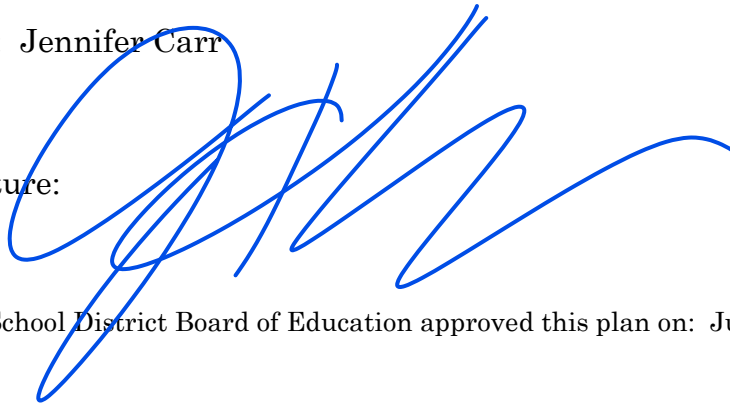


**Ahwahnee Middle**

10621666061188

Principal's Name: Jennifer Carr

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Jennifer Carr', is written over the 'Principal's Signature:' label and extends into the area below it.

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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

| 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 subgroups 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 (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 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.                                                                                                                                                                                                                                         |

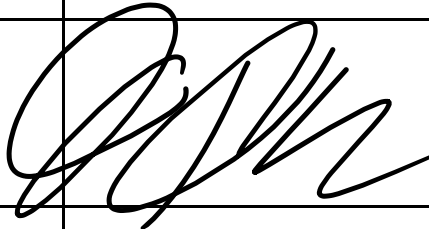
**School Site Council**

| School Site Council List          |           |                   |             |                         |                   |
|-----------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name                       | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Jennifer Carr      | X         |                   |             |                         |                   |
| 2. Chairperson – Kristin Gonzales |           |                   | X           |                         |                   |
| 3. Karri Gordon                   |           | X                 |             |                         |                   |
| 4. Madissen Harp                  |           | X                 |             |                         |                   |
| 5. Daisy Luna                     |           | X                 |             |                         |                   |
| 6. Linda Weller                   |           |                   |             | X                       |                   |
| 7. Sarah Hernandez                |           |                   |             | X                       |                   |
| 8. Reanna Escobar                 |           |                   |             | X                       |                   |
| 9. Alexandra Najera               |           |                   |             | X                       |                   |
| 10. Abi Mikow                     |           |                   |             |                         | X                 |
| 11. Geo Herrera                   |           |                   |             |                         | X                 |
| 12.                               |           |                   |             |                         |                   |
| 13.                               |           |                   |             |                         |                   |
| 14.                               |           |                   |             |                         |                   |
| 15.                               |           |                   |             |                         |                   |

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

| <b>School Name:</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>                                                                                                                                                                                                                                                                                                                                                                                                                                  | Jennifer Carr           |   | 3/29/2023<br>. |
| <b>SSC Chairperson</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | Kristin Gonzales        |  | 3/29/2023      |

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 2023/24

Ahwahnee - 0010

**ON-SITE ALLOCATION**

|                                         |                                                        |                  |
|-----------------------------------------|--------------------------------------------------------|------------------|
| 3010                                    | Title I                                                | \$65,880 *       |
| 7090                                    | LCFF Supplemental & Concentration                      | \$193,346        |
| 7091                                    | LCFF for English Learners                              | \$24,072         |
| 7099                                    | ESSER III (learning loss/COVID impact, one-time funds) | <u>\$13,296</u>  |
| <b>TOTAL 2023/24 ON-SITE ALLOCATION</b> |                                                        | <b>\$296,594</b> |

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

\* Title I requires a specific investment for Parent Involvement

|                                                                          |                 |
|--------------------------------------------------------------------------|-----------------|
| Title I Parent Involvement - Minimum Required                            | \$2,196         |
| Remaining Title I funds are at the discretion of the School Site Council | <u>\$63,684</u> |
| Total Title I Allocation                                                 | \$65,880        |

Ahwahnee Middle 2023-2024 - 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                | ✓        |                | -53 pts  | 2021-2022 | -35 pts |
| SBAC ELA - percentage of students met/exceeded standard  | ✓        |                | 31.72 %  | 2021-2022 | 37 %    |
| SBAC Math - Average distance from standard               | ✓        |                | -107 pts | 2021-2022 | -70 pts |
| SBAC Math - percentage of students met/exceeded standard | ✓        |                | 13.64 %  | 2021-2022 | 20 %    |

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.

SBAC 2022 Results

- EL A: Overall 31.8% met or exceeded Standards.
- Math: Over all 13.6% met or exceeded Standards.

Current iReady Diagnostic Results

- Diagnostic 1 ELA: 18.8% of students on level or above
- Diagnostic 2 ELA 25.5% of students on level or above
- Diagnostic 1 Math: 11.67% of students on level or above
- Diagnostic 2 Math: 17.6% of students on level or above

ELPAC:

- 17.2% of students earning a 4 on ELPAC in 21/22

Analysis of Data:

2

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

SBAC 2022 Results:

ELA % Met/Exceeds by Student Group

- Filipino: 50%
- Migrant 50%
- RFEP: 46.9%
- Multiple Races: 44.4%
- American Indian: 40%
- Pacific Islander: 40%
- Asian: 38.3%
- White: 35.8%
- Socioeconomically Disadvantaged: 30.5%
- Hispanic: 30.5%
- Homeless Youth: 28.6%
- Black/African-American: 22.6%
- English Learner: 3.6%

- Quarterly unit maps with common learning targets and success criteria, and common formative assessment data is consistent across the core content areas: ELA, Math, Hist/SS, and Science.
- Use of IABs and FIABs in math and ELA for CFAs and for learning tasks aligned to grade-level rigor.
- Implementation of common literacy (spotlight practices) including direct vocabulary instruction and use of sentence frames across the curriculum.
- Increase in lessons that engage students in collaborative learning. This is evident through classroom observation data. 41% of observed instructional minutes are devoted to student collaboration and student voice.
- Focus on Teacher Clarity and De-escalation in the classroom.
- Year 4 of Math Lesson Design.

- Students with Disabilities: 2.8%
- Math % Met/Exceeds by Student Group
- White: 25.9%
  - Migrant: 25%
  - Asian: 20.8%
  - RFEP: 12.5%
  - Hispanic: 11.8%
  - Sociologically Disadvantaged: 11.7%
  - Multiple Races: 11.1%
  - Black/African American: 8.1%

Analysis of the Data:

- Targeted push-in/pull-out of EL students by TSAs.
- Provided support for ELs in content areas by Teaching Fellows.
- Monthly MTSS data meetings reviewing disproportionality and identifying students for in-school academic support.

**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).

Completed SPSA Actions

- PLC teams in core content areas completed quarterly maps with common assessments, common learning targets, success criteria, and assignments. That data is aggregated and uploaded on a monthly basis.
- MTSS team uses quarterly academic data to identify focus groups for additional academic interventions with a focus on disproportionality.
- All teachers received additional resources and technological tools for instruction.
- ILT/CCT Conducted quarterly cycles of review to determine adjustments during the year.
- Lead teachers piloted EdCite to develop common formative assessments and monitor student learning via school-based assessments.
- TSAs and ELD teacher meet weekly to examine progress of EL students and provide supports through push-in/pull-out and deployment of teaching fellows.
- Walkthrough data was used to provide monthly reports to teacher PLCs in school-wide focus areas.
- Piloted Read 180 for EL progress monitoring and supports.
- All content teachers entering data in ELlevation.

Unfinished Actions

- Targeted interventions for disproportionate student groups was based on grades. Still need to leverage assessment data to identify specific ELA and Math skills that still need development.
- Use of EdCite was piloted with lead teachers; should spread the use to all teachers in PLCs. This will allow better targeted interventions for specific student groups.
- Not all PLCs were able to participate in quarterly planning cycles due to shortage in 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 2023/24 SPSA.

Continued Actions for 2023/22

- School-wide PL focused on clarity, relationships, and assessment.
- Quarterly release days for curriculum mapping, assessment analysis, equity audits, and intervention planning.
- Fund the difference in duty days for GLA to support MTSS grade-level structure.
- Provide technology to maintain access to effective instructional and assessment practices.
- Provide departments for funding to support materials needed for school-wide literacy and student engagement.
- Provide funding for EL fieldtrips to expose EL students to college and career opportunities.
- Provide additional FTE to support EL students and students struggling in math and reading.
- Provide funding for student incentives and academic supports.
- Continue quarterly cycles of review with ILT/CCT.
- Implement school-wide assessment protocol to aid in instruction and intervention.
- Continue developing an Intervention team that meets monthly to review interventions.

Changes for Upcoming SPSA

- Continue PLC work with common quarterly maps, assessments, learning targets, and success criteria.
- Expand the implementation of EdCite to all teachers.
- Be more consistent with PLC equity audits to engage teachers in the design of supports for disproportionate student groups. Most of this work has been led by MTSS.
- Continue the use of Read 180 to monitor the progress of EL students on a bi-monthly basis.
- Implement "power hours" that focus on specific skills and knowledge that students need based on assessment.

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

**1** SSC:

Feedback and Suggestions:

- 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:

Feedback and Suggestions:

- 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.
- Continue the specific focus on ELs through weekly data meetings, ELPAC progress chats, and push-in/pull-out. Support.

**3** Staff:

Feedback and Suggestions:

- Continue quarterly planning for common maps, assessments, learning targets, and success criteria.
- Increase the participation of administration in PLCs.
- Include PLCs in designing Tier 2 and 3 academic supports and to help design targeted interventions for student groups performing disproportionately lower.
- Continue funding Teaching Fellows for 2023/24.
- Continue offering extra contracts for summer PL and curriculum/assessment mapping.
- PLCs should stay the course and deepen our implementation of aligned lessons and assessments.
- Increase feedback to teachers on implementation of school-wide instructional focus areas.
- Keep the supports for EL students and continue to use Read 180 for progress monitoring and intervention.

Action 1

Title: Grade-level instruction in ELAand Literacy across content.

Action Details:

Ahwahnee Middle School will ensure that all students have access to grade-level instruction in ELA/Literacy as outlined in the California ELA/Literacy Standards. Teachers will work together to set quarterly and yearly targets for student performance, develop yearly curriculum calendars, 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 that 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 allocated 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

Each teacher team will provide an outline of each quarter of instruction to department liaison which will include common learning targets, success criteria, and common formative 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 aggregated and shared bi-monthly at AC meetings.

Owner(s):

Admin Liaison to Each Department  
Lead Teachers for Each AC

Timeline:

Bi-Weekly and quarterly

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

Academic Counselors will determine one focus group per quarter for students with more than one 'D' or 'F'. The focus group will focus on reducing disproportionality. Counselors will report data for the focus group during quarter cycles of review and work with the MTSS team to provide targeted support for students. Special attention to be focused on our disproportionate students (SPED and Black/African American).

Owner(s):

Academic Counselors  
MTSS Team

Timeline:

Quarterly

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

Walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks, implementation of clarity practices, and common spotlight strategies. Feedback will be provided to teachers and PLCs based on implementation data.

Owner(s):

Principal and Co-Admin

Timeline:

Walk through data is posted bi-monthly and shared to the whole staff.  
  
PLC Lead Teachers will share results of equity audits in monthly ILT Meetings

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

Provide all teachers with additional resources to purchase materials and supplies to increase the implementation of Grade-level instruction in ELA/Literacy, in their classroom, based on their identified needs in conjunction with AC work and in response to common formative assessments. Classroom walkthrough data will be used to determine use and effectiveness.

Owner(s):

Principal and Co-Admin

Timeline:

Each quarter and assessment reporting cycles  
Weekly walk-through data

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

ILT/CCT will conduct quarterly cycles of review, examining CFA data, Interim, data, behavior data, and SBAC data. The data will be presented and shared staff-wide, shared with School Site Council, and English Learner Advisory Committee.

**Owner(s):**

Principal  
Lead Teachers  
ELAC Lead

**Timeline:**

Quarterly

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

Grade-level teams led by Vice-Principals will monitor the needs of their grade-levels by leading MTSS meetings. (one existing and one additional funded). Provide weekly coaching support to Vice Principals.

**Owner(s):**

Principal  
School Supervisor

**Timeline:**

Weekly

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

Quarterly release days and/or additional pay contracts for teacher lesson study and data analysis. Corwin trainers will provide support as needed. Implementation will be monitored during weekly classroom visits and data collection during ILT meetings.

**Owner(s):**

Principal  
Lead Teachers

**Timeline:**

Weekly walk-through data

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

Continue establishing a school-based assessment system by developing quarterly benchmarks in all core content areas. Work to be led by Lead Teachers. Principal to provide coaching support to lead teachers.

**Owner(s):**

Principal  
VPs  
Lead Teachers

**Timeline:**

Quarterly Reporting with equity audits.

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

PLCs to conduct quarterly equity audits of grades and benchmark data. Data will be analyzed by student groups. PLCs will use the data and analysis to develop plans for supporting students that haven't yet met standard with special attention to our disproportionate students.

**Owner(s):**

Lead Teachers

**Timeline:**

Quarterly

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

Intervention TSAs will coordinate and conduct quarterly data chats with EL students to monitor progress and provide support using Read 180 as a monitoring tool.

**Owner(s):**

TSAs

**Timeline:**

Quarterly

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

Intervention TSA will coordinate the deployment of Teaching Fellows to support in-class intervention and support. TSA will meet with leads of math and ELA bi-monthly to review assessment data and deploy supports based on student need as determined by assessment.

**Owner(s):**

TSA  
MTSS Leads  
Principal

**Timeline:**

Bi-Monthly  
Quarterly Cycles of Review

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

Intervention TSA will work with team leads to deploy push-in and pull-out support for Tier 3 students in math and ELA (Additional FTE)

Owner(s):

TSA  
ILT Leads  
Principal

Timeline:

Bi-Monthly

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

- 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.
- Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
- Provide funding to establish teacher steering committees to review progress in ELA/Literacy and ELD
- Provide teachers with additional time for lesson study, planning, and examination of student progress through quarterly planning days and summer planning hours.
- Engage the staff in common readings (professional books) to build a shared understanding of Tier 1 instruction and supports.
- Fund the difference to move current GLA to a Vice Principal II to establish grade-level MTSS teams
- Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA
- Summer PL for new teachers and teachers new to AMS to on-ramp new staff to school-wide instructional focus areas.
- Purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction.
- Purchase teacher technology to support adaptive learning opportunities for all students.
- Fund additional FTE for push-in and pull-out support for EL students and students needed Tier 3 Academic Support in math and ELA
- Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial.
- Hire Teaching Fellows to provide in-class support to students as determined by assessment data.
- Educational field trips
- Purchase Read 180 license to use to monitor EL progress.
- Purchase EdCite licenses for PLCs to use for CFAs.

Specify enhanced services for EL students:

- EL Students will be identified and monitored by teachers through PLC collaboration and the use of ELLevation.
- ELD course for newcomers.
- Leverage supports in SpringBoard ELD companion during regular grade-level instruction for integrated ELD.
- Keep Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students.
- Increased technology to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas.
- Provide funding for ELPAC assessors.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.
- Provide funding for EL fieldtrips.
- .2 FTE to provide push-in support for ELs and conduct quarterly data chats.
- Conduct weekly meetings "huddles" with Intervention Team to monitor progress and communicate back to teachers.

Specify enhanced services for low-performing student groups:

- Bi-monthly review of student performance data in PLCs and in collaboration with Intervention TSA to outline quarterly supports such as:
  - push-in/pull-out support.
  - After school, in-school, and before school tutorial assigned based on student need.
- MTSS Grade-level Teams, lead by Vice Principals meet weekly to determine student needs and support.
- Supervisor conducts weekly coaching support of SPSA goals and progress with site leadership and gives feedback to principal.
- Maintain technology to ensure struggling students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas and can take advantage of distance learning opportunities.
- Continue the African American Leadership Conference to provide mentoring and goal setting opportunities for African American Students.
- Intervention TSA will work closely with grade-level MTSS teams to coordinate and execute intervention by need based on assessment.
- Counselors, in collaboration with MTSS, will identify quarterly focus groups of students that have more than one 'D' or 'F'. Focus groups will target disproportionality.

Action 2

Title: Grade level instruction that engages all students in Math

Action Details:

Ahwahnee Middle School will ensure that all students have access to grade-level instruction in mathematics as outlined in the California Mathematics Standards. Teachers will work together to set quarterly and yearly targets for student performance, develop yearly curriculum calendars—with common learning targets and success criteria—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 lessons in which 50% of the allocated time is dedicated to allowing students to do the majority thinking, reading, writing, and speaking. Finally, teams will work together to identify students that are struggling, based on aligned assessments, and design interventions for those students.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☒ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Each teacher will provide an outline of each quarter of instruction to department liaison which will include common learning targets, success criteria, and a common formative assessment schedule. Agendas and minutes will be collected during PLCs with measures of progress and review of actions taken by PLC. Common Formative Assessment Data will be aggregated and shared bi-monthly at PLC meetings and ILT meetings.

Owner(s):

Admin Liaison to Each Department  
Lead Teachers for Each AC

Timeline:

Weekly and quarterly

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

Academic Counselor will establish a quarterly focus group of students that are earning a 'D' or lower in math. They will meet with the students to identify the appropriate intervention.  
  
Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

Walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks (IPG Tenet 2a and 2b) and will be used to monitor grade level outcomes and student engagement in the lesson through math lesson design.  
  
Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs.

Owner(s):

Principal and Co-Admin

Timeline:

Walk through data is posted weekly and shared to the whole staff.  
  
PLC Lead Teachers will share results of equity audits in monthly ILT Meetings

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

Provide math teachers with additional resources to purchase materials and supplies to increase the implementation of Grade-level instruction in mathematics, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments. Effectiveness will be measured through walk-through data and cycles of review.

Owner(s):

Principal and Co-Admin

Timeline:

Quarterly Reporting  
Weekly walk-through data

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>ILT/CCT will conduct quarterly cycles of review, examining CFA data, Interim, data, behavior data, and SBAC data.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Owner(s):</p> <p>Principal</p> <p>Lead Teachers</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Timeline:</p> <p>Quarterly</p>  |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Develop quarterly benchmarks as a part of a school-based assessment system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Owner(s):</p> <p>Principal</p> <p>Lead Teachers</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Timeline:</p> <p>Quarterly</p>  |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Conduct quarterly Equity Audits for grades and assessments.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Owner(s):</p> <p>Principal</p> <p>Lead Teachers</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Timeline:</p> <p>Quarterly</p>  |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Intervention TSA will coordinate the deployment of Teaching Fellows to support in-class intervention and support. TSA will meet with math leads bi-monthly to review assessment data and deploy supports based on student need as determined by assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Owner(s):</p> <p>TSA</p> <p>ILT Leads</p> <p>Principal</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Timeline:</p> <p>Bi-Monthly</p> |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Conduct quarterly walkthroughs using the CRIOP tool to monitor the implementation of Culturally Responsive Instruction in mathematics. Use data to provide feedback to the math team.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Owner(s):</p> <p>Principal</p> <p>Vice Principals</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Timeline:</p> <p>Monthly</p>    |
| <p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"><li>Consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning.</li><li>Monthly Math Lesson Design coaching sessions.</li><li>Provide teachers with additional time for planning, tutoring and examination of student progress through quarterly planning days and summer planning hours and after-school time, and additional GLA duty days, as needed.</li><li>Engage the staff in common readings to build a shared understanding of Tier 1 instruction and supports.</li><li>Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop school-wide plans.</li><li>Purchase technology to ensure all students have access to online tools embedded in adopted curriculum, like GoMath, Kahn Academy.</li><li>Provide funding for elective course materials and supplies to supplement literacy and math focus school wide and across the curriculum.</li><li>Fund additional FTE for push-in and pull-out support for students with Tier 3 math needs.</li><li>Provide funding for Teaching Fellows tutors to provide in-class Tier 2 support.</li><li>CTE and Educational Fieldtrips</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |
| <p>Specify enhanced services for EL students:</p> <ul style="list-style-type: none"><li>EL Students will be identified and monitored by teachers through PLC collaboration.</li><li>ELD course for newcomers.</li><li>Establish an Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students in mathematics.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Specify enhanced services for low-performing student groups:</p> <ul style="list-style-type: none"><li>Bi-monthly review of student performance data in PLCs to outline quarterly supports such as:<ul style="list-style-type: none"><li>Push-in Pull-out (.2 FTE additional support)</li><li>After school, lunch time, and before school tutorial</li><li>Use of Teaching Fellows in the math classroom to support students based on assessment.</li></ul></li></ul> |                                    |

- Increased technology to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas.
- Provide funding for ELPAC assessors.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.

- MTSS Grade-level Teams, lead by Vice Principals. meet weekly to determine student needs and support.
- Supervisor conducts weekly coaching support of SPSA goals and progress with site leadership and gives feedback to principal.
- Increased technology to ensure struggling students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas and can take advantage of distance learning opportunities.
- Continue the African American Leadership Conference to provide mentoring and goal setting opportunities for African American Students.
- Intervention TSA will work closely with grade-level MTSS teams to coordinate and execute intervention by need.
- Counselors will hold quarterly focus groups based on 'D's and 'F's in math with special attention to disproportionality.

## 2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

### G1 - Improve academic performance at challenging levels

| Action | Funding         | Spending Activity    | Expense       | Personnel              | FTE    | Vendor / Purpose of Expenditure                                                                                          | Budget    |
|--------|-----------------|----------------------|---------------|------------------------|--------|--------------------------------------------------------------------------------------------------------------------------|-----------|
| G1A1   | Title 1 Basic   | Instruction          | Teacher-Regu  | Teacher, Middle School | 0.4000 |                                                                                                                          | 45,248.00 |
| G1A1   | Title 1 Basic   | Instruction          | Subagreements |                        |        | California Teaching Fellows Foundation : Teaching fellows for Academic Support: Math and ELA/ELL support                 | 17,436.00 |
| G1A1   | Title 1 Basic   | Parent Participation | Oth Cls-Supp  |                        |        | Babysitting for Parent Meetings                                                                                          | 1,197.00  |
| G1A1   | Sup & Conc      | Instruction          | Teacher-Subs  |                        |        | Bi Yearly (Q2 and Q3) Sub Release for Teacher PL                                                                         | 20,000.00 |
| G1A1   | Sup & Conc      | Instruction          | Bks & Ref     |                        |        | Professional books for PL                                                                                                | 2,000.00  |
| G1A1   | Sup & Conc      | Instruction          | Bks & Ref     |                        |        | : Read 180 licenses for monitoring EL progress                                                                           | 12,700.00 |
| G1A1   | Sup & Conc      | Instruction          | Mat & Supp    |                        |        | Incentives for EL Students                                                                                               | 1,500.00  |
| G1A1   | Sup & Conc      | Instruction          | Mat & Supp    |                        |        | : Classroom Literacy Supplies                                                                                            | 8,000.00  |
| G1A1   | Sup & Conc      | Instruction          | Nc-Equipment  |                        |        | : Staff and Student Technology                                                                                           | 19,278.00 |
| G1A1   | Sup & Conc      | Instruction          | Subagreements |                        |        | California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA, SEL Mentoring, ELL Support | 10,768.00 |
| G1A1   | Sup & Conc      | Instruction          | Direct Trans  |                        |        | Field Trips for EL students                                                                                              | 2,000.00  |
| G1A1   | LCFF: EL        | Instruction          | Teacher-Regu  | Teacher, Middle School | 0.2000 |                                                                                                                          | 22,624.00 |
| G1A1   | One-time School | Instruction          | Mat & Supp    |                        |        | Professional Reading **No incentives or food **                                                                          | 1,296.00  |
| G1A2   | Sup & Conc      | Instruction          | Mat & Supp    |                        |        | Additional Duty Days for GLA for MTSS Work                                                                               | 10,000.00 |
| G1A2   | Sup & Conc      | Instruction          | Mat & Supp    |                        |        | : General Materials and Supplies                                                                                         | 9,875.00  |
| G1A2   | Sup & Conc      | Instruction          | Equip Lease   |                        |        | Ricoh Lease                                                                                                              | 8,020.00  |
| G1A2   | One-time School | Instruction          | Teacher-Supp  |                        |        | After school tutorial for math and ELA - Teacher Contracts                                                               | 12,000.00 |

**\$203,942.00**

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 | ✓        | 75 %           | 74.18 % | 2022-2023 | 80.28 % |

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 2022/23 target for students responding favorably to student-centered real-world experiences was 75%. As of the fall survey, 74.18% responded favorably.

2

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

The following is a break down of the responses based on student groups:

- Filipino, Homeless Youth, and Pacific Islander: 100%
- American Indian or Alaska Native: 83.3%
- Black/African American: 79.4%
- English Learner: 78.2%
- Students with Disability: 77%
- Hispanic: 74.2%
- RFEP: 73.2%
- White: 71%
- Asian: 70.4%

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).

The following was analysis of actions take in this area, this year:

- All students engaged in Tier 1 goal setting with academic counselors.
- College fairs and pathway fairs were held during lunch with a follow up in science classrooms.
- Guest speakers were planned but not brought in, this year.
- Partnered on targeted actions from our A4 Department for Black/African American students centered on real-world learning experiences.
- Focus on ensuring a wide variety of clubs that engage students in their career and interpersonal interests.

**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 2023/24 SPSA.

- Add opportunities for quarterly guest speakers in electives courses to discuss careers in each respective field

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

|                                                                                                                                                                                                                                                                                            |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>• Increase opportunities for student voice in attending CTE activities</li><li>• Engage parents in various careers to speak to students.</li><li>• Make connections between classroom lessons and job-skills.</li></ul></div> | <div>2 ELAC:</div> <div>ELAC input through SSC</div> | <div>3 Staff:</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 added a career-day like event to celebrate the various options available to students post graduation.</li><li>• Make connections between classroom lessons and job-skills and/or career choices.</li></ul></div> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Action 1

Title: Career Readiness

Action Details:

Ahwahnee Middle School will build a system that exposes all students to college and career activities, both through counseling sessions, expanded course offerings and experiential opportunities through connecting with the Hoover High School pathways.

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

At the Tier 1 level all students receive goal setting, high school graduation and A-G college requirements presentation by Counselors in the classroom

Owner(s):

Academic Counselors  
Report to Cycle of Reivew

Timeline:

1st and 3rd Quarters

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

College Fair at lunch with representatives from various college campuses; community college, CSU and UC as monitored by student attendance, with special attention to SPED, EL Learners, and Disproportionality.

Owner(s):

Academic Counselors

Timeline:

Yearly

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

FUSD CTE high School pathways visit during lunch to expose students to career options as monitored by completion of pathway student reflection worksheet.

Owner(s):

Academic Counselors

Timeline:

Yearly

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

CTE industry pathwayspeakers presentations during lunch and/or electives on Real Learning experiences as monitored by attendance in elective classes.

Owner(s):

Academic Counselors  
Elective Teachers

Timeline:

bi-yearly

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

All students complete Xello Career Assessment as monitored by completion of assessment.

Owner(s):

Academic Counselors

Timeline:

yearly

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

- Funding for college visits to expose students to options, including subs for teachers
- Funding for guest speakers in alignment with high school pathways and content standards to expose students to career options.
- Funding to ensure adequate technology hardware and to maintain that hardware.
- Funding for supplies to support real-world lessons and projects in VAPA, Journalism, Technology, CTE courses.
- CTE and Educational Fieldtrips

Specify enhanced services for EL students:

- Specifically target EL students for Career Fairs and College Trips

Specify enhanced services for low-performing student groups:

- Intentional recruitment of students for career learning opportunities.
- All students not meeting minimum grade requirements will meet with academic and/or SES counselor to set goals for improvement.

## 2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

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

| Action | Funding    | Spending Activity | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure            | Budget   |
|--------|------------|-------------------|--------------|-----------|-----|--------------------------------------------|----------|
| G2A1   | Sup & Conc | Instruction       | Teacher-Subs |           |     | Subs for CTE Field Trips and G2 Activities | 1,199.00 |

**\$1,199.00**

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 | ✓        | 30 %           | 42.93 % | 2022-2023 | 30.33 % |
| Suspension Rate - Semester 1     | ✓        | 8.68 %         | 8.83 %  | 2022-2023 | 8.5 %   |

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.

Absenteeism:

42.9% of all students were chronically absent in semester 1 of 2022/23.

- 7th Grade: 32% chronically absent: Down 2% from this time last year
- 8th Grade: 35.5% chronically absent: Down 3.3% from this time last year
- ADA: 90.4%; Up 2% from this time last year
- Average on-time rating based on ATLAS reports: 96%

8.8% of Students Suspended, as of semester 1. This is down slightly from this time last year.

Current Suspension breakdown as of 3/28/2023

- 7th Grade: 33 Students or 10.4%
- 8th Grade: 39 Students or 12.5%

To date, there have been 2 expulsions with 2 recommended expulsions still pending.

Analysis of Data:

- Weekly MTSS team meetings that focus on positive behavior supports and ensuring that student services happen consistently.
- Working alongside teachers to clarify Levels of Misbehavior.
- Teacher training in the impact of trauma and the implementation of de-escalation strategies
- Embedding SEL advisory lessons based on student behavior data.
- Holding re-entry meetings with families post-suspension to co-develop intervention plans with student and family voice
- Additional duty days for GLA to monitor and analyze student supports
- Calibration of all suspensions to reduce implicit bias and disproportionality

2

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

Chronic Absenteeism by Student Group:

- Homeless Youth: 80%
- Foster Youth: 71.4%
- Black/African American: 58.5%
- Multiple/Two or more Races: 53.3%
- American Indian: 50%
- Migrant Education: 50%
- Students with Disabilities: 47%
- White: 45.4%
- Hispanic: 40.3%
- Pacific Islander: 40%
- Asian: 37.5%
- ELL: 37.1%
- RFEP: 28.1%

Suspensions by Student Group:

- Black/African American: 17.5%
- American Indian or Alaska Native: 12.5%
- Students with Disabilities: 11.5%
- White: 9.5%
- Hispanic: 8.1%
- Multiple Races: 7.4%
- Asian: 4.3%
- RFEP: 2.1%
- ELL: 1.6%

- Use of the A4 center for suspended students to keep students on track

Analysis of Data:

- Weekly MTSS team meetings that focus on positive behavior supports and ensuring that student services happen consistently.
- Working alongside teachers to clarify Levels of Misbehavior.
- Teacher training in the impact of trauma and the implementation of de-escalation strategies
- Embedding SEL advisory lessons based on student behavior data.
- Holding re-entry meetings with families post-suspension to co-develop intervention plans with student and family voice
- Additional duty days for GLA to monitor and analyze student supports
- Calibration of all suspensions to reduce implicit bias and disproportionality
- Use of the A4 center for suspended students to keep students on track

**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).

Most of the actions for this particular goal have been followed. The following is a highlight of key actions taken:

- Maintain strong MTSS structures to provide supports for students in all three tiers
- Additional Psych Time
- Additional FTE to keep the support center open all day
- Student Incentives
- Re-entry process for post suspension
- Intervention groups and check and connect
- Additional supervision through CSAs and NTAs
- Revisiting and clarifying referral procedures with staff

The following are actions that need to still be addressed:

- Build Tier 2 attendance supports for students through the MTSS structure

**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 2023/24 SPSA.

In addition to the above actions, the following actions should take place in 2023/24 to continue progress in this area:

- Expand student support to include more mentoring options
- Provide push-in coaching support for teachers to support challenging behaviors
- Align Men's and Women's Alliance supports to the MTSS structures.
- Establish Weekly Attendance huddles to monitor interventions in the same way that behaviors and academics are monitored in MTSS
- Provide incentives for positive behavior, academic improvement, and attendance
- Hold monthly meetings with teachers to update them on any behavior plans or supports for students on their roster.

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

|                                                                                                                                                                                                                                                                                                                               |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>Continue the work with the robust SEL supports for students</li><li>Provide more mentoring for students</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 ELAC:</div> <div>ELAC through SSC</div> | <div>3 Staff:</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 MTSS team</li><li>Provide student incentives more regularly and for specific things like: improved attendance, improved behavior, improved GPA, character, etc.</li><li>Expand CCT and conduct quarterly cycles of review for student engagements and for Tier 1 policies and procedures.</li></ul></div> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Action 1

Title: Goal 2 Academic and school Engagement

Action Details:

Ahwahnee Middle School will provide an expanded array of engagement opportunities for students to provide academic enrichment opportunities within the academic school day and outside of school. These opportunities will provide academic enrichment opportunities in support of baseline curriculum through academic competitions and exposure to STEM related activities as well as the arts and co/extra curricular clubs. Additionally, Ahwahnee will work to explicitly engage parents as partners in raising behavior and academic expectations.

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

Conduct cycles of review on campus culture and student engagements.

Owner(s):

Campus Culture Director  
Principal  
CCT

Timeline:

Quarterly

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

All clubs on campus will be included in the Goal 2 tracking tool and sponsors will provide regular updates to site admin regarding enrollment in each club. Clubs will be asked to recruit students from the "not engaged" list from the Goal 2 tool.

Owner(s):

Campus Culture Director

Timeline:

Ongoing

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Principals Advisory Committee made up of students will provide feedback to principal on student engagements and academics. Committee will meet during lunch.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Owner(s):</b></p> <p>Principal</p> <p>Campus Culture Director</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Timeline:</b></p> <p>Quarterly</p>       |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Establish parent meetings every 4-6 weeks to give families opportunities for feedback and to give school opportunities to communicate actions and issues with families.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Owner(s):</b></p> <p>ILT</p> <p>CCT</p> <p>Principal, VP Lead</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Timeline:</b></p> <p>Every 4-6 Weeks</p> |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Create a school-wide committee to develop positive behavior reinforcement system using Five Star Student that rewards positive behaviors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Owner(s):</b></p> <p>CCT</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Timeline:</b></p> <p>Monthly</p>         |
| <p><b>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"><li>• Fund student incentives and sprit wear for all students</li><li>• Provide funding for CCT members to attend CADA conference for PL in innovation of school engagement activities and plans.</li><li>• Fund Five Star Student Licenses to monitor positive behavior and participation in school-wide events.</li><li>• Continue to provide funding for club advisors along with resources for club materials, incentives, etc.</li><li>• Extra pay for extra services contract to support Climate and Culture team planning and cycles of review.</li><li>• Funding for babysitting and refreshments for parent meetings.</li><li>• Funding for translator services for parent meetings.</li><li>• Funds for VAPA resources and materials</li><li>• Educational Field Trips</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                |
| <p><b>Specify enhanced services for EL students:</b></p> <p>EL students will be actively recruited to participate in these extra and co-curricular activities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Specify enhanced services for low-performing student groups:</b></p> <p>Quarterly cycles of review will be conducted by the Climate and Culture Team to target engagements for students in low-performing groups.</p> <p>MTSS team will review monthly behavior data to ensure students that are struggling to meet positive behavioral expectations are engaged in athletics and activities through targeted outreach.</p> <p>Students on academic probation from sports will attend WIN Tutorial to ensure they stay on track with academics and can continue to participate in athletics.</p> |                                                |

Action 2

Title: Average Daily Attendance and Chronic Absenteeism

|                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Action Details:</b></p> <p>Regular attendance in school is a corner stone of academic success. Ahwahnee Middle School will target an increase in ADA for all students and will reduce the amount of Chronic Absenteeism for subgroups.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Hold regular parent meetings to allow for parent input and to engage families is supporting increased student attendance and decrease suspensions.

Owner(s):

Vice Principals  
CCT

Timeline:

Every 4-6 Weeks

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

Monitor phone calls home and family outreach to ensure that absences are cleared in a timely manner.

Owner(s):

Vice Principal  
Attendance Clerical

Timeline:

Monthly Reports

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

Review chronic absenteeism at MTSS meetings to ensure supports are in place to keep students in school.

Owner(s):

Grade-Level VP Lead  
MTSS Team

Timeline:

Quarterly Cycles of Review  
Monthly Reports

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

Conduct quarterly equity audits of absenteeism to examine disproportionality and ensure equity of access to supports.

Owner(s):

VPs  
MTSS Team

Timeline:

Quarterly cycles of Review  
Bi-monthly MTSS meetings

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

Establish an Attendance work group to include Tier 2 Interventions Specialist, CWA, attendance clerk, and MTSS representative to meet bi-monthly to review data and monitor interventions.

Owner(s):

Tier 2 IS  
MTSS Lead  
Vice Principal

Timeline:

Bi-Monthly  
Report out at ILT/CCT

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

Establish Tier 2 Parent meetings for students that are close to chronically absent.

Owner(s):

Vice Principals  
Tier 2 Intervention Specialist  
CWA

Timeline:

Quarterly

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

Develop school-wide celebrations and incentives for improvement in attendance.

Owner(s):

MTSS  
CCD

Timeline:

Monthly

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

- Calendar monthly meetings between attendance clerical and Vice Principal to review attendance and implement support.
- Babysitting and translation for Parent Meetings
- Additional
- Funding to pay Attendance Team for work outside of their assigned duty day
- Funding for Student Incentives related to attendance

Specify enhanced services for EL students:

- Ensure that ELL student data is monitored closely during monthly MTSS meetings
- Leverage parent volunteers and ELAC representatives to increase family-school outreach and communication

Specify enhanced services for low-performing student groups:

- Weekly outreach from Grade-level leads to students that are chronically absent
- School site team (counselor, VP, Tier 2 Intervention Specialist and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- Quarterly cycles of review are conducted by ILT and CCT to evaluate the effectiveness of interventions and supports, making adjustments where needed.

Action 3

Title: Implementation of Consistent Positive Behavior Supports

Action Details:

Ahwahnee Middle School aims to maintain a strong a multi-tiered system of support (MTSS) in order to ensure that students receive positive behavior supports needed to keep them on track towards academic success and graduation.

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

Implement Tier 1 behavior supports through the Student Support Center for behavior, social emotional supports, and tardies. Share weekly updates with staff on progress.

Owner(s):

Principal  
CCT

Timeline:

Weekly

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

Provide professional learning for teachers and administrators in the integration of social-emotional learning (SEL) and content. Monitor implementation through weekly classroom visits on the observation tracker.

Owner(s):

Principal  
Co-Admin  
ILT

Timeline:

Weekly

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                              |                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------|
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Implement consistent Tier 2 and 3 behavior supports to prevent suspendable offenses and to keep students in class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Owner(s):</p> <p>Principal</p> <p>School Psych</p> <p>CCT</p>             | <p>Timeline:</p> <p>Quarterly</p>                     |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Maintain Increased supervision to ensure all common areas are supervised before school, during school, and after school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Owner(s):</p> <p>Vice Principal</p>                                       | <p>Timeline:</p> <p>Weekly</p>                        |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Increase student activities during lunch to keep students positively engaged.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Owner(s):</p> <p>Principal</p> <p>CCD/ACCD</p>                            | <p>Timeline:</p> <p>Monthly Calendar of Activites</p> |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Establish grade-level MTSS teams to review student behavior (and academic) needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Owner(s):</p> <p>Vice Principal Leads</p> <p>MTSS</p> <p>School Psych</p> | <p>Timeline:</p> <p>Weekly Meetings</p>               |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Conduct quarterly equity audits to examine disproportionality and ensure equity of access to supports.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Owner(s):</p> <p>Principal</p> <p>MTSS</p>                                | <p>Timeline:</p> <p>Monthly Meetings</p>              |
| <p>Details: Explain the data which will specifically monitor progress toward each indicator target</p> <p>Develop a mentoring program to connect students that are hard to reach with a caring adult.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Owner(s):</p> <p>MTSS</p>                                                 | <p>Timeline:</p> <p>Monthly</p>                       |
| <p>Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):</p> <ul style="list-style-type: none"><li>• Increase Psych time to develop and monitor the implementation of Tier 2 and 3 supports (CSI Support)</li><li>• Increase funding for noontime activities</li><li>• Funding for teacher and administrative training on the integration of SEL and Content in the classroom (CSI Support)</li><li>• Additional Campus Safety assistant hours</li><li>• Funding for parent outreach meetings every 4-6 (including interpreters, babysitting, etc.)</li><li>• ID's and lanyards</li><li>• .2 FTE to conduct Tier 2 and 3 SEL instruction - Dean of student support center</li><li>• Secure a contract for mentoring services (i.e., Teaching Fellows)</li><li>• Provide Student Incentives</li></ul> |                                                                              |                                                       |
| <p>Specify enhanced services for EL students:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Specify enhanced services for low-performing student groups:</p>          |                                                       |

All English Learners will be eligible for all tiered supports.

- Weekly MTSS grade-level teams to analyze data and provide timely behavioral interventions for students.
- MTSS Team to report out during Quarterly Cycles of Review and Equity Audits.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to improve positive behavior and increase student engagement.
- Additional resources (human capital) available in a “menu of options” for the site team to access to support areas of focus.
- Professional learning for site leaders and teachers focused on CSI identified student group.
- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.

## 2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

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

| Action | Funding       | Spending Activity | Expense      | Personnel               | FTE    | Vendor / Purpose of Expenditure                                | Budget    |
|--------|---------------|-------------------|--------------|-------------------------|--------|----------------------------------------------------------------|-----------|
| G3A1   | Title 1 Basic | Instruction       | Mat & Supp   |                         |        | Materials and Supplies for VAPA **No incentives or food **     | 1,000.00  |
| G3A1   | Sup & Conc    | Instruction       | Teacher-Subs |                         |        | Subs for Student Fieldtrips and G2 activities                  | 1,500.00  |
| G3A1   | Sup & Conc    | Instruction       | Mat & Supp   |                         |        | : Student Incentives                                           | 10,000.00 |
| G3A1   | Sup & Conc    | Instruction       | Travel       |                         |        | : CADA Conference for CCT                                      | 5,000.00  |
| G3A3   | Sup & Conc    | Instruction       | Teacher-Regu | Teacher, Middle School  | 0.1250 | .125 Pre-buyout FTE for SEL Instruction - Kristin Gonzales     | 11,369.00 |
| G3A3   | Sup & Conc    | Instruction       | Bks & Ref    |                         |        | : Five Star Student Liscences for postive behavior monitoring. | 2,500.00  |
| G3A3   | Sup & Conc    | Instruction       | Mat & Supp   |                         |        | : Campus Safety Assistant - 2 Additional duty days for PL      | 126.00    |
| G3A3   | Sup & Conc    | Security          | Cls Sup-Reg  | Assistant,Campus Safety | 0.2500 |                                                                | 18,311.00 |

**\$49,806.00**

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 | ✓        | 90.71 %        | 80.57 % | 2022-2023 | 85.67 % |

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.

Actions Implemented:

- Provided direct PL to PLC Leads on the implementation of curriculum mapping and assessment (under teacher clarity)
- Conducted quarterly cycles of review of school-wide data
- Provided regular coaching to co-administration on school-wide instructional focus areas
- Held regular Nuts and Bolts Meetings

Areas to Improve:

- Add additional teachers to CCT and other steering committees
- 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 SPED Classrooms with para support has been a challenge, this year, due to shortage in 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).

-Quarterly release time was inequitable across PLCs due to 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 2023/24 SPSA.

- Move from quarterly release time to bi-yearly release in quarter 2 and 3, with opportunities for paid planning time in the summer and winter.
- Offer more optional PL related to SPSA goals that meet individual needs.

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

|                                                                                                                                                                                                      |                                                 |                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>• Continue providing PL in grade-level alignment and relationships</li><li>• Provide a structure for parent conferences</li></ul></div> | <div>2 ELAC:</div> <div>Input through SSC</div> | <div>3 Staff:</div> <div><ul style="list-style-type: none"><li>• bring back monthly staff-wide PLCs</li><li>• Bring back ILT/CCT Retreat and the New Teacher Retreat</li><li>• Develop equitable ways to recognize staff</li><li>• Ensure equity of release time.</li></ul></div> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Action 1

**Title:** Staff agency through collaboration and shared leadership

Action Details:

Ahwahnee Middle School seeks to be a culture in which shared leadership is a cornerstone of it's success. Teachers and other staff should have opportunities to be heard and to provide input into key school-wide decisions. We believe in the power of shared leadership to create sustainable change and to create efficiency.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

|                                                                                                                                                                                                                                                     |                                           |                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------|
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Establish a plant committee to provide classified leadership an opportunity to provide input in the operations of the school.</div> | <div>Owner(s):</div> <div>Principal</div> | <div>Timeline:</div> <div>Monthly</div>    |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Provide direct PL support for PLC leaders to lead the implementation of curriculum mapping and assessment development.</div>        | <div>Owner(s):</div> <div>Principal</div> | <div>Timeline:</div> <div>Bi-monthly</div> |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Conduct quarterly equity audits to ensure equitable access to leadership opportunities on campus.</div>                             | <div>Owner(s):</div> <div>Principal</div> | <div>Timeline:</div> <div>Quarterly</div>  |

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

Provide coaching to co-admin in effective feedback practices that increase staff identity and agency.

Owner(s):

Principal

Timeline:

Monthly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

---

- Student Academics
  - PLC protocols for conducting equity audits
  - PL in Curriculum Mapping and Assessment Development
  - Provide funding for Teacher training during the summer in SEL, content, assessment
  - Provide funding to provide PL for teacher leaders
  - Funding for compensating teachers leading PL, teacher supplemental contracts
- Student Centered and Real-World Learning
- Student Engagement

Specify enhanced services for Staff in support of EL students:

---

- Focus on engaging teachers in the design of school-based assessments to determine needs of students. Teachers work collaboratively to address student needs in PLCs.

Specify enhanced services for Staff to support low-performing student groups:

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- Focus on engaging teachers in the design of school-based assessments to determine needs of students. Teachers work collaboratively to address student needs in PLCs.

## 2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (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   | Sup & Conc | Instruction       | Teacher-Supp |           |     | Summer PL and Curriculum Planning                                                                                           | 16,000.00 |
| G4A1   | Sup & Conc | Instruction       | Teacher-Supp |           |     | EPES contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention Team Collaboration | 10,000.00 |
| G4A1   | Sup & Conc | Instruction       | Teacher-Supp |           |     | Summer PL for Lead Teachers and new teachers. (ILT/CCT, MTSS)                                                               | 8,000.00  |

**\$34,000.00**

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 | ✓        | 88.69 %        | 82.33 % | 2022-2023 | 85.43 % |

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.

- Parent Connect Meetings began in semester 2 with an average of 10-15 families in attendance for each meeting.
- We returned to in-person events like orientation, open house, performances, etc.
- Outreach of 6th grade parents led by Transition Counselor.
- Parent meetings and outreach conducted for all student interventions.

2

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

- Special meetings should be designed to engage parents in targeted areas that students need support in.

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 2023/24 SPSA.

- Begin parent connect meetings at in September.
- Conduct a needs assessment to determine topics parents are most interested in for middle school students.

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

|                                                                                                                                                                                                                                                        |                                                      |                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1 SSC:</div> <div><ul style="list-style-type: none"><li>Consider adding parent conferences into the master calendar.</li><li>Continue current parent structures and consider a daytime coffee hour in addition to parent connect.</li></ul></div> | <div>2 ELAC:</div> <div>ELAC input through SSC</div> | <div>3 Staff:</div> <div><ul style="list-style-type: none"><li>Create common parent notification protocols with regards to academic progress and behavioral support.</li></ul></div> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Action 1

**Title:** Increase opportunities for family voice and collaboration

Action Details:

The focus of this action is to build a system in which families are included and involved. Families should have the opportunity to provide input and to collaborate in partnership with staff to ensure student success.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

|                                                                                                                                                                                                                                                                                                   |                                                                    |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------|
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Establish quarterly parent meeting cycles that include Coffee Hour, Evening Learning Sessions, Virtual Sessions</div>                                                             | <div>Owner(s):</div> <div>VPs</div> <div>Management Team</div>     | <div>Timeline:</div> <div>Quarterly</div> |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Hold quarterly events, Academic awards, sport assembly, student performances, attendance recognition awards that allow parents the opportunity to celebrate student success</div> | <div>Owner(s):</div> <div>MTSS</div> <div>CCD</div>                | <div>Timeline:</div> <div>Quarterly</div> |
| <div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Conduct quarterly audits that will allow for parent voice through parent QR surveys, SSC, ELAC, PIQE</div>                                                                        | <div>Owner(s):</div> <div>VPs</div> <div>Home-School Liasion</div> | <div>Timeline:</div> <div>Quarterly</div> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Provide Tier levels of opportunities for engagement. Tier I: Back to School, Open House, Parent Orientation</p> <p>Tier II: Parent/Teacher Conferences addressing 3 or more F Grades, Attendance Tier 2, Behavior</p> <p>Tier III: Re-entry meetings for students returning from suspension</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Owner(s):</b></p> <p>VPs Lead</p> <p>MTSS</p> <p>Counselors</p> <p>CCD</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Timeline:</b></p> <p>Monthly</p> <p>Report out at Quarterly Cycles of Reivew</p> |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Utilizing technology to increase home/school communication of opening of school documents, Atlas Parent Portal Access together with Student Portal information, Edu-Text, School Newsletter, Teams, Remind</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Owner(s):</b></p> <p>VPs Lead</p> <p>Principal</p> <p>MTSS</p> <p>Counselor</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Timeline:</b></p> <p>Yearly</p>                                                  |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Collaborate with PIQE and Parent University to support Parent Warrior Walks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Owner(s):</b></p> <p>VPs Lead</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Timeline:</b></p> <p>2nd and 3rd Quarter</p>                                     |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p> <p>Ensure that parents are notified promptly about their child's behavior and progress. Develop a parent engagement plan that include regular communication and collaboration opportunities for students with persistent behavior challenges.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Owner(s):</b></p> <p>VP Leads</p> <p>MTSS Team</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Timeline:</b></p> <p>y</p>                                                       |
| <p><b>Details: Explain the data which will specifically monitor progress toward each indicator target</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Owner(s):</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Timeline:</b></p>                                                                |
| <p><b>Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):</b></p> <ul style="list-style-type: none"><li>• Student Academics:<ul style="list-style-type: none"><li>◦ Academic Awards</li><li>◦ Offering virtual parent conferences</li><li>◦ Teacher presentations at Parent Connect Meetings</li></ul></li><li>• Student Centered and Real-World Learning<ul style="list-style-type: none"><li>◦ High School Readiness presentations at Parent Connect Meetings</li></ul></li><li>• Student Engagement:<ul style="list-style-type: none"><li>◦ Social events for families at students</li></ul></li><li>• Funding for Babysitters, translators, mailers to increase communication and attendance opportunities</li><li>• Funding for Home School Liaisons to conduct home visits and partner with families</li><li>• Establish a multi-tiered approach to parent engagement so that student needs are targeted</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                        |
| <p><b>Specify enhanced services for Families of EL students:</b></p> <ul style="list-style-type: none"><li>• Communication in the families home language</li><li>• Home-School Liaison will make regular connection with families of EL students to get feedback and answer questions.</li><li>• Intervention TSAs and ELD Teacher will conduct quarterly progress meetings with parents virtually or in</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Specify enhanced services for Families of low-performing student groups:</b></p> <ul style="list-style-type: none"><li>• Flexible meeting structures so parents can participate in conferences</li><li>• Grade-level VP will reach out quarterly to families to get feedback from families</li><li>• Intervention TSAs and MTSS team member will conduct quarterly progress meetings with parents of students that are involved in academic interventions.</li></ul> |                                                                                        |

person.

## 2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

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

| Action | Funding       | Spending Activity    | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure           | Budget   |
|--------|---------------|----------------------|--------------|-----------|-----|-------------------------------------------|----------|
| G5A1   | Title 1 Basic | Parent Participation | Mat & Supp   |           |     | Parent mailers **No incentives or food ** | 999.00   |
| G5A1   | Sup & Conc    | Parent Participation | Mat & Supp   |           |     | Parent Communication for EL Students      | 1,000.00 |
| G5A1   | Sup & Conc    | Parent Participation | Mat & Supp   |           |     | : Food for ELAC Meetings                  | 1,200.00 |
| G5A1   | Sup & Conc    | Parent Participation | Mat & Supp   |           |     | : Food for Parent Meetings                | 3,000.00 |
| G5A1   | LCFF: EL      | Instruction          | Oth Cls-Supp |           |     | Translators                               | 1,448.00 |

**\$7,647.00**

# 2023-2024 Budget for SPSA/School Site Council

## State/Federal Dept 0010 Ahwahnee Middle School (Locked)

| Action | Funding         | Spending Activity    | Expense       | Personnel               | Fte    | Vendor / Purpose Of Expenditure                                                                                             | Budget    |
|--------|-----------------|----------------------|---------------|-------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------|-----------|
| G1A1   | Title 1 Basic   | Instruction          | Teacher-Regu  | Teacher, Middle School  | 0.4000 |                                                                                                                             | 45,248.00 |
| G1A1   | Title 1 Basic   | Instruction          | Subagreements |                         |        | California Teaching Fellows Foundation : Teaching fellows for Academic Support: Math and ELA/ELL support                    | 17,436.00 |
| G1A1   | Title 1 Basic   | Parent Participation | Oth Cls-Supp  |                         |        | Babysitting for Parent Meetings                                                                                             | 1,197.00  |
| G1A1   | Sup & Conc      | Instruction          | Teacher-Subs  |                         |        | Bi Yearly (Q2 and Q3) Sub Release for Teacher PL                                                                            | 20,000.00 |
| G1A1   | Sup & Conc      | Instruction          | Bks & Ref     |                         |        | Professional books for PL                                                                                                   | 2,000.00  |
| G1A1   | Sup & Conc      | Instruction          | Bks & Ref     |                         |        | : Read 180 licenses for monitoring EL progress                                                                              | 12,700.00 |
| G1A1   | Sup & Conc      | Instruction          | Mat & Supp    |                         |        | Incentives for EL Students                                                                                                  | 1,500.00  |
| G1A1   | Sup & Conc      | Instruction          | Mat & Supp    |                         |        | : Classroom Literacy Supplies                                                                                               | 8,000.00  |
| G1A1   | Sup & Conc      | Instruction          | Nc-Equipment  |                         |        | : Staff and Student Technology                                                                                              | 19,278.00 |
| G1A1   | Sup & Conc      | Instruction          | Subagreements |                         |        | California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA, SEL Mentoring, ELL Support    | 10,768.00 |
| G1A1   | Sup & Conc      | Instruction          | Direct Trans  |                         |        | Field Trips for EL students                                                                                                 | 2,000.00  |
| G1A1   | LCFF: EL        | Instruction          | Teacher-Regu  | Teacher, Middle School  | 0.2000 |                                                                                                                             | 22,624.00 |
| G1A1   | One-time School | Instruction          | Mat & Supp    |                         |        | Professional Reading **No incentives or food **                                                                             | 1,296.00  |
| G1A2   | Sup & Conc      | Instruction          | Mat & Supp    |                         |        | Additional Duty Days for GLA for MTSS Work                                                                                  | 10,000.00 |
| G1A2   | Sup & Conc      | Instruction          | Mat & Supp    |                         |        | : General Materials and Supplies                                                                                            | 9,875.00  |
| G1A2   | Sup & Conc      | Instruction          | Equip Lease   |                         |        | Ricoh Lease                                                                                                                 | 8,020.00  |
| G1A2   | One-time School | Instruction          | Teacher-Supp  |                         |        | After school tutorial for math and ELA - Teacher Contracts                                                                  | 12,000.00 |
| G2A1   | Sup & Conc      | Instruction          | Teacher-Subs  |                         |        | Subs for CTE Field Trips and G2 Activities                                                                                  | 1,199.00  |
| G3A1   | Title 1 Basic   | Instruction          | Mat & Supp    |                         |        | Materials and Supplies for VAPA **No incentives or food **                                                                  | 1,000.00  |
| G3A1   | Sup & Conc      | Instruction          | Teacher-Subs  |                         |        | Subs for Student Fieldtrips and G2 activities                                                                               | 1,500.00  |
| G3A1   | Sup & Conc      | Instruction          | Mat & Supp    |                         |        | : Student Incentives                                                                                                        | 10,000.00 |
| G3A1   | Sup & Conc      | Instruction          | Travel        |                         |        | : CADA Conference for CCT                                                                                                   | 5,000.00  |
| G3A3   | Sup & Conc      | Instruction          | Teacher-Regu  | Teacher, Middle School  | 0.1250 | .125 Pre-buyout FTE for SEL Instruction - Kristin Gonzales                                                                  | 11,369.00 |
| G3A3   | Sup & Conc      | Instruction          | Bks & Ref     |                         |        | : Five Star Student Liscences for postive behavior monitoring.                                                              | 2,500.00  |
| G3A3   | Sup & Conc      | Instruction          | Mat & Supp    |                         |        | : Campus Safety Assistant - 2 Additional duty days for PL                                                                   | 126.00    |
| G3A3   | Sup & Conc      | Security             | Cls Sup-Reg   | Assistant,Campus Safety | 0.2500 |                                                                                                                             | 18,311.00 |
| G4A1   | Sup & Conc      | Instruction          | Teacher-Supp  |                         |        | Summer PL and Curriculum Planning                                                                                           | 16,000.00 |
| G4A1   | Sup & Conc      | Instruction          | Teacher-Supp  |                         |        | EPES contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention Team Collaboration | 10,000.00 |

|      |               |                      |              |                                                               |              |
|------|---------------|----------------------|--------------|---------------------------------------------------------------|--------------|
| G4A1 | Sup & Conc    | Instruction          | Teacher-Supp | Summer PL for Lead Teachers and new teachers. (ILT/CCT, MTSS) | 8,000.00     |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp   | Parent mailers **No incentives or food **                     | 999.00       |
| G5A1 | Sup & Conc    | Parent Participation | Mat & Supp   | Parent Communication for EL Students                          | 1,000.00     |
| G5A1 | Sup & Conc    | Parent Participation | Mat & Supp   | : Food for ELAC Meetings                                      | 1,200.00     |
| G5A1 | Sup & Conc    | Parent Participation | Mat & Supp   | : Food for Parent Meetings                                    | 3,000.00     |
| G5A1 | LCFF: EL      | Instruction          | Oth Cls-Supp | Translators                                                   | 1,448.00     |
|      |               |                      |              |                                                               | \$296,594.00 |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$65,880.00         |
| Sup & Conc            | 7090   | \$193,346.00        |
| LCFF: EL              | 7091   | \$24,072.00         |
| One-time School       | 7099   | \$13,296.00         |
| <b>Grand Total</b>    |        | <b>\$296,594.00</b> |

| Goal Totals                                                                                | Budget Totals       |
|--------------------------------------------------------------------------------------------|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$203,942.00        |
| G2 - Expand student-centered and real-world learning experiences                           | \$1,199.00          |
| G3 - Increase student engagement in their school and community                             | \$49,806.00         |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$34,000.00         |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$7,647.00          |
| <b>Grand Total</b>                                                                         | <b>\$296,594.00</b> |