Ahwahnee Middle

10621666006068

Principal's Name: Jennifer Carr

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	**Principal**	**Classroom Teacher**	**Other Staff**	**Parent/Community Member**	**Secondary Student**
1. Principal - Jennifer Carr	X				
2. Chairperson -Maddisen Harp		X			
3. Nicolas Bejarano		X			
4. Ty Maroudas		X			
5. Daisy Luna		X			
6. Sheryl Mukai			X		
7. Nicolas Madrigal				X	
8. Kelly Ingram				X	
9. Reanna Escobar				X	
10. Alexandra Najera				X	
11. Jaylee Jones					X
12. Cheyenne Hershaw					X
13.					
14.					
15.					

Check the appropriate box below:
X□ **ELAC reviewed the SPSA as a school advisory committee.**
□ **ELAC voted to consolidate with the SSC. Date_____.**

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 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**		5/1/2024
SSC Chairperson	Maddisen Harp		5/1/2024

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

- Supervisor and/or CSI Designee(s) 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.
  - Utilization of CSI Best Practices (Fundamentals).

- Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  - School site/team works to complete a root cause analysis and determine areas of focus.
  - School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  - School site/team 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 Supervisor for feedback and support to accelerate progress.
  - CSI Designee(s) assigned to school site to support CCI data monitoring.
  - Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.

- School Supervisor conducts Level 3 Supports:
  - Baseline Services as described in Level 1
    - Coaching and targeted progress monitoring
    - Learning Lab Support
    - CCI sessions (3)
  - Additional Level 3 CSI Specific Supports
    - Targeted coaching and targeted progress monitoring
    - Sustained 6-week action guidance
    - CSI review/support team (Principal/Site Leadership/Site Staff)

- Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  - 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 eligibility (dashboard indicators).

- Resources and/or Professional Learning provided to school sites:
  - Culturally Proficient Learning Communities, book(s)
  - i-Ready Teacher Toolbox (supporting differentiate instruction)
  - Restorative Practices New/Refresher Course(s)

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Ahwahnee - 0010

ON-SITE ALLOCATION

3010	Title I	$70,440	*
7090	LCFF Supplemental & Concentration	$205,561	
7091	LCFF for English Learners	$22,848	
3182	Comprehensive Support and Improvement	**$179,622**	
	TOTAL 2024/25 ON-SITE ALLOCATION	**$478,471**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Title I Parent Involvement - Minimum Required	$2,348
	Remaining Title I funds are at the discretion of the School Site Council	$68,092
	Total Title I Allocation	$70,440

January 24, 2024
Updated February 21, 2024

Ahwahnee Middle 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (English Learner)	✔		39.2 %	2023-2024	45.3 %
SBAC ELA - Average distance from standard	✔	-35 pts	-64.8 pts	2023-2024	-40 pts
SBAC ELA - Average distance from standard (African American)	✔		-85.9 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-112.9 pts	2023-2024	-90 pts
SBAC ELA - Average distance from standard (Hispanic)	✔		-70.1 pts	2023-2024	-60 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-72 pts	2023-2024	-60 pts
SBAC ELA - percentage of students met/exceeded standard	✔	37 %	28.5 %	2023-2024	37.6 %
SBAC Math - Average distance from standard	✔	-70 pts	-110.4 pts	2023-2024	-70 pts
SBAC Math - Average distance from standard (African American)	✔		-143.5 %	2023-2024	-100 %
SBAC Math - Average distance from standard (English Learner)	✔		-142.1 pts	2023-2024	-100 pts
SBAC Math - Average distance from standard (Hispanic)	✔		-116.9 pts	2023-2024	-90 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✔		-119 pts	2023-2024	-100 pts
SBAC Math - percentage of students met/exceeded standard	✔	20 %	16.1 %	2023-2024	20.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

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

- A thorough root cause analysis to understand areas of disproportionality in Goal 1.

Two actions were targeted in this area. 1) Grade level instruction in ELA/Literacy across all content areas and 2) Grade level instruction that engages all students in mathematics.

Both actions were implemented fairly consistently with a few changes and improvements outlined below. Teacher teams continue to work to ensure that lessons include all elements of gradual release and that all learning tasks align to grade-level standards. In addition, the new Interim Assessments provided standards-aligned feedback to track student learning.

Though the new Interim Assessments were in a pilot phase, this year. The teams still analyzed the information. The following is a summary of the meets/exceeds data from the two interim administrations. (Note that due to the pilot phase of the assessments, data by student groups were not available.)

- ELA 7: Interim 1 15.8% - Interim 2 50.3%
- ELA 8: Interim 1 8.2% - Interim 2 29.3%
- Math 7: Interim 1 1.1% - Interim 2 2.3%
- Math 7 Accelerated: 34.3% - Interim 2 11.1%
- Math 8: Interim 1 2.1% - Interim 2 2.2%
- Algebra: Interim 1: 21.4% - Interim 2 21.4%

- There exists a gap in student voice with regards to understanding root causes
- Adequate assessment data at the standard level is needed to target student supports and interventions

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Completed Actions for 2023-24

- Teachers co-developed an implemented quarterly curriculum maps with common learning targets and success criteria
- Walk through data regarding school-wide instructional strategies was provided to teachers on a bi-monthly basis
- ILT/CCT conducted quarterly cycles of review and used results to adjust work during the year

Incomplete Actions for 2023-24

- Equity audits were not consistently conducted by PLC Teams
- D and F chats were conducted by counselors but not targeted towards specific students and impact was not tracked
- EL Data Chats were conducted by semester and not quarterly. EL Check and connect group was established and began meeting weekly at the end of semester 1.
- Focus groups for students earning a 'D' or below were not consistently implemented

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 2024/25 SPSA.

Improvements for 2024-25

- Consistent meetings for Grade-level MTSS teams to identify targeted student groups
- Data chats to be conducted with EL students on a quarterly basis and continue the check and connect groups for EL students
- Provide opportunities for Math and ELA teachers to attend standards-based trainings like Unbound Ed to deepen understanding of the standards and ensure culturally responsive instructional practices and equitable access to grade level tasks and texts
- Develop gradual release lessons where 50% of the time is allocated for student collaboration and/or independent think time

- Establish quarterly student listening groups for ILT/CCT to incorporate feedback from student voice in the planning of student academics
- PLCs conduct equity audits for Interim Assessments and Quarterly Grades
- Repurpose TSA resources to provide instructional coaching support and to facilitate lesson study opportunities for teachers

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Ensure EL students receive push in and pull out support
- Provide more after school tutorial and intervention opportunities
- Improve communication to families regarding academic performance and grades
- Consider implementing parent-teacher conferences
- Provide more incentives and celebrations for students around academics.

2 ELAC:

- Ensure EL students receive push in and pull out support
- Provide opportunities for parents of EL students to get information about areas of improvement for their child

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Continue teacher clarity work with an emphasis on effective scaffolding and ways to teach students to drive their learning
- Share quarterly goals from PLC teams in ILT meetings to reflect on how students are progressing in standards across the school
- Increase focus group support and opportunities for small group instruction embedded in daily lessons
- Contact parents earlier and more often when students are struggling.
- Provide opportunities for teachers to watch others teach and/or engage in lesson study
- Provide more incentives and celebrations for students around academics.
- More specific training on grade-level content standards to ensure alignment to standards and assessments
- More consistent equity audits

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. All teachers will utilize the Gradual Release lesson framework to implement the teaching of grade-level standards. The Gradual Release lesson framework ensures all lessons include opportunities for student collaboration, checking for understanding, feedback, and appropriate scaffolding.

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	Owner(s):	Timeline:
Each teacher team will provide an outline of each quarter of instruction to department liaison which will include common learning targets, success criteria, and common formative assessment schedule. Agendas and minutes will be collected during AC's with measures of progress and review of actions taken by AC. Common Formative Assessment Data will be aggregated and shared bi-monthly at AC meetings.	Admin Liaison to Each Department Lead Teachers for Each AC	Bi-Weekly and quarterly
Academic Counselors will determine one focus group per quarter for students with more than one 'D' or 'F'. The focus group will focus on reducing disproportionality. Counselors will report data for the focus group during quarterly cycles of review and work with the MTSS team to provide targeted support for students. Special attention to be focused on our disproportionate students (SPED, EL, Black/African American).	Academic Counselors MTSS Team	Quarterly
Walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks, implementation of clarity practices, and common spotlight strategies. Feedback will be provided to teachers and PLCs based on implementation data.	Principal and Co-Admin	Walk through data is posted bi-monthly and shared to the whole staff. PLC Lead Teachers will share results of equity audits in monthly ILT Meetings
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.	Principal and Co-Admin	Each quarter and assessment reporting cycles Weekly walk-through data
ILT/CCT will conduct quarterly cycles of review, examining CFA data, Interim, data, behavior data, and SBAC data. The data will be presented and shared staff-wide, shared with School Site Council, and English Learner Advisory Committee.	Principal Lead Teachers ELAC Lead	Quarterly
Grade-level teams led by Vice-Principals will monitor the needs of their grade-levels by leading MTSS meetings. (one existing and one additional funded). Provide weekly coaching support to Vice Principals.	Principal School Supervisor	Weekly
Quarterly release days and/or additional pay contracts for teacher lesson study and data analysis. Corwin trainers will provide support as needed. Implementation will be monitored during weekly classroom visits and data collection during ILT meetings.	Principal Lead Teachers	Weekly walk-though data

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
PLCs to conduct quarterly equity audits of grades and benchmark data. Data will be analyzed by student groups. PLCs will use the data and analysis to develop plans for supporting students that haven't yet met standard with special attention to our disproportionate students.	Lead Teachers	Quarterly
TSAs will coordinate and conduct quarterly data chats with EL students to monitor progress and provide support using Read 180 as a monitoring tool.	TSAs	Quarterly
Intervention TSA will coordinate the deployment of Teaching Fellows to support in-class intervention and support. TSA will meet with leads of math and ELA bi-monthly to review assessment data and deploy supports based on student need as determined by assessment and equity audits.	TSA MTSS Leads Principal	Bi-Monthly Quarterly Cycles of Review
Intervention TSA will work with team leads to deploy push-in and pull-out support for Tier 3 students in math an ELA. (Additional FTE)	TSA ILT Leads Principal	Bi-Monthly
Student voice groups will be included in teacher release days to provide feedback in ELA/Literacy instruction and instructional supports.	Principal Lead Teacher Campus Culture Director	Quarterly
Monthly staff-wide PLCs will focus on effective scaffolding during the Gradual Release lesson framework and working with students to drive their learning. Implementation measured by weekly classroom visits.	Principal Vice Principals	Weekly Visits Logged into Observation Tracker
Special Education Case managers will review data monthly to target supports for students with special needs that have one or more 'D' or 'F'. Progress will be shared at monthly team meetings.	Case Managers RIM Vice Principal	Monthly

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

TSA will provide quarterly coaching cycles for teachers to support the implementation of standards and school-wide focus areas. Participating teachers will be determined in partnership with principal.

Owner(s):

Principal

TSA

Timeline:

Quarterly

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

- Consulting services from Corwin 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.
- Conference and Travel for ELA leads to attend Standards Institute with Unbound Ed
- Provide funding for teachers to attend additional training support, as needed, outside of the regular duty day.
- Provide funding to establish teacher steering committees to review progress in ELA/Literacy and ELD
- Provide teachers with additional time for lesson study, planning, and examination of student progress, and to engage in student listening sessions 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.
- Summer planning retreats for Instructional Leadership Team and Climate Culture Teams to develop yearly school-wide plans based on SPSA.
- Summer PL for new teachers and teachers new to AMS to on-ramp new staff to school-wide instructional focus areas.
- Purchase hardware to ensure that all students have access to online tools in adopted curriculum during class instruction.
- Purchase teacher technology to support adaptive learning opportunities for all students.
- Fund additional FTE for push-in and pull-out support for EL students and students needed Tier 3 Academic Support in math and ELA.
- Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial.
- Hire Teaching Fellows to provide in-class support to students as determined by assessment data.
- Educational field trips
- Purchase Read 180 license to use to monitor EL progress.
- ELA/Literacy Leads to attend Unbound Ed training to focus on grade-level alignment and instructional/curricular equity

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- *English Language Arts: DFS -112.9*
- *Mathematics: DFS -142.1*
- *English Learner: 39.2%*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- *Additional FTE for push-in and pull out*
- *Teaching Fellows to deploy to support during grade-level instruction*
- *After-school tutorial*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- *.2 FTE for English Learner push-in during ELA class*
- *Student incentives funding to celebrate growth*
- *Translator services to increase parent communication*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Black/African American

- *ELA DFS -85.0*
- *Math DFS -143.5*

Hispanic

- *ELA DFS -70.1*
- *Math DFS -116.9*

Socio Economically Disadvantaged

- *ELA DFS -72*
- *Math DFS -119*

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *Teaching Fellows to deploy support during grade-level instruction*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

- *Additional FTE to provide push-in and pull out support based on equity audits of assessments and grades*
- *After school tutorial*
-

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *Teachers to attend Standards Institute for Math and ELA to learn about culturally responsive instruction and to ensure alignment*
- *Quarterly release time for teachers to conduct equity audits, engage in lesson study, and elicit feedback from student groups regarding academics and lessons*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

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	Owner(s):	Timeline:
Each teacher will provide an outline of each quarter of instruction to department liaison which will include common learning targets, success criteria, and a common formative assessment schedule. Agendas and minutes will be collected during PLCs with measures of progress and review of actions taken by PLC. Common Formative Assessment Data will be aggregated and shared bi-monthly at PLC meetings and ILT meetings.	Admin Liaison to Each Department Lead Teachers for Each AC	Weekly and quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Academic Counselor will establish a quarterly focus group of students that are earning a 'D' or lower in math. They will meet with the students to identify the appropriate intervention. Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress	Academic Counselors	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Walk through data will be used to monitor the implementation of school wide use of grade-level text and tasks (IPG Tenet 2a and 2b) and will be used to monitor grade level outcomes and student engagement in the lesson through math lesson design. Special attention to be focused on our disproportionate students (SPED and AA) to ensure progress through equity audit tools for PLCs.	Principal and Co-Admin	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	Owner(s):	Timeline:
Provide math teachers with additional resources to purchase materials and supplies to increase the implementation of Grade-level instruction in mathematics, in their classroom, based on their identified needs in conjunction with PLC work and in response to common formative assessments. Effectiveness will be measured through walk-through data and cycles of review.	Principal and Co-Admin	Quarterly Reporting Weekly walk-through data

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
ILT/CCT will conduct quarterly cycles of review, examining CFA data, Interim, data, behavior data, and SBAC data.	Principal Lead Teachers	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Develop quarterly benchmarks as a part of a school-based assessment system.	Principal Lead Teachers	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Conduct quarterly Equity Audits for grades and assessments.	Principal Lead Teachers	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Intervention TSA will coordinate the deployment of Teaching Fellows to support in-class intervention and support. TSA will meet with math leads bi-monthly to review assessment data and deploy supports based on student need as determined by assessment.	TSA ILT Leads Principal	Bi-Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Conduct quarterly walkthroughs using the CRIOP tool to monitor the implementation of Culturally Responsive Instruction in mathematics. Use data to provide feedback to the math team.	Principal Vice Principals	Monthly

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

- *English Language Arts: DFS -112.9*
- *Mathematics: DFS -142.1*
- *English Learner: 39.2%*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by...

- *Additional FTE for push-in and pull out*
- *Teaching Fellows to deploy to support during grade-level instruction*
- *After-school tutorial*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by...

- *.2 FTE for English Learner push-in during ELA class*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

Black/African American

- *ELA DFS -85.0*
- *Math DFS -143.5*

Hispanic

- *ELA DFS -70.1*
- *Math DFS -116.9*

Socio Economically Disadvantaged

- *ELA DFS -72*
- *Math DFS -119*

2. Using Title I funds Only: What are the planned expenses to support this student group?

- *Student incentives funding to celebrate growth*
- *Translator services to increase parent communication*
- *Teaching Fellows to deploy support during grade-level instruction*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL Students will be identified and monitored by teachers through PLC collaboration.
- ELD course for newcomers.
- Establish an Intervention TSA through current resources to coordinate and implement Tier 2 and 3 interventions for EL students in mathematics.
- Increased technology to ensure EL students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas.
- Provide funding for ELPAC assessors.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.
- Math PLCs to conduct quarterly equity audits to monitor EL progress in mathematics

With Title I funds we plan to support (Specific student group) by...

- *Additional FTE to provide push-in and pull out support based on equity audits of assessments and grades*
- *After school tutorial*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *Teachers to attend Standards Institute for Math and ELA to learn about culturally responsive instruction and to ensure alignment*
- *Quarterly release time for teachers to conduct equity audits, engage in lesson study, and elicit feedback from student groups regarding academics and lessons*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Bi-monthly review of student performance data in PLCs to outline quarterly supports such as:
  - Push-in Pull-out (.2 FTE additional support)
  - After school, lunch time, and before school tutorial
  - Use of Teaching Fellows in the math classroom to support students based on assessment.
- MTSS Grade-level Teams, lead by Vice Principals. meet weekly to determine student needs and support.
- Supervisor conducts weekly coaching support of SPSA goals and progress with site leadership and gives feedback to principal.
- Increased technology to ensure struggling students have access to adaptive features for Tier 1 and 2 supports available in the adopted curriculum for all content areas and can take advantage of distance learning opportunities.
- Continue the African American Leadership Conference to provide mentoring and goal setting opportunities for African American Students.
- Intervention TSA will work closely with grade-level MTSS teams to coordinate and execute intervention by need.
- Counselors will hold quarterly focus groups based on 'D's and 'F's in math with special attention to disproportionality.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Split funded .4 unit 0115, .2 unit 7090 and .4 unit 3010.	50,920.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Professional Books for PL	2,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	2,972.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: PL Materials and Supplies **No incentives or food**	2,020.00
G1A1	ESSA-CSI	Instruction	Subagreements			Corwin : Corwin: PL in Grade-level instruction and assessment.	33,500.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support	37,046.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Split funded .4 unit 0115, .2 unit 7090 and .4 unit 3010.	25,461.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Tri Yearly (Q2 and Q3) Sub Release for Teacher PL	24,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Read 180 : Read 180 licenses for monitoring EL progress	12,700.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Literacy Supplies	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: General Materials and Supplies	18,058.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease	8,020.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Staff and Student Technology maintenance	7,388.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Incentives for students	800.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for EL academic support	17,748.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Field trips for EL students	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			After school tutorial for math and ELA - Teacher Contracts **No IEPs**	12,000.00
G1A2	Sup & Conc	Instruction	Travel			: Attend Standards Institute for Math and ELA	38,000.00

$300,633.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	80.28 %	70.7 %	2023-2024	82.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Items Implemented:

- College Fair: 227 (33%)total students checked in, 132 7th grade (36%), 95 8th grade (31%).
- Xello – as of 3/1/24 Xello Completion – 72% 7th grade completed, 84% 8th grade completed – ongoing
- Goal Setting meetings with counselors
- College Fair
- Career Week

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

- All disproportionate groups were included in the planned activities for this goal/action

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There were no major differences in the plan and the implementation

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 2024/25 SPSA.

- Continue providing supports from CCR counselors
- Embed career speakers into content area classes and /or advisory

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Provide opportunities for more career-related guest speakers in content area classes

2 ELAC:

- Ensure EL students are given opportunities to visit colleges
- Ensure EL students are instructed in the pathway to seal of biliteracy

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Provide opportunities for more career-related guest speakers in content area classes
- Add study skills to advisory lessons
- Incorporate more writing and projects across the curriculum

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	Owner(s):	Timeline:
At the Tier 1 level all students receive goal setting, high school graduation and A-G college requirements presentation by Counselors in the classroom	Academic Counselors Report to Cycle of Reivew	1st and 3rd Quarters
College Fair at lunch with representatives from various college campuses; community college, CSU and UC as monitored by student attendance, with special attention to SPED, EL Learners, and Disproportionality.	Academic Counselors	Yearly
FUSD CTE high School pathways visit during lunch to expose students to career options as monitored by completion of pathway student reflection worksheet.	Academic Counselors	Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
CTE industry pathway speakers presentations during lunch and/or electives on Real Learning experiences as monitored by attendance in elective classes.	Academic Counselors Elective Teachers	bi-yearly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
All students complete Xello Career Assessment as monitored by completion of assessment.	Academic Counselors	yearly

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Specifically target EL students for Career Fairs and College Trips

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CTE Field Trips and G2 Activities	1,200.00

$1,200.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		31.4 %	2023-2024	24.8 %
Chronic Absenteeism - Semester 1 (African American)	✔		34.7 %	2023-2024	25.1 %
Chronic Absenteeism - Semester 1 (Asian)	✔		17 %	2023-2024	13.4 %
Chronic Absenteeism - Semester 1 (English Learner)	✔	30.33 %	26.4 %	2023-2024	21.8 %
Suspension Rate - Semester 1	✔	8.5 %	9.9 %	2023-2024	7.57 %
Suspension Rate - Semester 1 (African American)	✔		23.9 %	2023-2024	17.57 %
Suspension Rate - Semester 1 (English Learner)	✔		9.4 %	2023-2024	8.07 %
Suspension Rate - Semester 1 (Hispanic)	✔		8.3 %	2023-2024	6.97 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		11.2 %	2023-2024	8.87 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		15.1 %	2023-2024	11.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Absenteeism (as of 4/3/2024)

- ADA 91.3% up from 88.1% in 22/23
- Chronic Absenteeism: 29.2%; down from 37.7 in 22/23
- 7th Grade CA: 27.4%
- 8th Grade CA: 31.4%

Analysis of Absenteeism Actions:

- Continue monitoring home outreach for absent students.
- Continue Tier 2 parent meetings for students that are close to chronically absent
- Slight improvement also likely due to the discontinuation of COVID protocols
- Work still needs to be done to systematize attendance interventions

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

Absenteeism by Student Groups:

- Black/African American:35.4%
- Hispanic: 31.1%
- White: 23.6%
- DIS: 32.2%
- Econ. Disadvantaged: 31.9%
- ELL: 19.6%

Suspensions by Student Groups:

- Black/African American: 27.7%
- Hispanic: 10.4%
- White: 11.2%
- DIS: 17.8%

Suspensions (As of 4/3/2024)

- 11.7%
- 7th Grade 11.6%
- 8th Grade 11.8%

Analysis of Suspension Actions

- There has been a slight increase in suspensions, so far this year.
- MTSS team continues to monitor all Tier 2 and 3 Interventions.
- Work in partnership with District Leadership in regards to authentic alternatives to suspension could support school efforts.

- Econ. Disadvantaged: 12.8%
- ELL: 13.7%

Analysis of Data:

- All suspensions continue to be calibrated by MTSS team members to ensure there are not other options.
- Students with more than one suspension have continued to decline mental health services and supports.
- Work in partnership with District Leadership in regards to authentic alternatives to suspension could support school efforts.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Complete Actions:

- Continue the diverse offerings of clubs and student engagements to help students feel connected to other students and adults
- Continue monitoring attendance and providing feedback to staff for accuracy
- Continue to meet with families through Re-entry meetings and SST process to develop individualized goals for students that needs support with attendance, behavior, and academics
- Conducted quarterly cycles of review with ILT and CCT
- MTSS team continues to meet weekly to monitor the progress of students receiving supports

Improvement Areas:

- Systematize attendance interventions and include in the MTSS referral process
- Improve communication loop back to teachers regarding intervention process
- Increase student voice to understand how to better support students and help them make positive behavior choices
- Tier 2 Intervention teacher started after quarter 1 and the provided Tier 2 Interventions do not meet student needs

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 2024/25 SPSA.

- Increase student incentives for attendance, positive behavior, and academics
- Increase lunchtime and quarterly student Activities for all students
- Incorporate formal parent conferences to engage families in supporting student attendance and positive behavior
- Redesign Tier 2 Inventions to meet student needs based on data review and equity audits
- Provide PL for all teachers on Social Emotional Learning and Culturally responsive Instruction
- Add student voice sessions to quarterly cycles of review to understand student SEL needs

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- More consistent parent communication from teachers and staff
- Consider implementing parent-teacher conferences
- Provide more incentives and celebrations for students around attendance and positive behavior.
- Send home more positive behavior reports

2 ELAC:

- More consistent parent communication from teachers and staff
- Consider implementing parent-teacher conferences
- Provide more incentives and celebrations for students around attendance and positive behavior.
- Send home more positive behavior reports

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- More consistent communication from Admin regarding behavior interventions
- More student incentive activities and more activities celebrating the diversity of our students
- More student feedback in the design of our school-wide structures
- Training on creating classroom culture of high expectations
- Updating SEL lessons

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	Owner(s):	Timeline:
Conduct cycles of review on campus culture and student engagements.	Campus Culture Director Principal CCT	Quarterly
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.	Campus Culture Director	Ongoing

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Principals Advisory Committee made up of students will provide feedback to principal on student engagements and academics. Committee will meet during lunch.	Principal Campus Culture Director	Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
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.	ILT CCT Principal, VP Lead	Every 4-6 Weeks

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Create a school-wide committee to develop positive behavior reinforcement system using Five Star Student that rewards positive bahaviors.	CCT	Monthly

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

- Fund student incentives and sprit-wear for all students
- Provide funding for CCT members to attend CADA conference for PL in innovation of school engagement activities and plans.
- Continue to provide funding for club advisors along with resources for club materials, incentives, etc.
- Extra pay for extra services contract to support Climate and Culture team planning and cycles of review.
- Funding for babysitting and refreshments for parent meetings.
- Funding for translator services for parent meetings.
- Funds for VAPA resources and materials
- Educational Field Trips

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *providing incentives and field trips to engage EL students in school-wide activities and college ready learning opportunities*
- *Funds to provide substitutes so teachers can attend EL field trips*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *Provide student incentives to support and celebrate student voice, attendance, and positive behavior*
- *Provide funds to engage student listening groups in providing feedback to teachers and staff*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

EL Participation will be reviewed at quarterly cycles of review.

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	Owner(s):	Timeline:
Hold regular parent meetings to allow for parent input and to engage families is supporting increased student attendance and decrease suspensions.	Vice Principals CCT	Every 4-6 Weeks
Monitor phone calls home and family outreach to ensure that absences are cleared in a timely manner.	Vice Principal Attendance Clerical	Monthly Reports
Review chronic absenteeism at MTSS meetings to ensure supports are in place to keep students in school.	Grade-Level VP Lead MTSS Team	Quarterly Cycles of Review Monthly Reports
Conduct quarterly equity audits of absenteeism to examine disproportionality and ensure equity of access to supports.	VPs MTSS Team	Quarterly cycles of Review Bi-monthly MTSS meetings

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Establish an Attendance work group to include Tier 2 Interventions Specialist, CWA, attendance clerk, and MTSS representative to meet bi-monthly to review data and monitor interventions.	Tier 2 IS MTSS Lead Vice Principal	Bi-Monthly Report out at ILT/CCT
Establish Tier 2 Parent meetings for students that are close to chronically absent.	Vice Principals Tier 2 Intervention Specialist CWA	Quarterly
Develop school-wide celebrations and incentives for improvement in attendance.	MTSS CCD	Monthly
Engage in quarterly root cause analysis sessions with staff and students to determine causes for low attendance in all student groups.	Principal CCD	Quarterly

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

English Learner students are in the red in this area of the CA Dashboard. 36.9% are chronically absent.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

The following student groups are in the red area of the CA Dashboard for this indicator:

- Asian: 31.8%
- African American/Black: 49.2%

2. Using Title I funds Only: What are the planned expenses to support this student group?

- *Funds for student incentives for positive attendance*
- *Funds to hold additional parent meetings to review attendance and overall EL progress*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *Funds to support student voice groups to provide feedback to and engage in root cause analysis with staff regarding attendance supports*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

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

Action 3

Title: Implementation of Consistent Positive Behavior Supports

Action Details:

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

Reasoning for using this action:	☐ Strong Evidence	☑ Moderate Evidence	☑ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Implement Tier 1 behavior supports in all classes for behavior, social emotional supports, and tardies. Share weekly updates with staff on progress.	Principal CCT	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Provide professional learning for teachers and administrators in the integration of social-emotional learning (SEL) and content. Monitor implementation through weekly classroom visits on the observation tracker.	Principal Co-Admin ILT	Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Implement consistent Tier 2 and 3 behavior supports to prevent suspendable offenses and to keep students in class.	Principal School Psych CCT	Quarterly
Maintain Increased supervision to ensure all common areas are supervised before school, during school, and after school.	Vice Principal	Weekly
Increase culturally relevant student activities during lunch to keep students positively engaged and help them feel connected at school.	Principal CCD/ACCD	Monthly Calendar of Activites
Establish grade-level MTSS teams to review student behavior (and academic) needs.	Vice Principal Leads MTSS School Psych	Weekly Meetings
Conduct quarterly equity audits to examine disproportionality and ensure equity of access to supports.	Principal MTSS	Monthly Meetings
Provide training for all teachers in establishing a culturally responsive classroom culture.	Principal ILT CCT	Quarterly

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

- Increase funding for noontime activities
- Funding for teacher and administrative training on the integration of SEL and Content in the classroom (CSI Support)
- Additional Campus Safety assistant hours
- Fund Resource Counseling Assistant to support student Tier 2 interventions.
- 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
- Secure a contract for mentoring services (i.e., Teaching Fellows)
- Provide Student Incentives

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

- *EL Suspensions: 15.3%*

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *Student incentives for positive behavior support*
- *Funds for additional student activities*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *Provide FTE to Transition Teacher to provide support for students during lunch time as needed*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- All English Learners will be eligible for all tiered supports.
- Teachers meet with Instructional Coach or TSA to review EL progress monitoring on a quarterly basis

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

- *African-American/Black: 21.9%*
- *Hispanic: 14.6%*
- *Socioeconomically Disadvantaged: 15%*
- *Students with Disabilities: 17%*

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

- *Funds for additional student activities*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

- *Provide FTE to Transition Teacher to provide support for students during lunch time as needed*
- *Student incentives for positive behavior support*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Weekly MTSS grade-level teams to analyze data and provide timely behavioral interventions for students.
- Teachers participate in Culturally Responsive training to establish a culture of learning in their classrooms
- MTSS Team to report out during Quarterly Cycles of Review and Equity Audits.
- School site team (counselor, VP, and teachers) will work with and CF Pivot Team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to improve positive behavior and increase student engagement.
- 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.

Action 4

Title: Equitable Student Voice in Academic and S-E Structures

Action Details:

Increase the opportunities for students to participate in the design and to provide feedback in the the design of equitable academic and social-emotional structures.

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	Owner(s):	Timeline:
Conduct yearly root cause analysis with students to understand academic and social-emotional needs from their perspective.	Principal VPs CCD	Yearly
Conduct quarterly cycles of review with students to examine school progress in academics and social-emotional supports	Principal ILT/CCT	Quarterly
Monthly student listening sessions with student leadership teams.	Principal CCD	Monthly

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Student Fieldtrips and G2 activities	1,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	10,700.00
G3A1	Sup & Conc	Instruction	Travel			CADA Conference for CCT	5,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250	Prep buyout for Transition Teacher, Kristin Gonzales.	14,565.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Additional hours for supervision and safety.	20,470.00
G3A4	ESSA-CSI	Instruction	Cons Svc/Oth			Shifting Perspectives, LLC : Constulting Services: Dr. Chism: Building an equity centered culture	12,000.00
G3A4	ESSA-CSI	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Anthony Birch	74,055.00

$138,290.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	85.67 %	85.5 %	2023-2024	90.6 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Provided Summer Training for ILT/CCT
- Met with teacher leadership groups throughout the year: ILT, CCT, SBC, MTSS
- Supported PLCs in quarterly PL cycles

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

- SPED teachers do not have a designated time for collaboration like content teams

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

No major differences this 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 2024/25 SPSA.

- Continue providing funds for teacher leadership opportunities
- Add in a summer retreat and one release day for the SPED department to engage in deeper planning and collaboration

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- support for teachers to attend PL and help lead valuable work on campus

2 ELAC:

- Support for teachers to ensure they are implementing literacy practices across curriculum to support EL learners

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- More opportunities for staff steering groups
- opportunities to collaborate with students around academics and social-emotional
- Opportunities to watch other teachers in action

Action 1

Title: Staff agency through collaboration and shared leadership

Action Details:

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

Reasoning for using this action: ☐ Strong Evidence ☑ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

- Student Academics

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- 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.

2024-2025 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**	15,001.00
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Summer PL for Lead Teachers and new teachers. (ILT/CCT, MTSS) **No IEPs**	6,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			EPES contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention Team Collaboration	9,999.00

$31,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	85.43 %	75.8 %	2023-2024	84.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Implemented parent hours
- Implemented parent meetings and re-entry meetings to discuss student academic and behavior needs

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

- Low attendance at parent hours
- Low attendance at ELAC

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Elements of the plan were implemented but attendance was low. More to be done to inform and recruit parents to campus for supportive opportunities.

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 2024/25 SPSA.

- Quarterly/monthly parent opportunities that are in the morning and evening to accommodate parent availability
- Increase student celebrations that include parents

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Consider adding parent conferences like they do in elementary school
- Add positive outreach to parents to let them know when their child is doing well

2 ELAC:

- Student recognition of language goals with parents in attendance

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Add positive outreach to parents to let them know when their child is doing well

Action 1

Title: Increase opportunities for family voice and collaboration

Action Details:

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

Reasoning for using this action: ☐ Strong Evidence ☑ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Establish quarterly parent meeting cycles that include Coffee Hour, Evening Learning Sessions, Virtual Sessions	VPs Management Team	Quarterly
Hold quarterly events, Academic awards, sport assembly, student performances, attendance recognition awards that allow parents the opportunity to celebrate student success	MTSS CCD	Quarterly
Conduct quarterly audits that will allow for parent voice through parent QR surveys, SSC, ELAC, PIQE	VPs Home-School Liasion	Quarterly
Provide Tier levels of opportunities for engagement. Tier I: Back to School, Open House, Parent Orientation Tier II: Parent/Teacher Conferences addressing 3 or more F Grades, Attendance Tier 2, Behavior Tier III: Re-entry meetings for students returning from suspension	VPs Lead MTSS Counselors CCD	Monthly Report out at Quarterly Cycles of Reivew

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Utilizing technology to increase home/school communication of opening of school documents, Atlas Parent Portal Access together with Student Portal information, Edu-Text, School Newsletter, Teams, Remind	VPs Lead Principal MTSS Counselor	Yearly

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Ensure that parents are notified promptly about their child's behavior and progress. Develop a parent engagement plan that include regular communication and collaboration opportunities for students with persistent behavior challenges.	VP Leads MTSS Team	y

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:

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

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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Communication in the families home language
- Home-School Liaison will make regular connection with families of EL students to get feedback and answer questions.
- Intervention TSAs and ELD Teacher will conduct quarterly progress meetings with parents virtually or in person.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Flexible meeting structures so parents can participate in conferences
- Grade-level VP will reach out quarterly to families to get feedback from families
- Intervention TSAs and MTSS team member will conduct quarterly progress meetings with parents of students that are involved in academic interventions.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for parents	799.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent mailers **No incentives or food**	1,749.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for parent meetings	2,500.00
G5A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent Comm for EL Students	1,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Food for ELAC Meetings	800.00

$7,348.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Middle School	0.4000	Split funded .4 unit 0115, .2 unit 7090 and .4 unit 3010.	50,920.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Professional Books for PL	2,000.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	2,972.00
G1A1	ESSA-CSI	Instruction	Mat & Supp			: PL Materials and Supplies **No incentives or food**	2,020.00
G1A1	ESSA-CSI	Instruction	Subagreements			Corwin : Corwin: PL in Grade-level instruction and assessment.	33,500.00
G1A1	ESSA-CSI	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Academic Support	37,046.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	Split funded .4 unit 0115, .2 unit 7090 and .4 unit 3010.	25,461.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Tri Yearly (Q2 and Q3) Sub Release for Teacher PL	24,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Read 180 : Read 180 licenses for monitoring EL progress	12,700.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Literacy Supplies	6,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: General Materials and Supplies	18,058.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease	8,020.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Staff and Student Technology maintenance	7,388.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Incentives for students	800.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for EL academic support	17,748.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Field trips for EL students	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			After school tutorial for math and ELA - Teacher Contracts **No IEPs**	12,000.00
G1A2	Sup & Conc	Instruction	Travel			: Attend Standards Institute for Math and ELA	38,000.00
G2A1	Sup & Conc	Instruction	Teacher-Subs			Subs for CTE Field Trips and G2 Activities	1,200.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Student Fieldtrips and G2 activities	1,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	10,700.00
G3A1	Sup & Conc	Instruction	Travel			CADA Conference for CCT	5,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250	Prep buyout for Transition Teacher, Kristin Gonzales.	14,565.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500	Additional hours for supervision and safety.	20,470.00
G3A4	ESSA-CSI	Instruction	Cons Svc/Oth			Shifting Perspectives, LLC : Constulting Services: Dr. Chism: Building an equity centered culture	12,000.00
G3A4	ESSA-CSI	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Anthony Birch	74,055.00
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Summer PL and curriculum Planning. **No IEPs**	15,001.00
G4A1	ESSA-CSI	Instruction	Teacher-Supp			Summer PL for Lead Teachers and new teachers.	6,000.00

G4A1		Instruction	Teacher-Supp	(ILT/CCT, MTSS) **No IEPs**	6,000.00
G4A1	Sup & Conc	Instruction	Teacher-Supp	EPES contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention Team Collaboration	9,999.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Babysitting for parents	799.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent mailers **No incentives or food**	1,749.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Food for parent meetings	2,500.00
G5A1	LCFF: EL	Instruction	Oth Cls-Supp	Translators	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	: Parent Comm for EL Students	1,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	: Food for ELAC Meetings	800.00
					$478,471.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$70,440.00
ESSA-CSI	3182	$179,622.00
Sup & Conc	7090	$205,561.00
LCFF: EL	7091	$22,848.00
Grand Total		**$478,471.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$300,633.00
G2 - Expand student-centered and real-world learning experiences	$1,200.00
G3 - Increase student engagement in their school and community	$138,290.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$31,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$7,348.00
Grand Total	**$478,471.00**