


Ahwahnee Middle

10621666061188

Principal's Name: Jennifer Carr

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Carr	X				
2. Chairperson – Brittani Quinto		x			
3. Jerry Zakrzewski				X	
4. Karri Gordon		X			
5. Summer Donovan		X			
6. Linda Weller				X	
7. Stephanie Garcia				X	
8. Laila Mobley					X
9. Abi Mikow					X
10. Kristin Gonzales			X		
11. Ty Maroudas		X			
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Carr		5/6/2022
SSC Chairperson	Brittani Quinto		5/6/22

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 2022/23

Ahwahnee - 0010

ON-SITE ALLOCATION

3010	Title I	\$58,920 *
7090	LCFF Supplemental & Concentration	\$185,220
7091	LCFF for English Learners	\$25,944
3182	Comprehensive Support and Improvement	\$216,976 **
7099 ESSER III (learning loss/COVID impact, one-time funds)		<u>\$69,384</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$556,444

* 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	\$2,272
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$56,648</u>
	Total Title I Allocation	\$58,920

** Subject to change

Assurances for Comprehensive Support and Improvement Schools (CSI)

- ❖ Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
 - Utilization of evidence-based strategies aligned to state identification.
- ❖ Cross Functional (CF) Pivot Team/Guiding Coalition (CSI) Team, which includes applicable department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners in alignment with schools chosen focus, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team/Guiding Coalition (CSI) Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot /Guiding Coalition (CSI) Team to identify actions and metrics as part of the site leaders 6-8-week plan.
 - School site team and CF Pivot Team/Guiding Coalition (CSI) Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Cabinet for feedback and support to accelerate progress.
 - CSI manager III assigned to school site to support CCI data monitoring.
 - Additional resources available in a “menu of options” for the Cross Functional Pivot Team to access as needed in collaboration with the school site team.
- ❖ School Supervisor conducts Level 3 Supports:
 - Baseline Services as described in Level 1
 - Coaching and targeted progress monitoring
 - Learning Lab Support
 - CCI sessions (3)
 - Additional Level 3 CSI Specific Supports
 - Targeted coaching and targeted progress monitoring
 - Sustained 6-week action guidance
 - CSI review and support Team (Admin, site coach, lead teacher/s, CCT Lead, Supervisor of Schools, TST, RIM, CSI E&A, Department/s)
- ❖ Resources and expertise provided to the CF Pivot Team for deployment to best meet the needs of the individual school sites based upon CSI identified student groups.
 - Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.
- ❖ Resources and/or Professional Learning provided to school sites:
 - Culturally Proficient Learning Communities, book
 - i-Ready Teacher Toolbox
 - Restorative Practices New/Refresher Course(s)

Ahwahnee Middle 2022-2023 - 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
i-Ready ELA D2 proficiency - percentage of students on/above	✓		21.62 %	2021-2022	25 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		14.96 %	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.

i-Ready ELA Data On-Level

During the first administration of the iReady Diagnostic, 21.36% of students scored on-level or above. During The second diagnostic, 21.29% of students scored on-level or above.

- 7th Grade from 23.4% to 23.0%
- 8th Grade from 20% to 20.4%

Analysis of data and implementation of 2021/22 Actions:

- Lead teachers led the development of unit plans with common learning targets and success criteria during summer sessions.
- Three common learning sessions with Corwin trainer were held staff-wide; one optional session was held.
- Due to COVID protocols and changes to teacher contract, not all professional learning sessions and PLC sessions were held.
- Staff determined to continue the work of teacher clarity to ensure lessons match the rigor and depth of the standard and recommended incorporating more consistent cross-content literacy practices.

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

I-Ready ELA on-Level; Diagnostic 2

- African American/Black - 13.64%
- Asian - 22.22%
- Filipino - 25%
- Hispanic - 22%
- Native American - 16.67%
- Two or more races - 26.67%
- White 27%
- Foster Youth - 0%
- RFEP - 17.19%
- ELL 0%
- Students with Disabilities - 3.51%
- Economically Disadvantaged - 19%

Analysis of data and implementation of 2021/22 Actions:

- Use of iReady in 30 minute advisory periods during the first semester of school.
- Staff determined there is a need to add additional supports in the coming year for EL students and struggling readers.
- Staff shortage in SPED for the first semester due to open positions going unfilled.

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:

- Teachers engaged in quarterly PLC cycles during the first quarter. Cycles were interrupted during quarter 2 and 3 due to a change in contract and a "pause" on all PL meetings and PLC meetings.
- Academic counselors focused 'D' and 'F' chats based on subgroups.
- Walkthrough data was collected weekly and data shared with staff to help teams set instructional goals.
- ILT/CCT held quarterly cycles of review, including equity audits to determine course changes.
- Interventions TSAs held ELD chats and led the team in progress monitoring.

Uncompleted Actions:

- Quarterly release days for PL and planning for student interventions did not take place due to substitute shortage district-wide.
- VPs over the grade level focused efforts on Social-emotional supports and positive behavior supports post pandemic.

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 2022-23 SPSA.

Continued Actions for 2022/23:

- Quarterly training with Doug Fisher and Corwin to focus on grade-level alignment, literacy across the content, and SEL
- Quarterly Release Days for curriculum mapping, assessment analysis, and intervention planning
- Fund the difference in duty days for GLA to support MTSS grade-level structure.
- Provide technology for teachers and students to support effective instructional and assessment practices.
- Provide funding for literacy materials.
- Provide funding to EL fieldtrips to expose EL students to college and career opportunities.
- Provide additional FTE to provide supports to EL students.
- Provide funding for ELPAC assessors.
- Provide funding for student incentives/academic supports.
- Continue quarterly cycles of review.
- Implement a school-wide assessment protocol to aid in instruction and intervention.

Additional Actions for 2022/23

- Math teachers, ELA teachers, Lead Teachers to attend Unbound Ed training
- Provide optional paid PL sessions so teachers and teams can focus on areas of growth based on their professional goals
- Add additional FTE to provide push-in support for math and reading
- Hire teaching fellows to support in-school academic support
- Establish an intervention team to coordinate tutorial and student interventions for after school and in-school

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:

- Continue supports for teacher professional learning
- Provide opportunities for academic interventions and academic enrichment
- Provide opportunities for parents to celebrate student academic success.
- Redesign tutorial to include target lessons based on student assessment.

2 ELAC:

- Continue supports for teacher professional learning
- Provide opportunities for academic interventions and academic enrichment specifically for English Learners.
- Provide opportunities for parents to celebrate student academic success.
- Redesign tutorial to include target lessons based on student assessment.

3 Staff:

- Opportunities for optional, self-directed PL
- continue with quarterly planning/assessment release days
- Provide support to math and ELA classrooms to support small group, in-class intervention
- Implement common literacy spotlight strategies and practice to increase student literacy
- Provide PL in accelerated instructional practices
- Continue working with Corwin and Doug Fisher
- Redesign tutorial to include target lessons based on student assessment.

Action 1

Title: Grade-level instruction in ELA and 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.

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, implementation of clarity practices, and common spotlight strategies.

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 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 for teacher lesson study and data analysis. Corwin trainers will provide support. 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

Begin 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.

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.

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 literacy training with Corwin or Unbound Ed.
- 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
- Purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction.
- Purchase teacher technology to support adaptive and distance 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

Specify enhanced services for EL students:

- EL Students will be identified and monitored by teachers through PLC collaboration.
- 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

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.

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.

- 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 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

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.

Owner(s):

TSA
ILT Leads
Principal

Timeline:

Bi-Monthly

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.

Owner(s):

Academic Counselors

Timeline:

Quarterly

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress

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 AC 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

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.

Owner(s):

Principal

Lead Teachers

Timeline:

Quarterly

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

Develop quarterly benchmarks as a part of a school-based assessment system.

Owner(s):

Principal

Lead Teachers

Timeline:

Quarterly

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

Conduct quarterly Equity Audits for grades and assessments.

Owner(s):

Principal

Lead Teachers

Timeline:

Quarterly

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.
- Monthly Math Lesson Design coaching sessions.
- Provide teachers with additional time for planning and examination of student progress through quarterly planning days and summer planning hours.
- Engage the staff in common readings to build a shared understanding of Tier 1 instruction and supports.
- Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop school-wide plans.
- Purchase technology to ensure all students have access to online tools embedded in adopted curriculum, like GoMath, Kahn Academy.
- Provide funding for elective course materials and supplies to supplement literacy and math focus school wide and across the curriculum.
- Fund additional FTE for push-in and pull-out support for students with Tier 3 math needs.
- Provide funding for Teaching Fellows tutors to provide in-class Tier 2 support.
- CTE and Educational Fieldtrips

Specify enhanced services for EL students:

- EL Students will be identified and monitored by teachers through PLC collaboration.
- ELD course for newcomers.
- Establish an Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students in mathematics.
- 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.

Specify enhanced services for low-performing student groups:

- Bi-monthly review of student performance data in PLCs to outline quarterly supports such as:
 - Push-in Pull-out (.2 FTE additional support)
 - After school, lunch time, and before school tutorial
 - Use of Teaching Fellows in the math classroom to support students based on assessment.
- 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.

2022-2023 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	56,120.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Staff & Student Technology	9,327.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support	22,976.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			CORWIN : PL in Grade-level instruction and assessment	20,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Professional Books for PL	4,575.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom Literacy Supplies	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Staff & Student Technology	35,283.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math & ELA	17,046.00
G1A1	Sup & Conc	Instruction	Equip Lease			: RICOH Lease	8,020.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	0.2 FTE for Push-In EL Students	17,484.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Incentives for EL Students	1,500.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Field Trips for EL Students	2,000.00
G1A1	One-time School	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Push-In Support for ELs and struggling Students. RACHEAL MONI - ID# 1074123	34,972.00
G1A1	One-time School	Instruction	Teacher-Subs			Quarterly Sub Release for Teacher PL	18,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies for PL **No food or incentives**	2,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies for After School Tutorial **No food or incentives**	411.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Edcite Licenses for CFAs	3,000.00
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 & Supplies	10,000.00
G1A2	One-time School	Instruction	Teacher-Supp			After School tutorial for Math and ELA - Teacher Contracts	12,001.00

\$297,715.00

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	✓		73.14 %	2021-2022	75 %

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 baseline target for the 2021/22 SPSA was 50% of students would report student-centered, real-world learning experiences. The actual based on the Fall Climate and Culture Survey was 73.14%.

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

This was a baseline year for this goal. Our goal is to include this metric in upcoming quarterly equity audits and cycles of review.

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 Xello career cruising activities were implemented.
- 8th Grade students participated in move-up day with Hoover High Counselors.
- CTE Pathway Fair for the Hoover region was held for both 7th and 8th grade students.
- 7th Grade students participated in an Electives Fair during spring registration for 8th grade.

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 2022-23 SPSA.

Due to COVID protocols, field trips to colleges were on hold. Plan to resume those in the coming year.

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:

- CTE and Career guest speakers to be invited to elective classes so students are exposed in various careers in those areas.
- Ensure students have access to technology to implement career-based communication skills
- Make connections between classroom lessons and job-skills
- Provide opportunities for college visits.

2 ELAC:

ELAC Participation through SSC

3 Staff:

- CTE and Career guest speakers to be invited to elective classes so students are exposed in various careers in those areas.
- Ensure students have access to technology to implement career-based communication skills
- Make connections between classroom lessons and job-skills
- Provide opportunities for college visits.

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 pathway speaker in elective class presentations on Real Learning experiences as monitored by attendance in elective classes.

Owner(s):

Academic Counselors
Elective Teachers

Timeline:

Bi-annually

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:

Quarterly

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.
- Rewards for students that exemplify the skills outlined in the FUSD Graduate Profile.
- 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, Drama, 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.

2022-2023 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.	1,568.00

\$1,568.00

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	✓		44.86 %	2021-2022	30 %
Section Attendance - Semester 1 - percentage of students with 90% and above			46.68 %	2021-2022	75 %
Suspension Rate - Semester 1	✓		9.01 %	2021-2022	8.68 %

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:

- 37.7% of students in semester 1 were chronically absent
- 7th Grade: 37.1%
- 8th Grade: 38.2%
- Average Daily Attendance so far, this year is 88.10%
- Average On-time rating based on ATLAS reports: 96%

Analysis of Absenteeism Data:

- 2021/22 brought a return to in-person instruction post-pandemic. Covid Quarantine protocols has had a significant impact to student attendance.
- Attendance during semester 2 will be closely monitored for a more accurate look at attendance with changes to quarantine requirements.

Suspensions/Expulsions:

- Current suspension rate per 100 students is 9.70. This is a 50% reduction from 2019/2020.
- 7th Grade - 11.65
- 8th Grade - 5.78
- To date, there have not been an expulsions in the 2021/22 school-year.

Analysis of Suspension and Expulsion Data:

- Actions related to the positive trend in suspension data:
 - The establishment of the MTSS team with a focus on positive behavior supports has had a positive impact on the reduction of suspensions and misbehaviors.

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

Absenteeism by student group:

- African American/Black: 31.8%
- Asian: 20.4%
- Hispanic: 38.5%
- Native American: 33.3%
- SPED: 50%
- ELL: 35.5%
- Foster Youth: 20%

Suspensions/Expulsions by Student Group:

- African American/Black: 8.14% (Down from 32.94 in 19/20)
- Hispanic: 8% (Down from 17.17 in 19/20)
- Two or more races: 6.45%
- White: 17.50%
- Foster Youth 16.67% (Down from 34.36 in 19/20)
- ELL: 4%(Down from 25.40 in 19/20)
- SPED: 11.86% (Down from 33.33 in 19/20)
- There are not currently any expulsions in 2021/22

Analysis of data:

- 2021/22 brought a return to in-person instruction post-pandemic. Covid Quarantine protocols has had a significant impact to student attendance.
- Attendance during semester 2 will be closely monitored for a more accurate look at attendance with changes to quarantine requirements.

- Additional psych time to train teachers and develop protocols for positive behavior support .
- Additional RCA to support students S-E needs.
- Additional duty days for GLA to work as a VP over a specific grade-level
- Embedding SEL in advisory lessons and daily content lessons
- Moving to two lunch periods.
- Additional supervision by CSAs and NTAs
- Weekly MTSS meetings to monitor and analyze student supports
- Holding re-entry meetings with families post-suspension to develop an intervention plan

- See analysis of suspension data on the left.

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 Actions were implemented in Goal 3 for the 2021/22 School-Year

- Maintain strong MTSS structures to provide supports for students in all three Tiers
 - Additional Psych Time
 - Additional FTE to keep support center open all day
 - SEL software for Tier 2
 - Student Incentives
 - Re-Entry process for post suspension
- Implement SEL in daily lessons
- Two Lunch periods with additional activities and engagements
- Additional supervision through CSAs and NTAs

The following actions were not implemented in Goal 3:

- Development of Tier 2 and 3 Attendance Interventions
- Unable to hire second RCA by midyear

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 2022-23 SPSA.

In addition to the above actions, the following actions should be implemented in the 2022/23 School Year:

- Add academic clubs to help students engage in subjects like math and science
- Fund a mentoring program to add additional mentors for Tier 3 behaviors
- Provide push-in coaching for teachers to support challenging behaviors
- Redesign Tier 2 and 3 Attendance Interventions
- Establish an Attendance team (as an extension of MTSS) to meet bi-weekly to ensure students receive interventions
- Include parents in Tier 2 Attendance Interventions
- Provide incentives for positive behavior and improvement in attendance
- Include Teachers in Positive Behavior Support Plans

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:

- Add academic clubs to help students engage in subjects like math and science
- Provide more mentoring opportunities
- Provide interventions for students with excessive tardies
- Include parents in Tier 2 Attendance Interventions
- Provide incentives for positive behavior and improvement in attendance (i.e., most improved)

2 ELAC:

ELAC Input Through SSC

3 Staff:

- Add academic clubs to help students engage in subjects like math and science
- Provide more mentoring opportunities
- Provide push-in coaching for teachers to support challenging behaviors
- Provide interventions for students with excessive tardies
- Include parents in Tier 2 Attendance Interventions
- Provide incentives for positive behavior and improvement in attendance (i.e., most improved)
- Include Teachers in Positive Behavior Support Plans
- Improve communication from MTSS team to teachers after a referral has been submitted

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

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

Principals Advisory Committee made up of students will provide feedback to principal on student engagements and academics. Committee will meet during lunch.

Owner(s):

Principal

Campus Culture Director

Timeline:

Quarterly

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

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.

Owner(s):

ILT

CCT

Principal, VP Lead

Timeline:

Every 4-6 Weeks

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

- Fund student incentives and spirit wear for all students
- Continue to provide funding for club advisors along with resources for club materials, incentives, etc.
- Extra pay for extra services contract to support Climate and Culture team planning and cycles of review.
- Funding for babysitting and refreshments for parent meetings.
- Funding for translator services for parent meetings.
- Funds for VAPA resources and materials
- Educational Field Trips

Specify enhanced services for EL students:

EL students will be actively recruited to participate in these extra and co-curricular activities.

Specify enhanced services for low-performing student groups:

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

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.

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.

Action 2

Title: Average Daily Attendance and Chronic Absenteeism

Action Details:

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.

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:

- Cross Functional Pivot Team, which includes appropriate department designees that support the CSI identified student group, work in tandem with site team and schools with similar focus areas as a Professional Learning Community (PLC)
- 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 build 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: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input checked="" type="checkbox"/> 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

Develop a mentoring program to connect students that are hard to reach with a caring adult.

Owner(s):

MTSS

Timeline:

Monthly

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.

Owner(s):

Principal
Co-Admin
ILT

Timeline:

Weekly

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

Implement consistent Tier 2 and 3 behavior supports to prevent suspendable offenses and to keep students in class.

Owner(s):

Principal
School Psych
CCT

Timeline:

Quarterly

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

Increase supervision to ensure all common areas are supervised before school, during school, and after school.

Owner(s):

Vice Principal

Timeline:

Weekly

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

Increase student activities during lunch to keep students positively engaged.

Owner(s):

Principal
CCD/ACCD

Timeline:

Monthly Calendar of Activites

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

Establish grade-level MTSS teams to review student behavior (and academic) needs.

Owner(s):

Vice Principal Leads
MTSS
School Psych

Timeline:

Weekly Meetings

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

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

Owner(s):

Principal
MTSS

Timeline:

Monthly Meetings

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

- Increase Psych time to develop and monitor the implementation of Tier 2 and 3 supports (CSI Support)
- Increase funding for noontime activities
- Order additional radios to ensure all supervisors are able to communicate
- Funding for teacher and administrative training on the integration of SEL and Content in the classroom (CSI Support)
- Additional Campus Safety assistant hours
- Funding for parent outreach meetings every 4-6 (including interpreters, babysitting, etc.)
- ID's and lanyards
- .2 FTE to conduct Tier 2 and 3 SEL instruction - Dean of student support center
- Fund additional RCA

- Secure a contract for mentoring services (i.e., street Angels)
- Provide Student Incentives

Specify enhanced services for EL students:

All English Learners will be eligible for all tiered supports.

Specify enhanced services for low-performing student groups:

- 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.

2022-2023 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	Sup & Conc	Instruction	Teacher-Subs			Subs for Student Field Trips and G2 activities	1,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	10,000.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies for VAPA **No food or incentives**	2,000.00
G3A3	ESSA-CSI	Instruction	Bks & Ref			: SEL Software	4,000.00
G3A3	ESSA-CSI	Psychological Services	Crt Pupl-Reg	Psychologist, School	1.0000	FT Psych to provide MTSS PL and direct PL to teachers	160,673.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	SEL Instruction - Kristen Gonzalez	17,484.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Fund .25 FTE to keep 6 hr CSA at 8 h (1 FTE) - Mark Mitchell	16,232.00

\$211,889.00

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	✓		89.61 %	2021-2022	90.71 %

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.

Overall Implementation:

- Provided Summer training for ILT/CCT
- Consistently met with teacher leadership during the year to review data and ensure staff culture stayed healthy during pandemic
- Offered optional Q&A sessions to ensure communication was clear.

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

- Worked to ensure that all SPED classes were staff with paraprofessionals despite staffing and sub shortages

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).

n/a

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 2022-23 SPSA.

- Add in more opportunities for teacher leadership through steering committees and focus groups. Engage staff in helping to solve challenges in student academics and behavior.

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:

SSC Supports Teacher requests in this area:

- Offer paid opportunities for personalized PL related to school-wide goals.
- Engage more teachers in developing policies around student behavior and academic support.
- Continue to provide quarterly release days for deep curriculum and assessment planning.

2 ELAC:

ELAC input through SSC

3 Staff:

- Offer paid opportunities for personalized PL related to school-wide goals.
- Engage more teachers in developing policies around student behavior and academic support.
- Continue to provide quarterly release days for deep curriculum and assessment planning.

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

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

Establish a plant committee to provide classified leadership an opportunity to provide input in the operations of the school.

Owner(s):

Principal

Timeline:

Monthly

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

Provide direct PL support for PLC leaders to lead the implementation of curriculum mapping and assessment development.

Owner(s):

Principal

Timeline:

Bi-monthly

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

Conduct quarterly equity audits to ensure equitable access to leadership opportunities on campus.

Owner(s):

Principal

Timeline:

Quarterly

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

- 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
- Student Centered and Real-World Learning
- Student Engagement

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

- 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.

2022-2023 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 & Curriculum Planning	15,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Summer PL for Lead Teachers (ILT/CCT, MTSS)	5,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			EPES Supp Contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention - Team Collaboration **No IEPs or 504s**	13,512.00

\$33,512.00

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	✓		85.59 %	2021-2022	88.69 %

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.

- Implementation of in-person parent events were challenging with COVID protocols.
- On-line participation in virtual parent presentations was low.
- Parent participation in conferences and re-entry meetings were high.
- Worked with PIQUE to increase parent involvement.

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

- Specific 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).

We intended to hold regular parent meetings with specific topics of support. Challenges with being understaffed in the first semester were roadblocks to development and rollout of the planned meetings.

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 2022-23 SPSA.

- Work with VPs

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:

2 ELAC:

3 Staff:

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

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

Establish quarterly parent meeting cycles that include Coffee Hour, Evening Learning Sessions, Virtual Sessions

Owner(s):

VPs
Management Team

Timeline:

Quarterly

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

Hold quarterly events, Academic awards, sport assembly, student performances, attendance recognition awards that allow parents the opportunity to celebrate student success

Owner(s):

MTSS
CCD

Timeline:

Quarterly

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

Conduct quarterly audits that will allow for parent voice through parent QR surveys, SSC, ELAC, PIQE

Owner(s):

VPs
Home-School Liasion

Timeline:

Quarterly

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

Provide Tier levels of opportunities for engagement. Tier I: Back to School, Open House, Parent Orientation
Tier II: Parent/Teacher Conferences addressing 3 or more F Grades, Attendance Tier 2, Behavior
Tier III: Re-entry meetings for students returning from suspension

Owner(s):

VPs Lead
MTSS
Counselors
CCD

Timeline:

Monthly
Report out at Quarterly Cycles of Reivew

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

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

Owner(s):

VPs Lead
Principal
MTSS
Counselor

Timeline:

Yearly

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

Collaborate with PIQE and Parent University to support Parent Warrior Walks

Owner(s):

VPs Lead

Timeline:

2nd and 3rd Quarter

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

- Student Academics:
 - Academic Awards
 - Offering virtual parent conferences
 - Teacher presentations at Parent Connect Meetings
- Student Centered and Real-World Learning
 - High School Readiness presentations at Parent Connect Meetings
- Student Engagement:
 - Social events for families at students
- Funding for Babysitters, translators, mailers to increase communication and attendance opportunities
- Funding for Home School Liaisons to conduct home visits and partner with families
- Establish a multi-tiered approach to parent engagement so that student needs are targeted

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

- Communication in the families home language
- Home-School Liaison will make regular connection with families of EL students to get feedback and answer questions.

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

- Flexible meeting structures so parents can participate in conferences
- Grade-level VP will reach out quarterly to families to get feedback from families

2022-2023 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	Oth Cls-Supp			Babysitting for Parent Meetings (Not compliant for IEP or SEP meetings)	1,800.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Mailers **No food or incentives**	1,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Food for Parent Meetings	5,000.00
G5A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	1,500.00
G5A1	LCFF: EL	Instruction	Mat & Supp			: Food for ELAC Meetings	1,260.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent Communication for EL students	1,200.00

\$11,760.00

2022-2023 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	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	56,120.00
G1A1	ESSA-CSI	Instruction	Nc-Equipment			: Staff & Student Technology	9,327.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support	22,976.00
G1A1	ESSA-CSI	Instruction	Cons Svc/Oth			CORWIN : PL in Grade-level instruction and assessment	20,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Professional Books for PL	4,575.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom Literacy Supplies	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Staff & Student Technology	35,283.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math & ELA	17,046.00
G1A1	Sup & Conc	Instruction	Equip Lease			: RICOH Lease	8,020.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	0.2 FTE for Push-In EL Students	17,484.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	1,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Incentives for EL Students	1,500.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Field Trips for EL Students	2,000.00
G1A1	One-time School	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Push-In Support for ELs and struggling Students. RACHEAL MONI - ID# 1074123	34,972.00
G1A1	One-time School	Instruction	Teacher-Subs			Quarterly Sub Release for Teacher PL	18,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies for PL **No food or incentives**	2,000.00
G1A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies for After School Tutorial **No food or incentives**	411.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Edcite Licenses for CFAs	3,000.00
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 & Supplies	10,000.00
G1A2	One-time School	Instruction	Teacher-Supp			After School tutorial for Math and ELA - Teacher Contracts	12,001.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CTE Field Trips.	1,568.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Student Field Trips and G2 activities	1,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	10,000.00
G3A1	One-time School	Instruction	Mat & Supp			: Materials & Supplies for VAPA **No food or incentives**	2,000.00
G3A3	ESSA-CSI	Instruction	Bks & Ref			: SEL Software	4,000.00
G3A3	ESSA-CSI	Psychological Services	Crt Pupil-Reg	Psychologist, School	1.0000	FT Psych to provide MTSS PL and direct PL to teachers	160,673.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	SEL Instruction - Kristen Gonzalez	17,484.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Fund .25 FTE to keep 6 hr CSA at 8 h (1 FTE) - Mark	16,232.00

G3A3		Security	Cls Sup-Reg	0.2500	Mitchell	16,737.00
G4A1	Sup & Conc	Instruction	Teacher-Supp		Summer PL & Curriculum Planning	15,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp		Summer PL for Lead Teachers (ILT/CCT, MTSS)	5,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp		EPES Supp Contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention - Team Collaboration **No IEPs or 504s**	13,512.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp		Babysitting for Parent Meetings (Not compliant for IEP or SEP meetings)	1,800.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp		Parent Mailers **No food or incentives**	1,000.00
G5A1	Sup & Conc	Instruction	Mat & Supp		: Food for Parent Meetings	5,000.00
G5A1	LCFF: EL	Instruction	Oth Cls-Supp		Translators	1,500.00
G5A1	LCFF: EL	Instruction	Mat & Supp		: Food for ELAC Meetings	1,260.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp		: Parent Communication for EL students	1,200.00
						\$556,444.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,920.00
ESSA-CSI	3182	\$216,976.00
Sup & Conc	7090	\$185,220.00
LCFF: EL	7091	\$25,944.00
One-time School	7099	\$69,384.00
Grand Total		\$556,444.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$297,715.00
G2 - Expand student-centered and real-world learning experiences	\$1,568.00
G3 - Increase student engagement in their school and community	\$211,889.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$33,512.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,760.00
Grand Total	\$556,444.00