic	Instruction	Cons Svc/Oth			TBD : Consulting services & PL to continue and support equity and cultural proficiency development	8,614.00
G4A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Travel & lodging for conferences and registration	10,000.00
G5A1	Title 1 Basic	Parent Participation	Bks & Ref			Parent engagement books & resources	1,811.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for teachers supporting in these various capacities	11,113.00
G5A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental for parent and student engagment	13,130.00
G5A1	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental for parent & student engagement	3,941.00
G5A1	Sup & Conc	Instruction	Direct-Maint			Technology resources and repair	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			materials and supplies	3,000.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: EL student and parent engagement and support	6,528.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$30,555.00
Sup & Conc	7090	\$101,908.00
LCFF: EL	7091	\$6,528.00
<b>Grand Total</b>		<b>\$138,991.00</b>

\$138,991.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$45,767.00
G2 - Expand student-centered and real-world learning experiences	\$4,115.00
G3 - Increase student engagement in their school and community	\$29,972.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$18,614.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$40,523.00
<b>Grand Total</b>	<b>\$138,991.00</b>