

Ahwahnee Middle

10621666061188

Principal's Name: Jennifer Carr

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Carr	X				
2. Chair person - Brenden Duffy		X			
3. Sally Jimenez			X		
4. Kaitlin MacChesney		X			
5. Jonathan Reyes		X			
6. Michael Robinson		X			
7. Frances Flores				X	
8. Martha Bishop				X	
9. Daniel Bishop				X	
10. Maggie Phaysamone					X
11.					
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Jennifer Carr		4/26/2019
SSC Chairperson	Brenden Duffy		4/26/2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Ahwahnee - 0010

ON-SITE ALLOCATION

3010	Title I	\$59,124 *
7090	LCFF Supplemental & Concentration	\$207,860
7091	LCFF for English Learners	\$22,860
3182	Comprehensive Support and Improvement	<u>\$238,770</u>
TOTAL 2019/20 ON-SITE ALLOCATION		\$528,614

* 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	\$2,274
Remaining Title I funds are at the discretion of the School Site Council	\$56,850
Total Title I Allocation	<u>\$59,124</u>

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, which includes department representatives (C&I/PL, SPED, DPI, EL Services, E&A, HR, etc.) and/or community partners, work in tandem with the site team as a Professional Learning Community (PLC).
 - School site team works with CF Pivot Team to complete a root cause analysis and determine areas of focus.
 - School site team works with CF Pivot Team to identify actions and metrics as part of the site leaders 6-8 week plan.
 - School site team 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 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.
- ❖ Supervisor and/or designee conducts weekly coaching/support/monitoring of SPSA goals, actions and outcomes.
- ❖ 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.
- ❖ Site leader access to a District Administrative Support Team to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI identified student groups (one-week notice).
- ❖ Professional learning for site leaders and teachers focused on CSI identified student groups.

Ahwahnee Middle 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	33.316 %	28.456 %	2017-2018	35.456 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.486 %	19.132 %	2017-2018	26.132 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Ahwahnee saw an increase in ELA going from 26.3% meeting standards to 28.5%. This was most evident in 7th grade, where scores went from 18.2% to 25.9%.

- 7th Grade: from 25.9% meeting/exceeding standards to 31.2%
- 8th Grade from 26.8% meeting/exceeding standards to 25.6%

Analysis of Data and of Overall Implementation of 2018/19 SPSA Goals

- Alignment to new GVC with continued professional learning and collaboration supported a slight growth in ELA across the board for AMS.
- Teachers still working to shift the cognitive responsibility of the lesson to the students.
- Not all units in the board adopted curriculum were taught as teachers are still learning about how the curriculum works.
- Staff determined a shift in instructional focus from "Authentic Literacy" across curriculum to focusing on increase student engagement of the lesson. Weekly classroom visits were conducted to monitor the amount of time students were engaged in the work of the grade-level.
- 7th Grade Interim Assessments in ELA: Interim 1: 27.2% met or exceeded standards; Interim 2: 26.2% met or exceeded standards. At this time, we are not on target for 7th grade based on district assessments.
- 8th Grade Interim Assessments in ELA: Interim 1: 33.2% Met or exceeded standards; Interim 2: 37.5%

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our significant subgroups performed as follows:

- Asian: from 42.1% to 40.6%
- Black: from 16.9% to 25%
- Hispanic: from 23.2% to 25.9%
- White: from 40% to 33.3%
- SPED: from 3.6% to 8.3%
- Foster Youth: from 22.2% to 16.7%

Analysis of Data and Key Factors Contributing to Disproportionality

- Teams put a lot of focus into providing push-in support to students in our Black and Hispanic subgroups.
- Co-teaching efforts were in place to make sure all students had opportunities to engage in the grade-level work.
- Analysis of classroom visits show that the amount of time students are engaged in their own thinking and reading is about 30% of the time. Literacy research shows that high performing classrooms allocate 50-60% of classroom time for student engagement (Hattie, 2017).
- Grade level tasks and texts are made available through the curriculum but are not maximized. Work is

Met or exceeded standards. At this time, we are on target for 8th grade based on district assessments.

- Staff plans to continue the focus of increasing student engagement in the coming year and to focus on ensuring all assignments align to grade-level standards.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Ahwahnee saw an increase from 18.5% meets or exceeds in mathematics to 19.1%.

- 7th Grade from 21.5% meeting or exceeding standards to 20.1%
- 8th Grade from 15.1% meeting or exceeding standards to 18.1%

Analysis of Data and Overall Implementation of SPSA Goals

- Increase in AC capacity with regards to sharing of CFAs and response to intervention.
- Strong Co-Teaching Support for all RSP students
- Still working to ensure math procedures are taught from a foundation of conceptual knowledge
- Not all units in the curriculum were taught prior to testing.
- Staff determined a shift in instructional focus from "Authentic Literacy" across curriculum to focusing on increase student engagement of the lesson. Weekly classroom visits were conducted to monitor the amount of time students were engaged in the work of the grade-level.
- 7th Grade Interim Assessments in Math: Interim 1: 20% met or exceeded standards; Interim 2: 24% met or exceeded standards. Based on district measures, 7th grade is on target to meet the 2018/19 goals.
- 8th Grade Interim Assessments in Math: Interim 1: 13% met or exceeded standards; Interim 2: 16% met or exceeded standards. Based on district measures, 8th grade is not on target to meet the 2018/19 goals.
- Staff plans to continue focus of increasing student engagement in the coming year and ensuring all math tasks reflect the rigor of the grade-level standard. In addition, work to be done in math on lesson planning and delivery.

to be done in ensuring the ELA/Literacy Shifts are implemented across all classrooms to ensure equitable opportunities to learn.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Our significant subgroups performed as follows:

- Asian: from 35% to 33.3%
- Black: from 12.1% to 13.6%
- Hispanic: from 14.5% to 18.1%
- White: from 31.9% to 14.3%
- ELL: from 5.3% to 5.7%
- Foster Youth: 20% meets/exceeds in 2917/18

Analysis of Data and Key Factors Contributing to Disproportionality

- Teams put a lot of focus into providing push-in support to students in our Black and Hispanic subgroups.
- Co-teaching efforts were in place to make sure all students had opportunities to engage in the grade-level work.
- Conceptual based tasks that demonstrate the rigor of the grade-level are utilized in math classrooms only 15-20% of the time. (Based on classroom observations)
- The majority of students missing class for behavior concerns during math are students of color. Culturally relevant pedagogy techniques should be studied and implemented in the coming year.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

A shift in focus from "Authentic Literacy" as an instructional focus area to a focus on ensuring students have enough time to cognitively engage (FUSD IPG Tenet 3: Ownership) in the work of the grade level. This did not require a shift in funding but rather in focus of classroom visits and feedback. PL time was also directed to those efforts. Staff will continue this focus in the coming year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Grade Level Instruction in ELA/Literacy

- Continue funding teacher collaboration time during the summer and quarterly release time.
- Provide opportunities for ELA and Math teachers to attend standards institutes that focus on deeper understanding of the standards and how to engage all students in the work of those standards.

- Monitor classroom instruction to ensure that at least 50% of the lesson is devoted to student think time (reading, writing, listening, speaking about the grade-level content) and to reducing teacher talk time.
- Provide PL for staff on the integration of content and social-emotional learning.
- Buy site license for PowerBI to facilitate data analysis of CFAs, positive behavior supports, and classroom walk-throughs. Work with district Pivot team to create dashboards.
- Engage ILT and CCT in quarterly cycles of review in order to analyze school-wide actions and efforts towards SPSA targets and goals.

Step 4: Stakeholder 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:

Data was shared with SSC:

- The following supports were suggested to support with keeping and making ELA and Math priority
 - Integration of Content and SEL Instruction Explicitly-To teach students how to self manage during learning.
 - Parent Nights that focus on areas of support parents can provide for their students (i.e., social emotional, online academic supports, etc.).
 - Continue the quarterly academic awards nights.
 - Block A for school wide incentives-To engage student in determining their goals and helping teach them to monitor how to reach them.
- Parents want to help continue and make tutorials more enticing:
 - Tutoring Incentives Lunch and After School
 - Tutoring by grade level
 - Surveys for Students to determine how to improve tutorials.

2 ELAC:

N/A--See SSC Feedback for any parent input regarding EL program

3 Staff:

Teachers, staff and iLT reviewed SBAC data and interim data through each assessment cycle. Weekly classroom visit data shared with staff through weekly updates. In order to support teachers and students, the following suggestions were made by teachers, ILT and staff.

- Increase tutorials and improve how students are required to attend.
- Continue supports for summer planning and additional sub release time as this has allowed teachers to plan and create assessments that allow teams to monitor student learning.
- Increase special education release time to plan and coordinate around administrative items for IEP's and department logistics.
- Continue supports for additional resource purchases by teachers in support of specific needs identified by AC's
- Increase social emotional supports for students to support students with behavioral issues and provide additional counseling support
- Training in how to integrate SEL into content lessons.
- Support in how to deliver grade-level content to students with unfinished learning.

Action 1

Title: Grade level instruction in ELALiteracy

Action Details:

Ahwahnee Middle School will ensure that all students have access to grade-level instruction in ELALiteracy as outlined in the California ELALiteracy 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 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 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:

Weekly and quarterly

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

Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades. 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 how much time during a given lesson is devoted to student think time. (IPG Tenet 3)

Owner(s):

Principal and Co-Admin

Timeline:

Bi-monthly feedback meetings will be held with teachers to provide support.

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

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. Interim I and II will be used to measure effectiveness of those resources.

Owner(s):

Principal and Co-Admin

Timeline:

Each quarter and assessment reporting cycles

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

Weekly progress monitoring and coaching support to administrative team.

Owner(s):

Principal
School Supervisor

Timeline:

Weekly

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

- Provide opportunity for ELA/Literacy teachers to attend standards institutes .
- Consulting services for all teachers, across the curriculum, to assist teachers in the implementation of daily lessons that incorporate content and social-emotional learning.
- Secure Power BI licenses for data tracking of student progress using common formative assessments.
- 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.
- Purchase hardware to ensure that all students have access to online tools in adopted curriculum.

Specify enhanced services for EL students:

- EL Students will be identified and monitored by teachers through AC collaboration.
- ELD course for newcomers.
- Leverage supports in SpringBoard ELD companion during regular grade-level instruction.
- Provide funds for push-in/pull-out support for ELD students based on progress in grade-level standards.
- 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.

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

- Back to School Night and Open House
- Weekly School Messengers
- Parent-Teacher conferences
- Parent meetings every 4-6 weeks regarding specific topics like: Academics, Bullying, Social-Emotional supports, etc.
- Update school website to ensure the most up-to-date information on school events.
- Classroom syllabi to be sent home for each class to inform parents of classroom policies and expectations.

Specify enhanced services for low-performing student groups:

- Bi-monthly review of student performance data in ACs to outline quarterly supports such as:
 - push-in/pull-out support.
 - After school tutorial assigned based on student need.
 - Lunch time tutoring assignment based on progress of students.
- Pivot team support for reviewing student progress and identify focus areas.
- 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.
- Continue the African American Leadership Conference to provide mentoring and goal setting opportunities for African American Students.
- Based on data from all subgroups, identify focus students to provide push-in support during the school-day by support staff and Teaching Fellows.

Describe Professional Learning related to this action:

- Weekly PLC/AC Meetings.
- Summer planning retreats to develop curriculum calendars and schedule common formative assessments.
- ELA team to attend the Standards Institute by Unbound Ed to deepen understanding of the standards and how to ensure students that are struggling can access grade-level text and tasks.
- Consultant to work with all ELA/Literacy teachers on how to deliver lessons that embed content and social-emotional learning.
- Summer retreats for ILT and CCT to develop school-wide plans and improve teacher leadership.
- Use of texts to build common understanding:
 - Learning by Doing
 - Culturally Relevant Pedagogy and the Brain
 - All Learning is Social and Emotional
- Release time for co-administrators to deepen Instructional Supervision skills and to calibrate feedback.

Action 2

Title: Grade level instruction in Mathematics

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, 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 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:

Weekly and quarterly

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

Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades.

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 how much time during a given lesson is devoted to student think time. (IPG Tenet 3)

Owner(s):

Principal and Co-Admin

Timeline:

Bi-monthly feedback meetings will be held with teachers to provide support.

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

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. Interim I and II will be used to measure effectiveness of those resources.

Owner(s):

Principal and Co-Admin

Timeline:

Quarterly Reporting
Interim I and II

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

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.
- Secure Power BI licenses for data tracking of student progress using common formative assessments.
- 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.
- Provide opportunity for teachers to attend standards institutes.
- Purchase technology to ensure all students have access to online tools embedded in adopted curriculum, like GoMath, Kahn Academy.
- Provide funding for elective courses materials and supplies to supplement literacy and math focus school wide and across the curriculum.
- ?Tier 3 support for students struggling in math and SEL will be enrolled in Men's and/or Women's Alliance. In order to support Men's Alliance, additional funds are needed to buy out the prep period of the Men's Alliance teacher.

Specify enhanced services for EL students:

- EL Students will be identified and monitored by teachers through AC collaboration.
- ELD course for newcomers.
- Leverage supports in Go Math for English Learners.
- Ensure lessons build on conceptual understanding of the mathematics.
- Provide funds for push-in/pull-out support for ELD students based on progress in grade-level standards.
- Provide technology to ensure that EL students have access to the online supports and adaptive features in GoMath.

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

- Back to School Night and Open House
- Weekly School Messengers
- Parent-Teacher conferences
- Parent meetings every 4-6 weeks regarding specific topics like: Academics, Bullying, Social-Emotional supports, etc.
- Update school website to ensure the most up-to-date information on school events.
- Classroom syllabi to be sent home for each class to inform parents of classroom policies and expectations.
- Provide child care for parent meetings.

Specify enhanced services for low-performing student groups:

- Bi-monthly review of student performance data in ACs to outline quarterly supports such as:
 - push-in/pull-out support by support staff and teaching fellows.
 - After school tutorial assigned based on student need.
 - Lunch time tutoring assignment based on progress of students.
- Bi-monthly review of performance of African American, SPED, and Hispanic students that are nearly meeting and not meeting standards. Students will:
 - Meet with academic counselor to set goals.
 - Receive push-in support from staff and teaching fellows.
- Supervisor conducts weekly coaching support to help monitor SPSA goals, actions, and outcomes with site leadership and provides feedback to principal.
- Cross Functional Pivot Team works in tandem with site team as a PLC to determine areas of focus.

Describe Professional Learning related to this action:

- Weekly PLC/AC Meetings.
- Summer planning retreats to develop curriculum calendars and schedule common formative assessments.
- Mathematics team to attend the Standards Institute by Unbound Ed to deepen understanding of the standards and how to ensure students that are struggling can access grade-level text and tasks.
- Consultant to work with teachers on how to deliver lessons that embed content and social-emotional learning.
- Summer retreats for ILT and CCT to develop school-wide plans and improve teacher leadership.
- Use of texts to build common understanding:
 - Learning by Doing
 - Culturally Relevant Pedagogy and the Brian
 - All Learning is Social and Emotional
- Release time for co-administrators to deepen Instructional Supervision skills and to calibrate feedback.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Mens Alliance prep buy out for Michael Robinson	11,659.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Independent reading bundles in alignment with spring board curriculum	3,041.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies for VAPA - No Food/Incentives	2,500.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			: Technology repair	8,000.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	1,874.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			summer planning and PL	18,882.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Quarterly sub release	17,648.00
G1A1	ESSA School Imp	Instruction	Mat & Supp			: Materials and supplies for classroom literacy and PL	10,000.00
G1A1	ESSA School Imp	Instruction	Nc-Equipment			: Technology to provide additional hardware so students can access adaptive features of curriculum.	40,000.00
G1A1	ESSA School Imp	Instruction	Subagreements			Corwin : Integration of SEL and content. Direct training for teacher by Doug Fisher	33,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			Richoh Lease	3,200.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	3,620.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent communication and mailings for EL students, translation of documents	1,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			: Parent communication and mailings for EL students, translation of documents	1,000.00
G1A1	LCFF: EL	Parent Participation	Communicatio			Parent communication and mailings for EL students, translation of documents	222.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Quote Pending	1,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Communication - Copy Paper. No food/incentives.	1,500.00
G1A2	Title 1 Basic	Parent Participation	Direct-Graph			: Parent Communication	700.00
G1A2	Title 1 Basic	Parent Participation	Communicatio			Parent communication mailers	300.00
G1A2	ESSA School Imp	Instruction	Teacher-Supp			Lunch Tutorial	10,849.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			: PowerBi License to monitor student learning	2,000.00
G1A2	ESSA School Imp	Instruction	Travel			: PL for Math & ELA Teachers in Standards - Unbound Ed	32,566.00
G1A2	ESSA School Imp	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows/Tutoring for	8,000.00

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Cons Svc/Oth			low-performing student groups	8,000.00
G1A2	ESSA School Imp	Instructional Supervision & Admin	Crt Supr-Sub			Admin Subs for PL	5,236.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	2,531.00

\$221,328.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	89.476 %	74.359 %	2017-2018	81.359 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Goal 2 Participation Rate

Goal 2 Participation Data:

- 2016/17 - 79.4%
- 2017/18 - 73.7%
- 2018/19 (As of March 19) - 82.9%

Data Analysis and analysis of overall implementation:

- Increased capacity to enter data into Goal 2 tool from coaches, club sponsors, admin
- Increase in clubs available due to funding from 171 budget
- Outreach to special education students to join Goal 2 activities and reestablishment of ASL club
- Current efforts, this year have increased student access to arts, athletics and activities. This goal is on track to meet the target for this year.

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

Goal 2 Participation Rate

Participate Rate for our significant subgroups (from 2016/17 to 2017/18):

- Asian: from 76.7% to 80%
- Black: from 88.4% to 67.6%
- Hispanic: from 79.6% to 74.3%
- White: from 80% to 68.6%
- SPED: from 69.4% to 68.5%
- ELL: from 57.8% to 71.4%
- Foster Youth: from 81.8% to 50%
- Homeless: from 71.4% to 72.7%

Current Rates for the 2018/19 School Year:

- Asian: 79.7%
- Black: 80.3%
- Hispanic: 83.6%
- White: 83%
- SPED: 72.8%
- ELL: 85.2%
- Foster: 100%
- Homeless: 80%

Data Analysis:

- Current efforts, this year, to increase clubs and activities have increased participation of all students.
- Current efforts, this year have increased student access to arts, athletics and activities. This goal is on track to meet the target for this year.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No changes to actions or budget were made in this area.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- After analysis, staff and school site council agree that additional actions to increase parent support and involvement must be added to the 2019/2020 SPSA

Step 4: Stakeholder 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 funding additional clubs to ensure there are a variety of ways to engage our diverse study body.
- Add regular parent meetings to get regular feedback and to build a shared understanding of school-wide expectations for both behavior and academics.

2 ELAC:

N/A--See SSC Feedback for any parent input regarding EL program

3 Staff:

- Continue funding additional clubs to ensure there are a variety of ways to engage our diverse study body.
- Add regular parent meetings to get regular feedback and to build a shared understanding of school-wide expectations for both behavior and academics.
- Increase student incentives and recognition of students.

Action 1

Title: Goal 2 Academic 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

Blue Warrior Project will be continued through collaboration with Fresno Police Department SNRO at Ahwahnee Middle School to continue to provide service based student jobs

Owner(s):

SNRO and Principal

Timeline:

Weekly

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

Timeline:

Every 4-6 Weeks

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

- Continue to provide funding for club advisers along with resources for club materials, incentives, etc.
- Continue to fund the Blue Warriors Project.
- 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.

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.

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

Describe Professional Learning related to this action:

- Parents will be informed of student engagement opportunities through regular communication in the form of parent newsletters, monthly calendars, School Messenger messages and through on campus parent engagement activities.
 - The main office will maintain a list of activities students can engage in and contact information on how to get involved in each particular activity.
 - Parent meetings will be conducted every 4-6 weeks.
 - School site council and ELAC will be updated regularly on results of cycle of review.
- Club sponsors, admin team, campus culture director and athletic director will receive professional learning through District Goal 2 team on how to accurately and efficiently enter data to track student participation in Goal 2 activities.
 - Campus culture director and athletic director will continue to reach out specifically to subgroups such as the EL students and SPED students in order to maintain the increase in participation.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives & Rewards	3,530.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: ID's & Lanyards	2,531.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Blue Warriors	1,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: supplies for noontime activities and engagements	2,951.00

\$10,012.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	100 %	31.759 %	2017-2018	38.759 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Exposure to Careers - 8th Grade

We currently have three areas connected to CTE, but none directly tied or funded through CTE. Environmental Studies, Journalism and Intro to Technology. These will continue to grow and an additional course will be offered next year, Explo Careers. This will increase the amount of students exposed to careers. Our counselors currently present to all students, but there is not an easy way to track additional exposures. The current percentage of students is inaccurate as very few students have not been connected to career cruising and other career readiness presentations. Additionally, most 8th graders attended the CTE presentation at the convention center this year. Currently all data on the powerBi is baseline on this metric.

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

Exposure to Careers - 8th Grade

None noted in data analysis as metrics are not yet sophisticated to conduct such an analysis.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No changes were made to actions or expenditures for this goal, this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Increase access to careers for all students by bringing guest speakers into classrooms.
- Implement the FUSD Graduate Profile to help students develop skills for workplace readiness.

Step 4: Stakeholder 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.

<p>1 SSC:</p> <ul style="list-style-type: none"> • ELA and Math priority <ul style="list-style-type: none"> ◦ Computers for getting close to 1:1 ◦ Add another WEB class or Leadership Class For “Not necessarily” top performer. To teach life skills ◦ Guest Speakers ◦ Study Skills Instruction Explicitly ◦ Parent Study Skill Communication ◦ Carnival Celebration for Student Achievement Incentives Improvement/Proficiency ◦ Block A for school wide incentives. ◦ Professional Development for teachers on Go Math and Parent resource materials for parents multiple times a year. ◦ Tutoring Incentives Lunch and After School ◦ Tutoring by grade level ◦ Surveys for Students to determine how to improve tutorials. 	<p>2 ELAC:</p> <p>N/A--See SSC Feedback for any parent input regarding EL program</p>	<p>3 Staff:</p> <ul style="list-style-type: none"> • Have multiple career fairs rather than one large event at the end of the year. • Improve career field trip. Teachers were not impressed by CTE 8th grade trip to convention center as it did not provide enough time for students to truly benefit from the event • Increase number of guest speakers at lunch that can provide exposure to a variety of careers • Create additional courses that can connect students to careers • Continue to build relationships with high school career pathway coordinators to provide opportunities to students to know what programs are available to them. • Provide opportunities for "soft skills" through OLWEUS class meetings and workshops through out the year
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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

By June of 2019, this percentage will be monitored throughout the year with a target of 90% eligible to participate with class in the Commitment to Graduate Ceremony.

Owner(s):

Principal

Timeline:

4th Quarter

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

Academic Counselor will hold D and F chats with all students each quarter that have earned D's or F's during the quarter. These conferences will result in goal setting plans and guide students to supports to improve grades.

Owner(s):

Counselors

Timeline:

Quarterly

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

Students enrolled in the Young Men's and Young Women's Alliance program will conduct weekly progress checks with teacher and track progress for each individual student.

Owner(s):

YMA Teachers

Timeline:

Weekly

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

Multiple career fairs will be held throughout year to expose students to career pathways aligned with those studied through Exploring Careers course to allow all students access to pathways.

Owner(s):

Academic Counselors

Timeline:

Quarterly

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

Teachers will work to integrate technology skills into their classroom instruction. This will be monitored during regular classroom visits, counselor sessions on Kahn Academy linking.

Owner(s):

Lead Teachers
Principal

Timeline:

Weekly
Quarterly Reviews

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

Implement the FUSD Graduate Profile school-wide to help develop students' workplace readiness schools. Focus student awards and recognition on how well students exemplify these skills.

Owner(s):

Counselors
Principal
Lead Teachers

Timeline:

Monthly

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

- Funding for college visits to expose students to options.
- 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.

Specify enhanced services for EL students:

- Specifically target EL students for Career Fairs and College Trips

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

Ongoing communication with parents on workplace competencies and workplace success through:

- Parent workshops
- Open House
- Back to School Night
- College Night
- Parent Conferences

Specify enhanced services for low-performing student groups:

- All students not meeting minimum grade requirements will meet with academic and/or SES counselor to set goals for improvement.

Describe Professional Learning related to this action:

- Staff introduction to the FUSD Graduate Profile.
- PL for teachers on the integration of content and SEL.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			CTE/Educational Fieldtrips	1,500.00
G3A1	LCFF: EL	Instruction	Direct Trans			University Trips for EL Students	1,545.00

\$3,045.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	9.57 %	16.121 %	2017-2018	14.121 %
Suspensions Per 100	32.095 %	35.47 %	2017-2018	28.47 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

Chronic Absenteeism

Overall ADA

- 16/17: 95.02%
- 17/18: 94.53%
- 18/19: 94.43%*

Overall Chronic Absenteeism

- 16/17 - 11.6%
- 17/18 - 16.1%
- 18/19 - 15.2%*

Data Analysis and Overall Implementation:

- AMS did not bring back a HSL in 2018/19 school-year. This was a gap in consistent parent and family outreach for student attendance.
- There have been an increase of students that come to school but cut classes throughout the day. Additional supervision during class time is needed, along with closer monitoring of phone calls to families regarding absences.
- Current data shows that we are close to making our target for the 2018/19 school-year.

Suspensions Per 100

Overall Suspensions per 100

- 16/17 - 26.79%
- 17/18 - 35.47%
- 18/19 - 22.21%*

Data Analysis and overall Implementation:

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

Chronic Absenteeism

ADA by Subgroup

- Asian - 16/17: 97.02%; 17/18: 96.99%; 18/19: 96.98%*
- Black - 16/17: 93.65%; 17/18: 92.43%; 18/19: 93.15%*
- Hispanic - 16/17: 95.07%; 17/18: 94.7%; 18/19: 94.36%*
- White - 16/17: 94.32%; 17/18: 93.75%; 18/19: 93.48%*
- SPED - 16/17: 94.12%; 17/18: 93.27%; 18/19: 93.06%*

Chronic Absenteeism by Subgroup

- Black - 16/17: 17.1%; 17/18: 31.9%; 18/19: 25.7%*
- Hispanic - 16/17: 11.9%; 17/18: 14.8%; 18/19: 14.4%*
- White - 16/17: 12.8%; 17/18: 18.9%; 18/19: 19.1%*
- SPED - 16/17: 18.1%; 17/18: 25.6%; 18/19: 21.8%*

Analysis of Data and overall Implementation:

- AMS did not bring back a HSL in 2018/19 school-year. This was a gap in consistent parent and family outreach for student attendance.
- There have been an increase of students that come to school but cut classes throughout the day. Additional supervision during class time is needed, along with closer monitoring of phone calls to families regarding absences.

Suspensions Per 100

Suspensions per 100 by Subgroup

- Black - 16/17: 53.66%; 17/18: 81.52%; 18/19: 46.15%*
- Hispanic - 16/17: 24.5%; 17/18: 29%; 18/19: 23.3%*
- White - 16/17: 32.76%; 17/18: 50.78%; 18/19: 17.70%*

- A deeper analysis of the data from the 2017/18 school-year showed that over 80 suspensions were non-safety violations of Ed Code.
- Positive alternative consequences were put in place for the 2018/19 for infractions that were not safety issues.
- There was an increase in suspensions due to mutual fighting during the 2018/19 school year.
- Current data shows that we are on track to meet the 2018/19 target.

- SPED - 16/17: 44.83%; 17/18: 75.24%; 18/19: 32.97%*
- Foster - 16/17: 90.9%; 17/18: 26.47; 18/19: 62.5%

Data Analysis:

- A deeper analysis of the data from the 2017/18 school-year showed that over 80 suspensions were non-safety violations of Ed Code.
- Positive alternative consequences were put in place for the 2018/19 for infractions that were not safety issues.
- There was an increase in suspensions due to mutual fighting during the 2018/19 school year.
- Implemented a comprehensive re-entry process for students post suspension.
- Develop restorative protocols for student-to-student conflict and staff-to-student conflict. This work was done by additionally purchased psych time.
- Current data shows that we are on-track to reduce suspensions across all subgroups.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The following changes were made to SPSA and Budget in this area:

- Establish a Student Support Center that provides for Social-emotional support and positive behavior interventions (funding for facility work was provide by Maintenance and Operations.
- Increase supervision by funding an additional CSA and additional NTAs.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Allocate funding for HSL and potentially more time for a CWA Officer to increase communication and supports for families.
- Allocate funding for Alternatives to Suspension. Work with secondary regional principals to co-develop and implement alternatives to suspension.
- Increase Psych time to provide job-embedded PL and support in positive interventions for challenging behavior.
- Bring on a consultant to work with teachers on embedded SEL within the context of their day-to-day classroom instruction and to work with administrators to build capacity in supervision of those techniques.

Step 4: Stakeholder 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:

Data was shared with SSC following each Interim Cycle and at the establishment of the SSC with SBAC data, school climate data as well as data from other schools.

- Increase supervision by funding an addition CSA and NTAs.
- Increase Psych time.

2 ELAC:

N/A--See SSC Feedback for any parent input regarding EL program

3 Staff:

Behavior Data is Shared with staff weekly on weekly communications from Principal. In addition, all staff had the opportunity to provide input via staff meetings, building committee meetings, Nuts and Bolts, and staff survey of SPSA needs. The following are the top 5 rated actions:

- Research and implement Alternatives to Suspension.
- Increase opportunities for parent outreach and parent meetings.
- Build in rewards for positive behavior and good attendance.
- Provide training for teachers to support dealing with challenging behavior.

- Professional Learning on the Integration of SEL and Content
- Additional Campus Safety Assistant
- Additional Psych time
- Develop Alternatives Suspension
- Purchase additional radios for teachers to use during arrival and dismissal supervision

Action 1

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

Owner(s):

Principal
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

Increase the amount of time our CWA officer has on-site to maximize student and parent outreach in regards to truancy and chronic absenteeism.

Owner(s):

Principal
CWA Officer

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):

Principal
MTSS Team

Timeline:

Quarterly Cycles of Review
Monthly Reports

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

- Provide funding to increase time for CWA officer to be on-site
- Provide funding for a part time Home-School Liaison

- Calendar monthly meetings between attendance clerical and Vice Principal to review attendance and implement support.

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

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

- Results of cycles of review to be shared at parent meetings, SSC and ELAC.
- Weekly updates via school messenger.
- Monthly updates via flyers sent home the first of the month

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)
- 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.
- 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.

Describe Professional Learning related to this action:

- Training for office staff in keeping accurate attendance records.

Action 2

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:

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 strong 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

Develop Alternatives to Suspension for non-safety violations of the Education Code. Share data with staff weekly and in quarterly cycles of review.

Owner(s):

Principal with Co-Admin Support
CCT
Regional Secondary Principals

Timeline:

Weekly
Quarterly

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

Develop 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 Activities

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
- Increase funding for noontime activities
- Order new radios to ensure all supervisors are able to communicate
- Funds to pay staff to implement Alternatives to Suspension outside of the regular duty day
- Funding for teacher and administrative training on the integration of SEL and Content in the classroom
- Additional Campus Safety assistant
- Additional Noontime assistants for additional supervision
- Funding for parent outreach meetings every 4-6 (including interpreters, babysitting, etc.)
- Secure CYS SAP Counselor to provide counseling support to students
- ID's and lanyards

Specify enhanced services for EL students:

All English Learners will be eligible for all tiered supports.

Specify enhanced services for low-performing student groups:

- Cross Functional (CF) 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)
- 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.

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

- Results of cycles of review to be shared at parent meetings, SSC and ELAC.
- Weekly updates via school messenger.
- Monthly updates via flyers sent home the first of the month

Describe Professional Learning related to this action:

- Supervisor conducts monthly coaching/support/monitoring of SPSA goals, actions and outcomes.
- De-escalation strategies for challenging behaviors
- Integration of content and SEL in the classroom
- Alternatives to suspension
- Active supervision protocols

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn I	0.4375		16,891.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	SEL Instruction Kristin Gonzalez	11,659.00
G4A2	ESSA School Imp	Instruction	Teacher-Supp			Interventions/Supports to increase SEL and decrease Suspensions	14,464.00
G4A2	ESSA School Imp	Instruction	Bks & Ref			: SEL Software Licenses	4,000.00
G4A2	ESSA School Imp	Instruction	Mat & Supp			: Materials and supplies for alternative to suspension	3,250.00
G4A2	ESSA School Imp	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : SAP Counselor 16 Hours a week	38,875.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	1.0000	Site Requested Jason Jones. 1061675 Jones, Jason	145,752.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,572.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,572.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,535.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,572.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant, Campus Safety	0.2500	Jonathan Gallegos to 8 hours 1010- 6hrs (Paid by FUSD) 0010- 2hrs (Supplemented by site due to security issues)	14,614.00

\$294,229.00

2019-2020 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	0.1250	Mens Alliance prep buy out for Michael Robinson	11,659.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Independent reading bundles in alignment with spring board curriculum	3,041.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Supplies for VAPA - No Food/Incentives	2,500.00
G1A1	Title 1 Basic	Instruction	Direct-Maint			: Technology repair	8,000.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	1,874.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			summer planning and PL	18,882.00
G1A1	ESSA School Imp	Instruction	Teacher-Subs			Quarterly sub release	17,648.00
G1A1	ESSA School Imp	Instruction	Mat & Supp			: Materials and supplies for classroom literacy and PL	10,000.00
G1A1	ESSA School Imp	Instruction	Nc-Equipment			: Technology to provide additional hardware so students can access adaptive features of curriculum.	40,000.00
G1A1	ESSA School Imp	Instruction	Subagreements			Corwin : Integration of SEL and content. Direct training for teacher by Doug Fisher	33,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			Richoh Lease	3,200.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	3,620.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	1,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent communication and mailings for EL students, translation of documents	1,000.00
G1A1	LCFF: EL	Parent Participation	Direct-Graph			: Parent communication and mailings for EL students, translation of documents	1,000.00
G1A1	LCFF: EL	Parent Participation	Communicatio			Parent communication and mailings for EL students, translation of documents	222.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Quote Pending	1,000.00
G1A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Communication - Copy Paper. No food/incentives.	1,500.00
G1A2	Title 1 Basic	Parent Participation	Direct-Graph			: Parent Communication	700.00
G1A2	Title 1 Basic	Parent Participation	Communicatio			Parent communication mailers	300.00
G1A2	ESSA School Imp	Instruction	Teacher-Supp			Lunch Tutorial	10,849.00
G1A2	ESSA School Imp	Instruction	Bks & Ref			: PowerBi License to monitor student learning	2,000.00
G1A2	ESSA School Imp	Instruction	Travel			: PL for Math & ELA Teachers in Standards - Unbound Ed	32,566.00
G1A2	ESSA School Imp	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows/Tutoring for low-performing student groups	8,000.00
G1A2	ESSA School Imp	Instructional Supervision & Admir	Crt Supr-Sub			Admin Subs for PL	5,236.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	2,531.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives & Rewards	3,530.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: ID's & Lanyards	2,531.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Blue Warriors	1,000.00

G2A1	Sup & Conc	Instruction	Mat & Supp			: supplies for noontime activities and engagements	2,951.00
G3A1	Sup & Conc	Instruction	Direct Trans			CTE/Educational Fieldtrips	1,500.00
G3A1	LCFF: EL	Instruction	Direct Trans			University Trips for EL Students	1,545.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd I	0.4375		16,891.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,473.00
G4A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	SEL Instruction Kristin Gonzalez	11,659.00
G4A2	ESSA School Imp	Instruction	Teacher-Supp			Interventions/Supports to increase SEL and decrease Suspensions	14,464.00
G4A2	ESSA School Imp	Instruction	Bks & Ref			: SEL Software Licenses	4,000.00
G4A2	ESSA School Imp	Instruction	Mat & Supp			: Materials and supplies for alternative to suspension	3,250.00
G4A2	ESSA School Imp	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : SAP Counselor 16 Hours a week	38,875.00
G4A2	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	1.0000	Site Requested Jason Jones. 1061675 Jones, Jason	145,752.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,572.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,572.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,535.00
G4A2	Sup & Conc	Other Pupil Services	Oth Cls-Reg	Assistant, Noontime	0.4375		7,572.00
G4A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Jonathan Gallegos to 8 hours 1010- 6hrs (Paid by FUSD) 0010- 2hrs (Supplemented by site due to security issues)	14,614.00

\$528,614.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,124.00
ESSA School Imp	3182	\$238,770.00
Sup & Conc	7090	\$207,860.00
LCFF: EL	7091	\$22,860.00
Grand Total		\$528,614.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$221,328.00
G2 - All students will engage in arts, activities, and athletics	\$10,012.00
G3 - All students will demonstrate the character and competencies for workplace success	\$3,045.00
G4 - All students will stay in school on target to graduate	\$294,229.00
Grand Total	\$528,614.00