

Ahwahnee Middle

10621666061188

Principal's Name: Jennifer Carr

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances

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



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Jennifer Carr	X				
2. Chairperson – Sheryl Mukai			X		
3. Secretary – Mieka Kos		X			
4. Jerry Zakrzewski				X	
5. Ariceli Garcia				X	
6. Steven Burrolla				X	
7. Richard Grijalva				X	
8. Shawn Simas		X			
9. Ty Maroudas		X			
10. Brittani Quinto		X			
11. Angelina Lujan					X
12. Carla Vang					X
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 3/12/2021.

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		5/19/2021
SSC Chairperson	Sheryl Mukai		5/19/21

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 2021/22

Ahwahnee - 0010

ON-SITE ALLOCATION

3010	Title I	\$59,520 *
7090	LCFF Supplemental & Concentration	\$181,830
7091	LCFF for English Learners	\$21,336
3182	Comprehensive Support and Improvement	\$238,700
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$12,540</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$513,926

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,860
Remaining Title I funds are at the discretion of the School Site Council	<u>\$57,660</u>
Total Title I Allocation	<u>\$59,520</u>

Revised April 26, 2021

February 12, 2021

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.
- ❖ 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.
- ❖ 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 2021-2022 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		23.67 %	2020-2021	30.67 %
I-Ready Math D2 On Level		20.25 %	2020-2021	27.25 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

I-Ready ELA D2 On Level

During the first administration of the iReady diagnostic, 21.14% of students assessed scored at level or above. During the second administration of the iReady diagnostic, 23.67% of students scored at level or above. The completion rate was just over 50%.

- 7th Grade from 24.16% at level to 23.04% at level
- 8th Grade from 18.08% at level to 24.38% at level

Analysis of data and implementation of 2020/21 Actions:

- Conducted 6 professional learning cycles on Grade-level instruction and lesson development for distance learning.
- Lead teachers led the development of curriculum maps, common assessments, and common weekly plans with each PLC team. Plans were posted weekly for parents and students to access.
- Focus of PLC meetings was on developing weekly plans that are aligned to grade-level and included high impact practices like:
 - teacher modeling, student collaboration, checking for understanding, learning targets and success criteria.
- Staff determined that we should continue to focus on grade-level alignment but to deepen work in grade-level assessment.

- 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 D2 On Level

Significant Subgroup Data - Percent of students on level:

- African American/Black - 21.21.%
- Asian - 33.33%
- Hispanic - 20.25%
- Two or more races - 43.75%
- White - 13.04%
- Foster Youth - 0%
- RFEP - 24.49%
- ELL - 11.43%
- Homeless - 0%
- SDC - 4.76% and RSP - 15.39%

Analysis of Data

- Co-teaching efforts were in place to make sure all students had support in grade-level learning.
- Analysis of classroom visits shows that teachers are aligning outcomes to grade-level standards and leverage strategies like modeling and student collaboration. However, more work needs to be done to develop classroom assessments to monitor students in all groups and examine data for disproportionality.

I-Ready Math D2 On Level

During the first administration of the iReady diagnostic, 18.73% of students assessed scored at level or above. During the second administration of the iReady diagnostic, 20% of students assessed scored at level or above. The completion rate was approximately 53%.

- 7th Grade from 19.90% to 24.17% at level
- 8th Grade from 17.55% to 15.87% at level

Analysis of data and implementation of 2022/21 Actions:

- Math teachers participated in monthly Math Lesson Design coaching cycles focused on lesson delivery and distance learning.
- Conducted 6 professional learning cycles on Grade-level instruction and lesson development for distance learning.
- Lead teachers led the development of curriculum maps, common assessments, and common weekly plans with each PLC team. Plans were posted weekly for parents and students to access.
- Focus of PLC meetings was on developing weekly plans that are aligned to grade-level and included high impact practices like:
 - teacher modeling, student collaboration, checking for understanding, learning targets and success criteria.
- Staff determined that we should continue to focus on grade-level alignment but to deepen work in grade-level assessment.

- The implementation of MTSS structures focused on social-emotional supports and 1x1 academic supports. Work in the coming year should focus on clear tier 2 and 3 academic supports.

I-Ready Math D2 On Level

Significant Subgroup Data - Percent of students on level:

- African American/Black - 9.52%
- Asian - 33.33%
- Hispanic - 17.57%
- Two or more races - 27.27%
- White - 19.57%
- Foster Youth - 100%
- RFEP - 26.67%
- ELL - 0%
- Homeless - 0%
- SDC - 4.76% and RSP - 7.41%

Analysis of Data

- Focus on math lesson design to ensure that all students are engaged in the thinking of the lesson. However, work needs to be done in ensuring students are engaged in more challenging math tasks that align to the assessments.
- Co-teaching efforts were in place to make sure all students had support in grade-level learning.
- Analysis of classroom visits shows that teachers are aligning outcomes to grade-level standards and leverage strategies like modeling and student collaboration. However, more work needs to be done to develop classroom assessments to monitor students in all groups and examine data for disproportionality.
- The implementation of MTSS structures focused on social-emotional supports and 1x1 academic supports. Work in the coming year should focus on clear tier 2 and 3 academic supports.

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.

- Most of the changes were made due to being in 100% distance learning for quarters 1-3.
 - MTSS redesign was implemented and established structures for distance learning
 - Staff tech funds were re-purposed from classroom to tools for staff to teach from home
 - Sub-release time was re-allocated for extra pay to engage teachers in mapping out distance learning

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 2021-2022 SPSA.

- Continue working on grade-level alignment (teacher clarity) but deepen work in development school-based assessment systems to better monitor student learning.
- Continue working with Doug Fisher from Corwin to help provide PL in alignments, SEL, and PLC protocols.
- Continue building a high functioning MTSS team through the redesign of admin structures.

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.

<div>1 SSC:</div> <div>Data was shared and analyzed with school site council. School Site Council Recommendations for Goal 1:<ul style="list-style-type: none">Continue funding additional days for GLA to engage in MTSS workContinue providing tutorialContinue to re-tool classroom technology so teachers can leverage the new learning from distance learningContinue Math Lesson DesignContinue working with Doug Fisher from CorwinFocus efforts on building grade-level, school-based assessment systems to more closely monitor academics.Work with parents to build collaborative opportunities for student academics.</div>	<div>2 ELAC:</div> <div>See SSC for parent input regarding EL Program</div>	<div>3 Staff:</div> <div>Teachers, staff, ILT, and the MTSS team reviewed iReady data, classroom visit data through weekly and bi-monthly meetings. Staff recommendations for Goal 1<ul style="list-style-type: none">Continue funding additional days for GLA to engage in MTSS workContinue leveraging the grade-level MTSS structure.Continue providing tutorial but work to build assessments to monitor student growth.Continue to re-tool classroom technology so teachers can leverage the new learning from distance learning.Continue Math Lesson DesignContinue working with Doug Fisher from CorwinFocus efforts on building grade-level, school-based assessment systems to more closely monitor academics.Work with parents to build collaborative opportunities for student academics.Bring back quarterly academic recognition and student incentives,.</div>
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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:	<input type="checkbox"/> Strong Evidence	<input checked="" type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Each teacher will provide an outline of each quarter of instruction to department liaison which will include common learning targets, success criteria, and 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 grade level outcomes and student engagement in the lesson through gradual release.

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

Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs.

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.

Owner(s):

Principal
Lead Teachers

Timeline:

Quarterly

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

Grade-level teams lead 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

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 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.
- 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.
- Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial.
- Purchase Independent Reading Bundles aligned to adopted curriculum to deepen student comprehension of content.

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.
- Establish an Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students.
- Increased technology to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas.
- Provide funding for ELPAC assessors.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.
- Provide funding for EL fieldtrips.
- .2 FTE to provide push-in support for ELs and conduct quarterly data chats.

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 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.
- 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.

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

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

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 AC's 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.

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 grade level outcomes and student engagement in the lesson through gradual release.

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

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.
- 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.
- Provide funding for Admin subs to release administrators to learn along-side with teachers.

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.
- Establish an Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students.
- Increased technology to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas.
- Provide funding for ELPAC assessors.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.

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
- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Qtr Sub Release Tchr PL ** NO IEPS **	17,107.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: After School tutorial for math and ELA supplies ** NO FOOD OR INCENTIVES **	1,000.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Professional Books for PL	3,660.00
G1A1	ESSA-CSI	Instruction	Subagreements			Corwin : Corwin: PL in Grade-level instruction and assessment.	40,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom Literacy Supplies	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Independent Reading Bundles	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies and Materials for PL	6,039.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Staff Technology	30,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Fieldtrips for EL Students	1,500.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC ASSESSORS	591.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL materials and supplies (to balance)	1.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	.2 FTE for Push -in-Academic Support, Melina	17,056.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Student Technology	1,500.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Student Technology	14,581.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	5,273.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Student Technology	4,460.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub for PL	3,001.00
G1A2	One-Time School	Instruction	Teacher-Supp			Aft Schl Tutorial Math/ELA Tchr Contrcts	12,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for After School Tutorial	540.00

\$179,309.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	50 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Student-centered real world learning experience - Site Defined

This is a baseline year for this goal. Our goal is to ensure that at least 50% of our students engage in career-based learning opportunities. Including:

- Visits to college campuses
- Completion of Career Cruising
- Participating in opportunities to hear guest speakers in various careers

2

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

Student-centered real world learning experience - Site Defined

This is a baseline year for this goal. Our goal is to monitor the number of students engaging in career-based learning opportunities. Disaggregated data will be examined regularly to ensure equity in offerings and participation across all student groups.

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.

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 2021-2022 SPSA.

- Calendar and plan career-based learning opportunities
- Establish methods for tracking and monitoring participation.

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.

<div>1 SSC:</div> <div>Recommendations from SSC and Staff<ul style="list-style-type: none">ensure students have adequate access to technologyprovide opportunities for students to connect with local professionals in various careersDraw connections between careers and classroom learningProvide opportunities for students participate in college visits.</div>	<div>2 ELAC:</div> <div>ELAC Participation through SSC</div>	<div>3 Staff:</div> <div>Recommendations from SSC and Staff<ul style="list-style-type: none">ensure students have adequate access to technologyprovide opportunities for students to connect with local professionals in various careersDraw connections between careers and classroom learningProvide opportunities for students participate in college visits.</div>
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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 2021, 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):

Alliance Teachers
Grade-level VP Leads

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

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.

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.

2021-2022 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 fieldtrip	1,567.00

\$1,567.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.**Needs Assessment****School Quality Review****School Level Dashboard**

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		12.2 %	2020-2021	10.2 %
Suspensions students with 1 or more		0 %	2020-2021	20 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

Chronic Absenteeism:

- 2018/19 - 18.6%
- 2019/20 - 20.2%
- 2020/21 - 15.2%

Actions Taken and Data Analysis:

- New attendance staff restructured protocols to ensure accuracy
- Provided PL for teachers in attendance-taking
- Despite the pandemic and distance learning, we had less students that were chronically absent. This may also be why tardies were down--therefore bringing down chronic absenteeism.

Suspensions students with 1 or more

Due to Distance Learning being the predominate school structure, we focused our analysis on the previous year's data to build our plan for the coming year.

Suspension Rates as of March 13, 2020: Overall:

- There were 204 suspensions by the end of quarter 3 in the 2018/19 school-year.
- By the end of quarter 3 in 2019/20, there were 170 suspensions. That is a decrease in number of suspensions by 16%.
- There were 3,321 misbehaviors logged by the end of quarter 3 in the 2018/19 school-year.
- By the end of quarter 3 in 2019/20, there were 1,690. That is a decrease in the number of misbehaviors by 49%. There is a 12% reduction in the overall number of suspensions per 100 as of March 13, 2020. As of week 31 in 2018/19, the overall suspension rate was 25.29%. As of week 31 in 2019/20, the overall suspension rate was 22.02%.

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

Chronic Absenteeism

Percentage of students chronically absent by group:

- African American/Black - From 27.8% in 2019/20 to 25.9% in 2020/21
- Asian - From 18.6% in 2019/20 to 4.4% in 2020/21
- Hispanic - From 19.7% in 2019/20 to 13.9% in 2020/21
- White - From 23.5% in 2019/20 to 20.7% in 2020/21
- SPED - From 22.6% in 2019/20 to 25% in 2020/21
- Foster Youth - From 25% in 2019/20 to 14.3% in 2020/21
- Homeless - From 58.3% in 2019/20 to 60% in 2020/21

All of the student groups saw a decline in chronic absenteeism with the exception of SPED and Homeless students. During the pandemic, the MTSS team focused on increasing communication and outreach for the above students.

Suspensions students with 1 or more

Of the 170 suspensions in 2019/2020:

- 59% were Hispanic (down from 68%, the year before.)
- 5.3% were multiracial (up from 1.97%)
- 15.3% were white (up from 10.34%)
- 16.5% were African American (down from 17.73%)
- 3.55% were Asian (up from 1.48%)

Analysis of Data

Staff recommended we continue deepening the supports of our MTSS team, SEL supports, SEL in the classroom, and to continue ongoing PL on de-escalation with our school-based psychologist.

Analysis of Data

Staff recommended we continue deepening the supports of our MTSS team, SEL supports, SEL in the classroom, and to continue ongoing PL on de-escalation with our school-based psychologist.

In addition, the MTSS team will conduct quarterly equity audits to ensure equitable access to supports and outreach opportunities.

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.

Due to the school closures, students were in Distance Learning for the first three quarters of school. Plans for in-school positive behavior supports to be pushed to the 2021/22 school-year.

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 2021-2022 SPSA.

see above

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 to work with full time psychologist to ensure refinement of implementation of levels of behavior and tiered systems of support.
- Continue the structure of the grade-level MTSS teams, which include funding an additional RCA and additional duty days for GLA
- Increase opportunities for parents to collaborate with the school around behavior supports.

2 ELAC:

See SSC Notes

3 Staff:

- Continue to work with full time psychologist to ensure refinement of implementation of levels of behavior and tiered systems of support.
- Continue the structure of the grade-level MTSS teams, which include funding an additional RCA and additional duty days for GLA
- Increase opportunities for parents to collaborate with the school around behavior supports.
- Make sure to revisit Levels of Behavior with staff.

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 advisers 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

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

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

- 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

Specify enhanced services for low-performing student groups:

- Cross Functional Pivot Team, which includes appropriate department designees that support the CSI

- Leverage parent volunteers and ELAC representatives to increase family-school outreach and communication
- 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, 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:

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

Owner(s):

Principal
MTSS

Timeline:

Monthly Meetings

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 Activities

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

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
- 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.
- 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.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies for VAPA ** NO FOOD OR INCENTIVES **	1,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Subs for Fldtrips and G2 activities	1,501.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	10,000.00
G3A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Kristen Gonzales prep buy out Dean of student support center	17,056.00
G3A3	ESSA-CSI	Instruction	Bks & Ref			: SEL Software	7,500.00
G3A3	ESSA-CSI	Psychological Services	Crt Pupl-Reg	Psychologist, School	1.0000	1061675 Full Time psych to provide MTSS PL and direct PL to teachers	152,959.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Additional Duty Days for GLA for MTSS work	10,000.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Lanyards	3,000.00
G3A3	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		60,540.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Fund .25 to keep 6 hr CSA at 8 hr (Mark Mitchell)	14,949.00

\$278,505.00

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	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	90 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Staff Goal - Site Defined

This is a baseline year for this goal. Goals:

- 90% of staff will report feeling like they have had input on key school decisions
- 90% of PLCs will report engaging in teacher-directed PL opportunities like micro-teaching, collaborative planning

2

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

Staff Goal - Site Defined

Baseline year for this goal.

In addition to the staff-wide goal, admin team will review data quarterly for disproportionality among staff responses.

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.

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 2021-2022 SPSA.

n/a

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.

<div>1 SSC:</div> <div>Staff and SSC Recommendations:<ul style="list-style-type: none">Provide for development of teacher leadership.Continue leveraging ILT/CCT and MTSS teams to provide input school decisions.Provide opportunities for staff-led PL</div>	<div>2 ELAC:</div> <div>ELAC input through SSC.</div>	<div>3 Staff:</div> <div>Staff and SSC Recommendations:<ul style="list-style-type: none">Provide for development of teacher leadership.Continue leveraging ILT/CCT and MTSS teams to provide input school decisions.Provide opportunities for staff-led PL</div>
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Action 1

Title: Staff agency through collaboration and shared leadership

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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
- 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.

2021-2022 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	ESSA-CSI	Instruction	Teacher-Supp			Summer PL and Curriculum Planning ** NO IEPS **	20,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			EPES Cntrts for CCT: Pos Behav Plnning & Analysis & SEL Lesson Dev	4,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Summer PL for Lead Teachers (ILT/CCT, MTSS)	5,000.00

\$29,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.**Needs Assessment****School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomedd		91.89 %	2019-2020	95.89 %

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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Family Goal - Site Defined

This is a baseline Year for this metric. We will track the attendance at monthly Parent Connect meetings.

Parent Survey - Respected and welcomed

- 2017/18 - 92.7%
- 2018/19 - 95.2%
- 2019/20 - 91.9%

Analysis of Data:

- Direct PL and coaching for front office staff to create a welcoming environment
- Implementation of Parent Connect Meetings
- Establishment of grade-level MTSS teams to ensure timely communication to families
- Need to increase participation of parents in opportunities to provide input

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

Family Goal - Site Defined

This is a baseline Year for this metric. We will track the attendance at monthly Parent Connect meetings.

Parent Survey - Respected and welcomed

- 2017/18 - 92.7%
- 2018/19 - 95.2%
- 2019/20 - 91.9%

Analysis of Data:

- Direct PL and coaching for front office staff to create a welcoming environment
- Implementation of Parent Connect Meetings
- Establishment of grade-level MTSS teams to ensure timely communication to families
- Need to increase participation of parents in opportunities to provide input

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.

- School events like academic awards, sporting events, concerts, etc. were down, this year due to school closure.

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 2021-2022 SPSA.

- Establish a monthly parent connect meeting structure

- Establish a monthly parent connect meeting schedule.
- Measure and monitor participation in parent conferences, and other parent meetings.
- Establish quarterly opportunities for teachers and families to collaborate and provide input into school focus areas.

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.

<div>1 SSC:</div> <div><ul style="list-style-type: none">• Increase opportunities for parent involvement that goes beyond participation and attending events.• Leverage technology to provide easier access to school meetings and parent conferences.</div>	<div>2 ELAC:</div> <div>ELAC input through SSC</div>	<div>3 Staff:</div> <div><ul style="list-style-type: none">• Increase opportunities for parent involvement that goes beyond participation and attending events.• Leverage technology to provide easier access to school meetings and parent conferences.• Provide events that families can attend with students: i.e., movie nights, breakfasts, academic celebrations• Provide community services to families</div>
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Action 1

Title: Increase opportunities for family voice and collaboration

Action Details:

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

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Establish monthly parent connect meetings to share information with families and to facilitate parent input.</div>	<div>Owner(s):</div> <div>Vice Principals</div>	<div>Timeline:</div> <div>Every 4-6 weeks</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Hold quarterly events that allow parents the opportunity to celebrate student successes.</div>	<div>Owner(s):</div> <div>MTSS</div>	<div>Timeline:</div> <div>Quarterly</div>
<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Conduct quarterly equity audits to ensure parents have equitable opportunities to participate in our school.</div>	<div>Owner(s):</div> <div>MTSS</div>	<div>Timeline:</div> <div>Quarterly</div>

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

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

2021-2022 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			Translators and Parent Communication for EL	2,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Baby sitting for parent meetings	1,801.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent mailers ** NO FOOD OR INCENTIVES **	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL	20,744.00

\$25,545.00

2021-2022 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-Subs			Qtr Sub Release Tchr PL ** NO IEPS **	17,107.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: After School tutorial for math and ELA supplies ** NO FOOD OR INCENTIVES **	1,000.00
G1A1	ESSA-CSI	Instruction	Bks & Ref			Professional Books for PL	3,660.00
G1A1	ESSA-CSI	Instruction	Subagreements			Corwin : Corwin: PL in Grade-level instruction and assessment.	40,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Classroom Literacy Supplies	12,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Independent Reading Bundles	5,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Supplies and Materials for PL	6,039.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Staff Technology	30,000.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	4,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Fieldtrips for EL Students	1,500.00
G1A1	LCFF: EL	Instruction	Oth Cls-Supp			ELPAC ASSESSORS	591.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL materials and supplies (to balance)	1.00
G1A2	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	.2 FTE for Push -in-Academic Support, Melina	17,056.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			: Student Technology	1,500.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Student Technology	14,581.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies	5,273.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Student Technology	4,460.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub for PL	3,001.00
G1A2	One-Time School	Instruction	Teacher-Supp			Aftr Schl Tutorial Math/ELA Tchr Contrcts	12,000.00
G1A2	One-Time School	Instruction	Mat & Supp			: Materials and Supplies for After School Tutorial	540.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CTE fieldtrip	1,567.00
G3A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies for VAPA ** NO FOOD OR INCENTIVES **	1,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Subs for Fldtrips and G2 activities	1,501.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	10,000.00
G3A3	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Kristen Gonzales prep buy out Dean of student support center	17,056.00
G3A3	ESSA-CSI	Instruction	Bks & Ref			: SEL Software	7,500.00
G3A3	ESSA-CSI	Psychological Services	Crt Pupl-Reg	Psychologist, School	1.0000	1061675 Full Time psych to provide MTSS PL and direct PL to teachers	152,959.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Additional Duty Days for GLA for MTSS work	10,000.00
G3A3	Sup & Conc	Instruction	Mat & Supp			: Lanyards	3,000.00
G3A3	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		60,540.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Fund .25 to keep 6 hr CSA at 8 hr (Mark Mitchell)	14,949.00

G4A1	ESSA-CSI	Instruction	Teacher-Supp	Summer PL and Curriculum Planning ** NO IEPS **	20,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp	EPES Cntrts for CCT: Pos Behav Plnning & Analysis & SEL Lesson Dev	4,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp	Summer PL for Lead Teachers (ILT/CCT, MTSS)	5,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Translators and Parent Communication for EL	2,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Baby sitting for parent meetings	1,801.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent mailers ** NO FOOD OR INCENTIVES **	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish 0.4375 HSL	20,744.00
					\$513,926.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,520.00
ESSA-CSI	3182	\$238,700.00
Sup & Conc	7090	\$181,830.00
LCFF: EL	7091	\$21,336.00
One-Time School	7099	\$12,540.00
Grand Total		\$513,926.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$179,309.00
G2 - Expand student-centered and real-world learning experiences	\$1,567.00
G3 - Increase student engagement in their school and community	\$278,505.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$29,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$25,545.00
Grand Total	\$513,926.00