

**Ahwahnee Middle School**

10621666061188

Principal's Name: Jose Guzman

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Jose Guzman', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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<b>District Goals</b>	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
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.

## 2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	ELA (SBAC)	1- Standard Not Met/Nearly Met	<a href="#">6142</a>	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	9/17	75.62 %

### 2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	EL Redesignation	3- Borderline to Redesignation Within 365 Days	<a href="#">5968</a>	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	17/17	9.09 %
<input type="checkbox"/>	Middle	EL Redesignation	4- LTEL Redesignation Rate	<a href="#">4774</a>	Number and percentage of Long Term English Learner students redesignated	14/17	18.75 %

### 3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Middle	High School Readiness	1- EIS Red Zone Rate	<a href="#">6643</a>	Number and percentage of K-12th grade students meeting all 3 EIS Red Zone (or higher) criteria	11/17	5.01 %
<input checked="" type="checkbox"/>	Middle	CORE High School Readiness	5- High School Readiness Rate	<a href="#">2524</a>	CORE Waiver: High School Readiness	10/17	39 %

## 4 Social Emotional

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Suspension	1- Suspension Rate	<a href="#">6109</a>	Number and percentage of students who have been suspended and/or expelled	13/17	28.07 %
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	1- Chronic Absenteeism Rate	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	10/17	16.69 %
<input checked="" type="checkbox"/>	Middle	Chronic Absenteeism	4- Attendance Retention	<a href="#">5963</a>	Number and percentage of TK-12th grade students who had greater than 90% attendance the previous semester and have maintained greater than 90% attendance during the current semester	10/17	93.88 %

## 5 Climate Culture

### Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Middle	Student Engagement	2- Overall Student Participation	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	11/17	81.94 %
<input type="checkbox"/>	Middle	Student Engagement	4- Long Term Engagement	<a href="#">5948</a>	Number and percentage of unique students engaged in any ongoing Goal 2 activities for 2 or more consecutive years.	10/10	%

Instructional Superintendent Approval :  No  Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

## B. Action Plan

<b>Domain</b>	<input checked="" type="checkbox"/> <b>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</b>	<input type="checkbox"/> <b>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</b>	<input type="checkbox"/> <b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</b>
<b>Action # 1</b>	<p><i>Detail the action: Ahwahnee Middle School will implement a school wide literacy program based on “authentic literacy.” Emphasis will be placed on classroom supports and collaborative professional learning to ensure all students are reading at grade level. This program will create a comprehensive student support structure for students earning D’s and F’s throughout the year. This structure will provide ongoing tutorials and interventions on a year-long basis with professional learning provided for teachers on the development of strategic formative assessments to support teaching decisions that support students reaching mastery of expected learning results.</i></p>		
<b>SQII Element:</b> SBAC - ELA	<b>SQII Sub-element(s):</b> Standards Not Met/Nearly Met - 6142	<b>Site Growth Target:</b> ELA – 65%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By Summer of 2017, SBAC data from the Spring, 2017 administration will show a decrease of ten percent in the percentage of students scoring at “Standard Not Met or Standard Nearly Met” with students scoring “Met Standards” growing by ten percent.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>Students demonstrating on track growth on the fall SBAC/DRP, 2016 administration will increase from 44% to 54% for both grade levels.</i></li> <li><i>Students who show a decline in grade level will decrease from 53% to 43% following the fall, 2016 administration.</i></li> <li><i>Scores on the Interim 1 Assessment for ELA (Percent correct) will increase to 50% from 43.5%</i></li> <li><i>Continued calibration on WAR Room culminating tasks and grade correlation will see a decrease in the percentage of grades that are higher than culminating task scores by June, 2017. This will continue to be monitored through the Warrior Acceleration Room Project.</i></li> <li><i>Each teacher will provide an outline of the first quarter of instruction to department liaison which will include common formative assessment schedule. D’s and F’s will be monitored weekly and reviewed with AC’s during PD meetings and at AC meetings.</i></li> </ul>		<p><b>Owner(s)</b></p> <p><i>Principal and Admin Liaisons to Departments</i></p> <p><i>Teachers and Principal</i></p> <p><i>Teacher(s) PLUS+ Teachers</i></p> <p><i>Teachers and Admin Liaisons to Departments</i></p>	<p><b>Timeline</b></p> <p><i>SBAC Goals will be measured by Summer of 2017</i></p> <p><i>Interim goals will be measured and monitored throughout the year at every reporting period.</i></p>

<ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>In 2015, approximately 80% of 8<sup>th</sup> grade students were eligible for participation in the end of year "Commitment to Graduate Ceremony." By June of 2017, this percentage will be monitored throughout the year with a target of 90% eligible.</i></li> <li>• <i>Walkthrough data will be used to monitor the implementation of school wide use of authentic literacy strategies in classrooms. Data will be tracked to monitor the increase in the number of teachers presenting the most challenging content as measured by instructional practice guide.</i></li> </ul>	<p><i>Academic Counselor</i></p> <p><i>GLA</i></p> <p><i>Admin Team</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><i>Parents of students who struggle academically or behaviorally will receive invitations for students to participate in tutorials and will be invited to parent/teacher/admin conferences to collaborate on support plans to increase student achievement.</i></p> <p><i>Parents will receive instruction and support on how they can enlist in the Edu-Text grade/attendance monitoring system and can receive assistance in the main office on how to access parent portal through ATLAS.</i></p> <p><i>Parents will be continuously engaged in student progress through weekly student progress reports, information nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school business and opportunities to engage in the school. Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Teachers will utilize planning time as job embedded professional learning through collaboration with peers and through curriculum development with a continued site and regional focus of "authentic literacy." Additionally, professional learning around formative assessments and using data to inform instruction will be a continued focus for site professional learning in 2016-2017. This professional learning will revolve around strengthening Accountable Communities and will involve a deep study of the book <b>Learning by Doing</b>, by Richard and Rebecca DuFour. Through continued development of the Accountable Community structure, professional learning will be focused on using data to identify students needing intervention and adjusting instruction accordingly.</i> <ul style="list-style-type: none"> <li>○ <i>All teachers will receive professional learning that will include professional collaboration and training on how to best utilize PLUS+ teachers for providing support and responding to data with differentiated instruction. All teachers will engage in continued professional collaboration and professional learning in support of student learning of grade level standards and using strategies that will result in enhanced delivery of instruction. The majority of the professional learning will be focused on strategies to respond to students based on data from formative assessments. Planning and collaboration time will be made available for teachers to plan during summer and outside of the duty day. Teacher will be enlisted to plan for and deliver teacher led professional learning at staff PD and regional professional learning sessions. Teachers that are not part of the iPL structure will have release time (twice per year) to plan and work together with job alike peers. Professional learning plan will</i></li> </ul> </li> </ul>		

*be outlined as part of the Professional Learning Management System and will be modified throughout the year based on the needs of students and trends identified by Accountable Communities.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- *Professional collaboration and professional learning will support student learning of academic content through improved delivery of instruction and through the review of data for the purpose of remediation in “real time.”*
- *Support for students will be delivered through PLUS+ program with concentrated literacy support, technology instruction and support for content area acceleration and remediation through FLEX week intervention and support.*
- *Students will have access to content materials appropriate for students’ current reading levels. These materials can be scaffolded for students acquiring English as a second language, students with special needs or students behind grade level according to DRP scores and SBAC assessments.*
- *Students will utilize agendas for the purpose of learning organizational skills and self-assessment.*
- *Student will benefit from improved technology in the classroom for the purpose of delivering instruction and the acquisition of 21<sup>st</sup> century computer skills through keyboarding, online research and language development through online resources.*

*Specify additional targeted actions for EL students:*

*EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning. A strategic pull out intervention program will continue with additional resources to support students’ acquisition of academic language and literacy skills for the purpose of being re-designated throughout the year. Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental service contract for teachers supporting data monitoring and student intervention identification through WAR room project.	\$2,905
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Tutorial and student behavior intervention supplemental service contracts.	\$15,625
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Substitute teachers for non-iPL Teacher Planning/PD release.	\$3,840

1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for planning and professional development during non-school hours over summer and during school year.	\$11,902
1	1	Sup & Conc	Instruction	Materials & Supplies				Rental of equipment for Commitment to Graduate Celebration and Awards for Students of the Year	\$1,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Teacher supplemental materials and supplies for increasing student achievement through purchase of literacy materials.	\$8,592
1	1	EL	Instruction	Materials & Supplies				Teacher supplemental materials and supplies for increasing student achievement through purchase of literacy materials.	\$1,581
1	1	Title 1 Basic	Instruction	Materials & Supplies				Student Agendas	\$2,000
1	1	Title 1 Basic	Instruction	Materials & Supplies				Purchase of "Learning by Doing" for AC collaboration.	\$1,200
1	1	EL	Instruction	Office Equipment Lease				Equipment Lease-Ricoh	\$2,700
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Replacement technology for students and classrooms in support of instruction.	\$9,907



1	1	EL	Instruction	Non Capitalized Equipment				Replacement technology for EL Student use in classrooms.	\$1,829
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology for school services in support of attendance, achievement and behaviors.	\$1,061
								Total	\$64,142

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
<b>Action # 2</b>	<p><i>Detail the action: Ahwahnee Middle School will implement a system of math supports for all students aligned to state standards focused on the “eight mathematical practices.” Centered on materials available through “Go Math,” emphasis will be placed on classroom supports and collaborative professional learning to ensure all students are performing at grade level. This program will create a comprehensive student support structure for students earning D’s and F’s throughout the year. This structure will provide ongoing tutorials and interventions on a year-long basis with professional learning provided for teachers on the development of strategic formative assessments to support teaching decisions that support students reaching mastery of expected learning results.</i></p>		
<b>SQII Element:</b> SBAC - Math	<b>SQII Sub-element(s):</b> Standards Not Met/Nearly Met in Math 6142	<b>Site Growth Target:</b> MATH – 75%	Vendor (contracted services)
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context		
<p><i>Write a SMART Goal to address each data point: By Summer of 2017, SBAC data from the Spring, 2017 administration will show a decrease of ten percent in the percentage of students scoring at “Standard Not Met or Standard Nearly Met” on Math SBAC with students scoring “Met Standards” growing by ten percent.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>Scores on the Interim 1 Assessment for Math (Percent correct) will increase to 40% from 33%.</i></li> <li><i>Continued calibration on WAR Room culminating tasks and grade correlation will see a decrease in the percentage of grades that are higher than culminating task scores by June, 2017. This will continue to be monitored through the Warrior Acceleration Room Project.</i></li> </ul>		<p><i>Owner(s)</i> Principal and Admin Liaison to Department</p> <p><i>Teachers and Principal</i></p> <p><i>Teachers</i></p>	<p><i>Timeline</i></p> <p><i>SBAC Goals will be measured by Summer of 2017</i></p> <p><i>Interim goals will be measured and monitored throughout the year at every reporting period.</i></p>

<ul style="list-style-type: none"> <li>• Each teacher will provide an outline of the first quarter of instruction to department liaison which will include common formative assessment schedule. D's and F's will be monitored weekly and reviewed with AC's during PD meetings and at AC meetings.</li> <li>• 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.</li> <li>• In 2015, approximately 80% of 8<sup>th</sup> grade students were eligible for participation in the end of year "Commitment to Graduate Ceremony." By June of 2017, this percentage will be monitored throughout the year with a target of 90% eligible.</li> <li>• Walkthrough data will be used to monitor the implementation of school wide use of authentic literacy strategies in classrooms. Data will be tracked to monitor the increase in the number of teachers presenting the most challenging content as measured by instructional practice guide.</li> </ul>	<p>Academic Counselor</p> <p>Admin Liaisons to Departments</p> <p>Admin Team</p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <p><i>Parents of students who struggle academically or behaviorally will receive invitations for students to participate in tutorials and will be invited to parent/teacher/admin conferences to collaborate on support plans to increase student achievement.</i></p> <p><i>Parents will receive instruction and support on how they can enlist in the Edu-Text grade/attendance monitoring system and can receive assistance in the main office on how to access parent portal through ATLAS.</i></p> <p><i>Parents will be continuously engaged in student progress through weekly student progress reports, information nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school business and opportunities to engage in the school. Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.</i></p>		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Math teachers will utilize planning time as job embedded professional learning through collaboration with peers and through curriculum development focused on "Go Math" with a continued site and regional focus of "authentic literacy." Additionally, professional learning around formative assessments and using data to inform instruction will be a continued focus for site professional learning in 2016-2017. This professional learning will revolve around strengthening Accountable Communities and will involve a deep study of the book <b>Learning by Doing</b>, by Richard and Rebecca DuFour. Through continued development of the Accountable Community structure, professional learning will be focused on using data to identify students needing intervention and adjusting instruction accordingly. This will include professional collaboration and training on how to best utilize PLUS+ teachers for providing support and responding to data with differentiated instruction. All teachers will engage in continued professional collaboration and professional learning in support of student learning of grade level standards and using strategies that will result in enhanced delivery of instruction.</i></li> </ul>		

- *Math teachers will receive training on how to implement Project Based Learning strategies for the purpose of aligning “real life” mathematical practice together with strong conceptual understanding of mathematical concepts. Project Based Learning will help teachers incorporate technology, environmental studies and authentic math concepts into meaningful and relevant lessons that will assist with comprehension and engagement. Collaboration will be required for math and science departments and will be implemented over the course of the year in addition to school wide professional development, aligned to the PLMS professional learning plan. Planning and collaboration time will be made available for teachers to plan during summer and outside of the duty day.*
- *Teacher will be enlisted to plan for and deliver teacher led professional learning at staff PD and regional professional learning sessions*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- *Professional collaboration and professional learning will support student learning of academic content through improved delivery of instruction and through the review of data for the purpose of remediation in “real time.”*
- *Support for students will be delivered through PLUS+ program with concentrated literacy and math support, technology instruction and support for content area acceleration and remediation through FLEX week intervention and support.*
- *Students will utilize agendas for the purpose of learning organizational skills and self-assessment.*
- *Student will benefit from improved technology in the classroom for the purpose of delivering instruction and the acquisition of 21<sup>st</sup> century computer skills through keyboarding, online research and language development through online resources.*

*Specify additional targeted actions for EL students:*

*EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning. A strategic pull out intervention program will continue with additional resources to support students’ acquisition of academic language and literacy skills for the purpose of being re-designated throughout the year. Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Travel				Professional learning to include registration, transportation lodging and expenses for conference and PD.	\$8,000
2	1	EL	Instruction	Travel				Professional Development to include transportation, registration, lodging and expenses related to PD for engaging EL students.	\$2,000

Total	\$10,000
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Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input checked="" type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 3</b>	<p><i>Detail the action: Ahwahnee Middle School will create a comprehensive, multi-tiered system of escalated academic and social emotional supports for students in the “yellow” and “red” zones reported through our Warrior Acceleration Room project. This structure will provide data and guidance to determine need for ongoing tutorials and interventions on a year-long basis with professional learning provided for teachers on the development of strategic formative assessments to support teaching decisions that support students reaching mastery of expected learning results and behavior modifications. This system will create and support tier two interventions for students through interventions such as Young Men’s and Women’s Alliance programs, one on one mentoring and support in the classroom and for students with behavioral needs. Tier 1 supports will be supported through assistance of the office of School Climate, with class meetings launched school wide in 2016-2017. Through collaboration with the office Special Education, additional supports for Tier 1 structures and supports will be part of school wide professional learning opportunities with the assistance of Targeted Psych Support (TPS). Additional supports will be available for students with anger management and crisis management needs to support students staying in school by reducing the number of students chronically absent and for the purpose of reducing suspensions due to negative behaviors.</i></p>		
<b>SQII Element:</b> Suspension Rate	<b>SQII Sub-element(s):</b> Suspension Rate - 6109 Chronic Absenteeism - 5942 Attendance Rate - 5942, 5963 High School Readiness – 6339, 2524	<b>Site Growth Target:</b> Suspension/Expulsion Percentage will Decrease to 15% Chronically absent students will decrease to 5%	Vendor (contracted services)  Comprehensive Youth Services  Teaching Fellows
<input checked="" type="checkbox"/> New Action	<input type="checkbox"/> On-going	Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By June of 2017, the percentage of students who have been suspended /or expelled will decrease by eleven percent to fifteen percent. By June of 2017, number and percentage of students who are chronically absent will decrease by six percent to five percent.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>Using data from the Warrior Acceleration Room, weekly suspension reports and discipline center referrals, admin team will make referrals to the SERT</i></li> </ul>		Owner(s)	Timeline
			<i>All programs will be in place by the end of Quarter 1 and</i>

<p><i>team which meets weekly to determine appropriate supports and interventions based on individual needs of students. By December of 2016, all students identified as being in the “red” level will have had appropriate interventions.</i></p> <ul style="list-style-type: none"> <li>• <i>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, providing a weekly report to SERT team.</i></li> <li>• <i>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.</i></li> <li>• <i>iMAS (Intensive mentoring and support) intervention plan will be monitored by teacher and academic counselor to monitor and track progress of students receiving mentoring supports.</i></li> <li>• <i>“Operation Lifesaver” student incentive program will be monitored weekly, monthly and quarterly by Vice Principal and GLA to monitor progress of students with the most discipline referrals.</i></li> <li>• <i>Data will be analyzed to determine what planning for action must take place for suspensions originating in the classroom (currently 53%), percentage of students suspended or expelled (26.45%).</i></li> <li>• <i>Attendance will be monitored by the attendance team (Attendance/records clerk, Vice Principal, SESS, SERT Team) to assess areas of need for intervention. Positive attendance trends will also be reviewed as part of the incentive programs for positive attendance and student recognition.</i></li> <li>• <i>PLUS+ Teachers will conduct small group breakout sessions or in class “push in” services for students requiring remediation or enrichment in real time using immediate data from formative assessments.</i></li> </ul>	<p><i>SERT Team (Co-Admin, Acad Counselor, SESS)</i></p> <p><i>Men’s and Women’s Alliance Teachers</i></p> <p><i>Academic Counselor</i></p> <p><i>iMAS Teacher</i></p> <p><i>Vice Principal and GLA</i></p> <p><i>Vice Principal</i></p> <p><i>SESS and Vice Principal</i></p> <p><i>PLUS Teachers</i></p>	<p><i>will be monitored on an ongoing basis throughout the year.</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>  <i>Parents will play an integral role in providing student supports and their consent will be required for students to participate in interventions such as counseling and group support groups (for both SESS and SAP counselor and Blue Sky community services).</i>  <i>Parents will be involved in planning supports for students that require Tier 2 and 3 supports for individual students. Tier 1 supports will be communicated through routine school wide information dissemination.</i>  <i>Parents will be continuously engaged in student progress through weekly student progress reports, information nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school</i></p>		

*business and opportunities to engage in the school. Parents will have opportunities to provide input through School Site Council, site and District ELAC meetings.*

*Describe related professional learning:*

*Professional learning will continue to be delivered around the use of formative assessment for the analysis of best practice instructional strategies and common assessments in support of students in need of intervention and addition support. Tier 1 classroom supports will a focus of professional learning through the implementation of school wide class meetings and Targeted Psych Support. Staff will continue to develop a tiered system of classroom discipline through the work of the “Safe and Civil Schools” team and learning for OLWEUS program with School Climate Office. Professional collaboration time will be used in the summer in preparation for opening of school and class meeting structures.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

*Tier 1 Supports:*

*School wide Tier 1 supports will be established through school wide structures for all students in the area of classroom protocols, expectations and discipline system. All students will receive OLWEUS Anti-Bullying curriculum through class meeting structure. Students will all receive instruction on school wide academic and behavioral expectations through “Warrior Way” assemblies each semester and at “Warrior Way Day” assemblies.*

*Tier 2 Supports: Students with social/emotional needs will have increased supports through Tier 2 interventions such as having an full time Social Emotional Support Specialist, SAP counselor, Young Men’s and Young Women’s Alliance programs, Blue Sky group support groups, iMAS intervention, Operation Life Saver program with mentoring support and through collaboration with the mentoring office for outside mentoring and counseling services.*

*Based on collaboration of AC’s students will receive targeted interventions based on data from site, District and state assessments.*

*Specify additional targeted actions for EL students:*

*All English Learners will be eligible for all tiered supports, as well as 100% enrollment in the iMAS EL support intervention.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Instruction	Teacher- Regular Salaries	Teacher, Middle School	0.4000		1 extra period each for two teachers to deliver Young Men's and Women's Alliance intervention program during school year.	\$33,771



3	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Summer planning and service time for "Warrior Connection" and Safe and Civil Schools Planning.	\$2,123
3	2	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for outside of school duties as part of YMA and YWA for two staff members.	\$5,813
3	2	Sup & Conc	Instruction	Materials & Supplies				Behavior and attendance incentives, rewards and awards.	\$481
3	2	Sup & Conc	Instruction	Materials & Supplies				Materials for "Warrior Early Connection" summer program with Safe and Civil Schools.	\$300
3	2	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	CA Teaching Fellows - Mentoring services in support of tier 2 interventions.	\$4,800
3	2	EL	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Services for students in need of mentoring and academic support with primary language support.	\$9,600
3	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Comprehensive Youth Services	SAP Counselor-12 Hours \$500 Assessment Fee	\$4,931
3	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Comprehensive Youth Services	SAP Counselor 12 Hours	\$21,000
Total									\$82,819

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 4</b>	<i>Detail the action: Understanding that parents are an important partner in the education of all children, Ahwahnee Middle School will establish an increased parent engagement protocol that will increase the amount of parent involvement at school and increase the level of communication to parents throughout the year. This relationship will be expanded for the purpose of helping parents learn strategies to help contribute to the success of all students through the dissemination of critical information with direct to home mailings, School Messenger communications as well as through parent engagement opportunities at school for all parents. This action aims to get parental input on school wide initiatives as well as increase parent-school communication.</i>		
SQII Element: Parents	SQII Sub-element(s): Number and percentage of parents responding Agree or Strongly Agree to “I feel respected and welcomed at my child’s school” on annual parent survey. 356	Site Growth Target: Increase percentage from 78.3% to 85%	Vendor (contracted services)  Pre-Sort
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
<i>Write a SMART Goal to address each data point: Following the administration of the Parent Survey with at least a 75% participation rate, the percentage of parents responding Agree or Strongly Agree to “I feel respected and welcomed at my child’s school” will increase from 78.3% to 85%.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> <ul style="list-style-type: none"> <li>• Parent surveys will be conducted following parent engagement opportunities and events to evaluate how successful the site was at delivering the objectives for the activity.</li> <li>• Attendance at engagement opportunities will be tracked and monitored with necessary changes made to communication process made accordingly.</li> <li>• Collaboration with community groups like PIQUE and FUSD Parent University will serve as barometers as to the needs of our parents to ensure we are providing parents with the necessary communication and supports to partner in ensuring all students are successful.</li> </ul>		Owner(s)  GLA  Vice Principal  Vice Principal	Timeline  Survey timeline from REA  Attendance monitored, daily, weekly, monthly and quarterly.  Parent University sessions planned out throughout the year
<i>Explain the Targeted Actions for Parent Involvement (required by Title I): This action will target specific parent groups to ensure requisite communication. For example, current parent groups will be offered additional engagement opportunities to provide increased input. School Site Council, ELAC, PTA, Special Education Parents, EL Parents will all be</i>			



*invited to participate in “Warrior Walks” throughout the year with opportunities to walk classrooms and engage in feedback protocols with site admin and staff. Communication will be expanded through direct mailings to parents regarding critical activities such as opening of school information, ATLAS Parent Portal Access, Edu-Text, school newsletter and other critical parent communications. Because it is important that all parents have access to critical school communication, translators and translating services will be available for Spanish speaking parents at meetings and written communications as well as for School Messenger communications.*

*Describe related professional learning:*

**Office staff will need to be trained on how to access Parent Portal and Edu-Text in support of parents.**

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

*Through the partnership with parents, students will receive support at both home and school through increased home/school communication in the form of direct to home mailings of opening of school documents, ATLAS Parent Portal Access together with student portal information, Edu-Text, school newsletter and other communications.*

*Specify additional targeted actions for EL students:*

*EL parents will be active members of our ELAC group and will part of Warrior Walks as outlined above.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	3	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Baby Sitting and Translating services supplementary service contracts	\$1,176
4	3	Title 1 Basic	Parent Participation	Communications				Postage for parent communication.	\$1,000
4	3	Title 1 Basic	Parent Participation	Prof/Consulting Svc & Operating			Pre-Sort	Summer Mailer to parents regarding start of year and program, including parent/school engagement opportunities and student services.	\$700
4	3	Title 1 Basic	Parent Participation	Materials & Supplies				Additional postage for parent communication to include shipping materials not bulk.	\$200
4	3	Sup & Conc	Parent Participation	Materials & Supplies				Food expenses for parent meetings	\$600

Total	\$3,676
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<b>Domain</b>	<input type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
<b>Action # 5</b>	<p><i>Detail the action: Ahwahnee Middle School will provide and 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 baseline curriculum through academic competitions and exposure to STEM related activities. Additionally, Ahwahnee will continue to reach out to feeder programs at Viking, Wolters, Robinson, Eaton and McCardle Elementary Schools to continue to build a climate and culture of high expectations for all students beginning with students' first exposure to Ahwahnee Middle School.</i></p>		
<i>SQII Element: Student Engagement</i>	<i>SQII Sub-element(s): Overall Student Participation - 2080 Long Term Engagement - 5948</i>	<i>Site Growth Target: Increase the number and percentage of students engaged in any Goal 2 activity to 85%</i>	<i>Vendor (contracted services)</i>
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:   <input checked="" type="checkbox"/> Data   <input type="checkbox"/> Research-based   <input checked="" type="checkbox"/> Local Knowledge/Context</i>		
<p><i>Write a SMART Goal to address each data point: By June, 2017, the percentage of unique students engaged in any Goal 2 activity will increase from 41% (Winter 2016) to 85%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <li><i>Data will be tracked for students not engaged each quarter following each sports season using both the ATLAS Goal 2 report as well as data from the Warrior Acceleration Room project.</i></li> <li><i>Students that are not currently engaged will be formally invited to participate in Goal 2 activities including athletics, after school activities and academic enrichment activities.</i></li> <li><i>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.</i></li> </ul>		<p><i>Owner(s)</i></p> <p><i>GLA</i></p> <p><i>GLA and Campus Culture Director</i></p> <p><i>Club Sponsors</i></p> <p><i>Principal</i></p>	<p><i>Timeline</i></p> <p><i>Enrollment in clubs and academic competition teams will be ongoing throughout the year. Each quarter, new athletic teams will be formed for four distinct athletic seasons.</i></p>

- *Principals Advisory Committee made up of students will provide feedback to principal on how to engage students that are not engaged in any Goal 2 activities and will serve as an incubator for ideas on how to create and expand clubs on campus for student engagement.*

*Explain the Targeted Actions for Parent Involvement (required by Title I):*

*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. Social Emotional Support Specialist will be in contact with parents to inform of support group activities in conjunction with community based services as well as on-site groups.*

*Describe related professional learning:*

*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.*

*Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*

- *Students will have access to enrichment activities both during and outside the school day.*
- *Students will be exposed to opportunities to engage in Goal 2 activities such as athletics, visual and performing arts, and student activities.*
- *Through participation in Goal 2 activities, student are exposed to positive adult role models and build leadership skills through their participation.*

*Specify additional targeted actions for EL students:*

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

<b>Budgeted Expenditures</b>									
<b>Action</b>	<b>Domain</b>	<b>Fund</b>	<b>Activity</b>	<b>Expense</b>	<b>Personnel</b>	<b>FTE</b>	<b>Vendor</b>	<b>Purpose of Expenditure</b>	<b>Budget</b>
5	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for teachers for academic competitions.	\$273
5	3	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for academic competition sponsors.	\$14,529
5	3	Sup & Conc	Instruction	Materials & Supplies				Materials for academic competitions.	\$1,000

5	3	Sup & Conc	Instruction	Travel				Registration costs for academic competitions.	\$1,600
5	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Buses for 4.0 rewards trip and iMAS incentive trip.	\$600
5	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Buses for Feeder Engagement for Future Warriors in November.	\$1,800
5	3	Sup & Conc	Instruction	Direct Transportation (Dr)				Buses for academic competitions.	\$1,200
								<b>Total</b>	<b>\$21,002</b>

<b>Domain</b>	<input type="checkbox"/>	<b>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</b>	<input type="checkbox"/>	<b>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</b>	<input checked="" type="checkbox"/>	<b>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</b>
<b>Action # 6</b>	<p><i>Detail the action: Ahwahnee Middle School will support the re-designation of English Learners through a robust intervention program dedicated to building strong academic language acquisition and “authentic literacy” skills for all English Learners while preparing students for high school and college and careers. English Learners will be exposed to college readiness through the development of A-G plans in concert with the Academic Counselor through five and six year plans, exposure to higher educational opportunities and career planning.</i></p>					
<i>SQII Element: EL Redesignation</i>	<i>SQII Sub-element(s): Borderline to Redesignation Within 365 Days - 5968 Redesignation Rate - 4774 High School Readiness - 2524</i>		<i>Site Growth Target: Redesignation Rate by June 2017 25%</i>		<i>Vendor (contracted services) NewELA Teaching Fellows</i>	
<input checked="" type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point: By June of 2017, the redesignation rate for Ahwahnee Middle School English Learners will be 25%.</i>						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s) Principal</i>		<i>Timeline  Results of DRP and CELDT will be reviewed following</i>

<ul style="list-style-type: none"> <li>• All EL students will be identified by teachers prior to school starting. Students' present levels will be analyzed for appropriate placement and requisite supports through Teaching Fellows and mentoring programs.</li> <li>• Scores for EL students will be monitored on the DRP with goals established for growth. Currently, twenty two EL students demonstrated growth on DRP 1 with seventeen students showing a decline in their scores. This data will be tracked and monitored to identify ongoing supports for "next step" actions.</li> <li>• EL students will track D's and F's as part of their work in the iMAS pull out intervention program.</li> <li>• EL Coordinator will monitor and support EL students throughout the year and will consult with teachers to provide ongoing supports to RFEP students.</li> <li>• Monitoring of re-designation will be both formative and summative. Progress of individual students will be monitored by a "pull out" intervention teacher that will see EL students every two weeks and focus on literacy skills focusing on reading complex text, writing in response to text and citing critical evidence and identifying claims, and having discussions in regards to both text and images. Data will be collected after each possibility for redesignation.</li> <li>• CELDT and DRP chats will be held prior to each test's administration with both academic counselor and intervention teacher. Following the tests, intervention teacher will align instruction to support the needs identified by the scores.</li> <li>• Each round of DRP and Interim assessments will provide new data to review and adjust intervention supports. By winter of 2017, redesignation will be between 14-20% with the end goal being 25%.</li> </ul>	<p>Teachers and GLA/EL Coordinator</p> <p>GLA/EL Coordinator</p> <p>iMAS Intervention Teacher GLA/EL Coordinator GLA/EL Coordinator</p> <p>GLA/EL Coordinator iMAS Intervention Teacher</p> <p>GLA/EL Coordinator</p>	<p>every administration with scheduled "chats" based on most recent data.</p> <p>iMAS intervention will be ongoing during pull out period.</p> <p>Redesignation benchmarks will be ongoing throughout year.</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p>		
<p><i>Parents will have opportunities to provide input on current student progress and structures through site and ELAC meetings. Parents will be continuously engaged in student progress through weekly student progress reports, information nights such as Back to School, Open House, Common Core Night, Parent Orientation and Parent University led engagements. Parents will be notified of school events through School Messenger announcements on a weekly basis and through a monthly newsletter/calendar keeping them informed of school business and opportunities to engage in the school.</i></p>		
<p><i>Describe related professional learning: Professional learning around the use of the Redesignation Goal Setting tool will be provided on an ongoing basis in concert with school wide professional learning on formative assessments. Additional professional learning will be provided on the use of online support resources such as New ELA for scaffolding purposes for EL students.</i></p>		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>		

- *Students will have access to content materials appropriate for students' current reading levels. These materials can be scaffolded for students acquiring English as a second language, students with special needs or students behind grade level according to DRP scores and SBAC assessments.*
- *Students will be exposed to college through a learning trip to a local university, followed up with the creation of an A-G aligned five or six year (depending on current year in middle school) plan with goals to maintain high school and college/career readiness.*
- *Students will be supported through tutorials and primary language support by way of access to a mentor.*
- *Students will be exposed to literacy skill development and instruction focused on academic language acquisition through the iMAS intervention program for the purpose of redesignation.*

*Specify additional targeted actions for EL students:*

*EL students will be identified by AC teams and specific instructional strategies related to teaching EL students will be embedded into plans for both instruction and professional learning. A strategic pull out intervention program will continue with additional resources to support students' acquisition of academic language and literacy skills for the purpose of being re-designated throughout the year. Additionally, access to technology supports such as Mango Language and translation software will be available to EL students through additional computers and online access through Fresno County Public Library.*

**Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	3	Sup & Conc	Instruction	Teacher-Substitute Salaries				Substitute teacher for EL intervention university trip.	\$138
6	3	EL	Instruction	Materials & Supplies				Academic Language Supplementary Materials for EL students.	\$650
6	3	EL	Instruction	Direct Transportation (Dr)				Busses for learning trip to university for EL students.	\$300
6	3	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA Evaluation Fee	\$519
6	3	EL	Instruction	Books & Other Reference				News ELA purchase for site license.	\$4,200
<b>Total</b>									<b>\$5,807</b>

C.1. Budget – Allocations and Planned Expenditures

*(Insert Budget Report)*

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2016/17

Ahwahnee - 0010

**ON-SITE ALLOCATION**

3010	Title I	\$40,746 *
7090	LCFF Supplemental & Concentration	\$123,840
7091	LCFF for English Learners	\$22,860
<b>TOTAL 2016/17 ON-SITE ALLOCATION</b>		<b>\$187,446</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,102
Remaining Title I funds are at the discretion of the School Site Council	\$39,644
<b>Total Title I Allocation</b>	<b>\$40,746</b>

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.



# 2016-2017 Budget for SPSA/School Site Council

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

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Substitute teachers for non-IPL Teacher Planning/PD release.	3,840.00
1	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for planning and professional development during non-school hours over summer and during school year.	11,902.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Purchase of "Learning by Doing" for AC collaboration.	1,200.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Student Agendas	2,000.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology for school services in support of attendance, achievement and behaviors.	1,061.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental service contract for teachers supporting data monitoring and student intervention identification through WAR room project.	2,905.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Tutorial and student behavior intervention supplemental service contracts.	15,625.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Teacher supplemental materials and supplies for increasing student achievement through purchase of literacy materials.	8,592.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Rental of equipment for Commitment to Graduate Celebration and Awards for Students of the Year	1,000.00
1	1	Sup & Conc	Instruction	Nc-Equipment			: Replacement technology for students and classrooms in support of instruction.	9,907.00
1	1	EL	Instruction	Mat & Supp			: Teacher supplemental materials and supplies for increasing student achievement through purchase of literacy materials.	1,581.00
1	1	EL	Instruction	Nc-Equipment			: Replacement technology for EL Student use in classrooms.	1,829.00
1	1	EL	Instruction	Off Eq Lease			: Equipment Lease-Ricoh	2,700.00
2	1	Sup & Conc	Instruction	Travel			: Professional learning to include registration, transportation lodging and expenses for conference and PD.	8,000.00
2	1	EL	Instruction	Travel			: Professional Development to include transportation, registration, lodging and expenses related to PD for engaging EL students.	2,000.00
3	2	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for outside of school duties as part of YMA and YWA for two staff members.	5,813.00
3	2	Title 1 Basic	Instruction	Teacher-Supp			Summer planning and service time for "Warrior Connection" and Safe and Civil Schools Planning.	2,123.00
3	2	Title 1 Basic	Instruction	Cons Svc/Oth			Teaching Fellows : CA Teaching Fellows - Mentoring services in support of tier 2 interventions.	4,800.00
3	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Comprehensive Youth Services : SAP Counselor-12 Hours \$500 Assessment Fee	4,931.00
3	2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.400	1 extra period each for two teachers to deliver Young Men's and Women's Alliance intervention program during school year.	33,771.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Behavior and attendance incentives, rewards and awards.	481.00
3	2	Sup & Conc	Instruction	Mat & Supp			: Materials for "Warrior Early Connection" summer program with Safe and Civil Schools.	300.00
3	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Comprehensive Youth Services : SAP Counselor 12	21,000.00

						Hours	21 000 00	
3	2	EL	Guidance & Counseling Services	Cons Svc/Oth	Instruction	Cons Svc/Oth	Teaching Fellows : Services for students in need of mentoring and academic support with primary language support.	9,600.00
4	3	Title 1 Basic	Parent Participation	Oth Cls-Supp	Parent Participation	Mat & Supp	Baby Sitting and Translating services supplementary service contracts	1,176.00
4	3	Title 1 Basic	Parent Participation	Mat & Supp	Parent Participation	Mat & Supp	: Additional postage for parent communication to include shipping materials not bulk.	200.00
4	3	Title 1 Basic	Parent Participation	Cons Svc/Oth	Parent Participation	Cons Svc/Oth	Pre-Sort : Summer Mailer to parents regarding start of year and program, including parent/school engagement opportunities and student services.	700.00
4	3	Title 1 Basic	Parent Participation	Communicatio	Parent Participation	Communicatio	: Postage for parent communication.	1,000.00
4	3	Sup & Conc	Parent Participation	Mat & Supp	Parent Participation	Mat & Supp	: Food expenses for parent meetings	600.00
5	3	Sup & Conc	Instruction	Teacher-Subs	Instruction	Teacher-Subs	Subs for teachers for academic competitions.	273.00
5	3	Sup & Conc	Instruction	Teacher-Supp	Instruction	Teacher-Supp	Supplemental contracts for academic competition sponsors.	14,529.00
5	3	Sup & Conc	Instruction	Mat & Supp	Instruction	Mat & Supp	: Materials for academic competitions.	1,000.00
5	3	Sup & Conc	Instruction	Travel	Instruction	Travel	: Registration costs for academic competitions.	1,600.00
5	3	Sup & Conc	Instruction	Direct Trans	Instruction	Direct Trans	: Busses for 4.0 rewards trip and IMAS incentive trip.	600.00
5	3	Sup & Conc	Instruction	Direct Trans	Instruction	Direct Trans	: Busses for Feeder Engagement for Future Warriors in November.	1,800.00
5	3	Sup & Conc	Instruction	Direct Trans	Instruction	Direct Trans	: Busses for academic competitions.	1,200.00
6	3	Sup & Conc	Instruction	Teacher-Subs	Instruction	Teacher-Subs	Substitute teacher for EL intervention university trip.	138.00
6	3	Sup & Conc	Guidance & Counseling Services	Direct-Other	Guidance & Counseling Services	Direct-Other	: 2% REA Evaluation Fee	519.00
6	3	EL	Instruction	Bks & Ref	Instruction	Bks & Ref	: News ELA purchase for site license.	4,200.00
6	3	EL	Instruction	Mat & Supp	Instruction	Mat & Supp	: Academic Language Supplementary Materials for EL students.	650.00
6	3	EL	Instruction	Direct Trans	Instruction	Direct Trans	: Busses for learning trip to university for EL students.	300.00

\$187,446.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,746.00
Sup & Conc	7090	\$123,840.00
EL	7091	\$22,860.00
<b>Grand Total</b>		<b>\$187,446.00</b>

Domain Totals	Budget Totals
Academic	\$74,142.00
Culture & Climate	\$30,485.00
Social/Emotional	\$82,819.00
<b>Grand Total</b>	<b>\$187,446.00</b>

E.1. Assurances

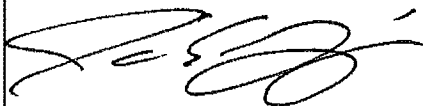
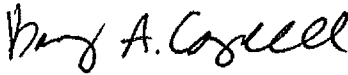
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Jose Guzman</b>	X				
2. <b>Chairperson - Kimberly Campbell</b>		X			
3. <b>Anabel Nava</b>					X
4. <b>Daicy Morales</b>					X
5. <b>Stacie Cazares</b>				X	
6. <b>Christine Gamino</b>				X	
7. <b>Michelle Villanueva</b>				X	
8. <b>Lisa Baldis</b>				X	
9. <b>Helen Wilson</b>		X			
10. <b>Hugo Vela</b>		X			
11. <b>Sheryl Mukai</b>		X			
12. <b>Elizabeth Salazar</b>			X		
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

<b>Title I School Site:</b>
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Ahwahnee Middle			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Jose Guzman		April 1, 2016
SSC Chairperson	Kimberly A. Campbell		April 1, 2016

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws