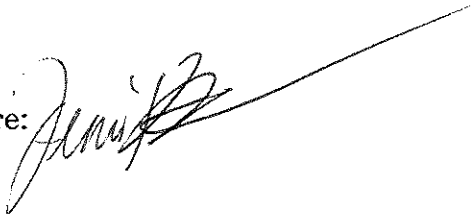


Ahwahnee Middle

10621666061188

Principal's Name: Jennifer Carr

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Jennifer Carr', with a long, sweeping horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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

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 rewritten 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 - Brittnie Perotti				X	
3. Nicolas Bejarano		x			
4. Karri Gordon		x			
5. Yomira Ramirez		x			
6. Jason Hamada		x			
7. Sheryl Mukai			x		
8. Nicolas Madrigal				x	
9. Brianna Knavel				x	
10. Joshua Mays				x	
11. Jess Ramussen					x
12. Anabel Lujan					x
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date_____.

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		4/25/2025
SSC Chairperson	Brittnie Perotti		04/25/2025

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

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

FY 2025/26

Ahwahnee - 0010

ON-SITE ALLOCATION

3010	Title I	\$78,228 *
7090	LCFF Supplemental & Concentration	\$225,852
7091	LCFF for English Learners	\$32,412

TOTAL 2025/26 ON-SITE ALLOCATION

\$336,492

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,544
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Program Budget	\$75,684
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Total Title I Allocation	\$78,228
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Ahwahnee Middle 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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)	✓	45.3 %	36.1 %	2023-2024	37.2 %
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		38.1 %	2023-2024	39.2 %
SBAC ELA- Average distance from standard	✓	-40 pts	-53.9 pts	2023-2024	-38.9 pts
SBAC ELA- Average distance from standard (Students w/ Disabilities)	✓		-135 pts	2023-2024	-120 pts
SBAC ELA- percentage of students met/exceeded standard	✓	37.6 %	32.7 %	2023-2024	37.7 %
SBAC Math - Average distance from standard	✓	-70 pts	-103 pts	2023-2024	-88 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-163.3 pts	2023-2024	-148.3 pts
SBAC Math - percentage of students met/exceeded standard	✓	20.2 %	15.2 %	2023-2024	20.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- 1. Lack of consistent, standards aligned assessment of student progress that allow teachers to target instruction to student needs.
- 2. Consistent lesson structures that foster student engagement and student-centered learning still need work.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- 1. Access to standards-aligned assessments.
- 2. Tools to aggregate and disaggregate assessment data for analysis of student learning.
- 3. Still need more practice with lesson practices like gradual release.
- 4. Not using success criteria to provide student feedback and engaging students in self-evaluation and ownership of learning.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Teacher training and practice in using FIABs and IABs school-wide to monitor progress towards grade-level standards.
- Data protocols and tools to aggregate and disaggregate data like those in PLC+
- Develop a data calendar with quarterly benchmarks for math, ELA, science, and history.
- Continue working with Corwin to refine implementation of gradual release and PLC+ cycles.
- Professional Learning in providing feedback to students and engaging students in self-monitoring.
- After-school support structures to provide intervention needs articulated by assessment data.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Grade-level instruction in ELA and Literacy across content.

Fully Implemented

Eleven out of 14 planned services and actions from the 2024-25 SPSA have been fully implemented. Three of the following actions were partially implemented:

- Teacher steering committees to review student results in ELA and ELD. This action was instead implemented by ILT.
- Educational field trips were not implemented.
- Afterschool tutorial did not begin until the second semester.

Action 2: Grade level instruction that engages all students in Math

Fully Implemented

Eight out of 10 of the planned services and actions from the 2024-25 SPSA have been fully implemented. Three of the following actions were partially implemented:

- Monthly math lesson design coaching sessions were not implemented. After 4+ years of MLD support, the math team identified a need to work on implementation of rigorous, standards-aligned tasks as opposed to continued MLD. Classroom walkthrough data demonstrated that the math teachers had fully implemented MLD.
- Educational field trips were not implemented.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Grade-level instruction in ELA and Literacy across content. Partially Effective

Overall, we made progress in ELA. We have rated this at partially effective because our overall performance in 8th grade did not move forward while we made gains in 7th grade.

- All students decreased the DSF by 8 points and we increased Meeting/Exceeding Standard by 4.1% (From 28.6% to 32.7%)
- 7th Grade students decreased the DSF in ELA by 18 points and increased Meeting/Exceeding by 7.9% (From 32.1% to 40%)
- 8th Grade students increased the DSF by 5 points and decreased Meeting/Exceeding by 1.7% (From 25.1% to 23.4%)

Action 2: Grade level instruction that engages all students in Math Partially Effective

Our results in math were stagnant for this last year.

- All students decreased the average DSF by 4 points while slightly decreasing Meet/Exceeding Standard by .9% (from 16.1% to 15.2%)
- 7th Grade students decreased DSF by 4 points and increased Meet/Exceeding Standards by 1.4% (From 18.8% to 20.2%)
- 8th Grade Students decreased DSF by 5 points while decreasing Meet/Exceeding Standards by 4.6% (From 13.4% to 8.8%)

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

1. The school will develop a quarterly data calendar using the FIABs and IABs to monitor student learning in math and literacy. Science and History will also administer quarterly assessments aligned to the grade-level content and the Literacy Standards in History/Science and Technical subjects.
 2. Quarterly data will be analyzed to adjust Tier 1 Instruction in the classroom.
 3. Quarterly data will be analyzed to provide targeted support for students during lunch and after school.
 4. Math classrooms will implement Illustrative Math curriculum to ensure that all lessons are aligned to grade-level.
 5. ELA classrooms will implement Writer's Workshops for each quarterly writing assignment.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:	ELAC:	Staff:
• Provide more after school tutorial and lunch tutorial options. • Ensure student engagement during lessons.	• More adult support for LTEL to help them graduate high school.	• More purposeful planning in PLCs with curriculum, learning intentions, success criteria

- Provide more opportunities to celebrate academic success.
 - Provide clearer information on how teachers grade.
 - More proactive communication to families and earlier when students are struggling.
- More extra-curricular and enrichment activities for students.
 - more district and school-site resources like SEL and peer tutoring .
- Develop a structure to support absent students with content i.e., Nearpod, video lesson explanations
 - More consistent checking for understanding and think-alouds.
 - More work on ensuring students understand the relevancy of each lesson.
 - Leverage the student engagement continuum to help students drive their learning.
 - Opportunities to engage in learning walks to learn from colleagues.

Action 1 :

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 implement standards-aligned assessments each quarter and use those assessments to improve Tier 1 instruction and identify Tier 2 and 3 supports. 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.

Goal: By June 2025, Ahwahnee Middle will decrease the average distance from standard from -53.9 to -38.9 as measured by the SBAC.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Quality first teaching based on standards using gradual release of responsibility and focused on grade-level texts and tasks.
- Continued implementation and PL Support of teacher clarity structures.
- Implementation of PLC+ Framework to support continued improvement of teaching and learning and to analyze data to determine interventions.
- Implement FIABs and IABs on a quarterly basis to monitor progress towards standards.
- Revisit and Implement integrated ELD and designated ELD.
- Direct vocabulary development in all classrooms
- Implement writer's workshop to target student writing skills.
- Weekly advisory lessons that build student social emotional skills.
- 8-hour HSL to support phone calls, home visits, and meet with parents.
- 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 (sub release) and summer planning hours.
- 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.
- Funds for Literacy Materials to engage students in authentic reading, writing, publishing, etc.

Tier 2:

- Leverage Interact Fellows and Teaching Fellows to provide push-in support for EL Students and Students Struggling with reading and writing
- Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial.
- Check and Connect groups to support student goal-setting
- EL Check and Connect group to monitor student progress and support student goal-setting
- Hold Parent conferences to engage parents in a plan of support for student

Tier 3:

- Fund additional FTE for push-in and pull-out support for EL students and students needed Tier 3 Academic Support in math and ELA
- MTSS team to meet weekly to support Tier 3 Students
- Referrals for Mental Health Services as needed
- Hold SSTs

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.
- .2 FTE to provide push-in support for ELs and conduct quarterly data chats.
- Check and Connect group for EL students to teach goal setting and self-monitoring
- Conduct weekly meetings "huddles" with Intervention Team to monitor progress and communicate back to teachers.
- Intervention TSAs to conduct quarterly data chats.
- RTI Support from Teaching Fellows and Interact Fellows

Student Groups

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

Students with Disabilities (SWD):

- After-school tutoring

English Learner (EL):

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

African American (AA):

- After-school tutorial
- Push-in and Pull Out Support

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

Students with Disabilities (SWD):

- Student incentives funding to celebrate growth and hold awards ceremonies
- Sub-release time for General Ed and SPED Teacher collaboration

English Learner (EL):

- .2 FTE for English Learner push-in during ELA class
- Student incentives funding to celebrate growth
- Translator services to increase parent communication
- ELPAC Assessors
- Teaching Fellows to deploy support during grade-level instruction

African American (AA):

- Student incentives to celebrate growth
- Sub-release time to develop quality first teaching that is affirming and equitable

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Data chats with RSP and SDC Case Managers to discuss ways to address the needs of our SWD in a timely manner.
- Increase use of intentional teaching strategies to ensure that SWD have access to grade-level instruction with supports
- Sub-release time and summer planning to ensure alignment of instruction with general Ed to ensure equity

English Learner (EL):

- EL Students will be identified and monitored by teachers through PLC collaboration and the use of ELLevation.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.
- .2 FTE to provide push-in support for ELs and conduct quarterly data chats.
- Check and Connect group for EL students to teach goal setting and self-monitoring
- Conduct weekly meetings "huddles" with Intervention Team to monitor progress and communicate back to teachers.
- Intervention TSAs to conduct quarterly data chats.
- RTI Support from Teaching Fellows and Interact Fellows
- Classroom Visits to Ensure classrooms are leveraging quality first teaching: gradual release, vocabulary development

African American (AA):

- Students will be identified and monitored by teachers through PLC collaboration and implementation of high quality assessments
- Establish after-school, before school, and lunchtime tutorial
- Check and Connect group for struggling students to teach goal setting and self-monitoring
- Conduct weekly meetings "huddles" with Intervention Team to monitor progress and communicate back to teachers.
- Classroom Visits to Ensure classrooms are leveraging quality first teaching: gradual release, vocabulary development, and relationship-building

Progress Monitoring: Outcomes

Reasoning for using this action		
☒	Strong Evidence	☒ Moderate Evidence
		☐ Promising Evidence
Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Weekly classroom walkthroughs using the IPG and a site-based monitoring tool co-developed with teachers and ILT. Personalized teacher feedback will be provided. PLC and School-wide trends and patterns will be shared weekly and monthly. 70% of classroom observations will demonstrate implementation of teacher clarity practices, gradual release, and vocabulary instruction. 70% of PLC Agendas will demonstrate a focus on student progress using common assessments and shared instructional adjustments. Outcomes are monitored by Principal, Vice Principal, VP and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. District Interim Assessments in ELA/Literacy. iReady Assessment FIAB and IAB data from quarterly administrations. Outcomes monitored by PLCs, teachers, administrators.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. By June 2025, Ahwahnee Middle will decrease the average distance from standard from -53.9 to -38.9 as measured by the SBAC. Monitored by principal, vice principals, teachers.

Action 2 :

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 mathematics as outlined in the California Math 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 implement standards-aligned assessments each quarter and use those assessments to improve Tier 1 instruction and identify Tier 2 and 3 supports. 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.

Goal: By June 2025, Ahwahnee Middle will decrease the average distance from standard from -103 to -88 as measured by the SBAC.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Quality first teaching based on standards using gradual release of responsibility and focused on grade-level texts and tasks.
- Continued implementation and PL Support of teacher clarity structures.

- Implementation of PLC+ Framework to support continued improvement of teaching and learning and to analyze data to determine interventions.
- Implement FIABs and IABs on a quarterly basis to monitor progress towards standards.
- Direct vocabulary development in all classrooms
- Weekly advisory lessons that build student social emotional skills.
- 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 (sub release) and summer planning hours.
- 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.
- General materials and supplies to support innovative classroom student-centered progress

Tier 2:

- Leverage Interact Fellows and Teaching Fellows to provide push-in support for EL Students and Students Struggling with math
- Fund afterschool, lunchtime, and before-school tutorial along with the materials and supplies for tutorial.
- Check and Connect groups to support student goal-setting in mathematics
- Hold Parent conferences to engage parents in a plan of support for student

Tier 3:

- Fund additional FTE for push-in and pull-out support for EL students and students needing Tier 3 Academic Support in math and ELA.
- MTSS team to meet weekly to support Tier 3 Students
- Referrals for Mental Health Services as needed
- Hold SSTs to co-develop more intensive support measures for struggling students

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- EL Students will be identified and monitored by teachers through PLC collaboration and the use of ELLevation.
- 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.
- .2 FTE to provide push-in support for ELs and conduct quarterly data chats.
- Check and Connect group for EL students to teach goal setting and self-monitoring in mathematics
- Conduct weekly meetings "huddles" with Intervention Team to monitor progress and communicate back to teachers.
- Intervention TSAs to conduct quarterly data chats.
- RTI Support from Teaching Fellows and Interact Fellows
- Implementation of Math Language Practices in daily lessons to develop students' ability to discuss math concepts.

Student Groups

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

Students with Disabilities (SWD):

- After-school tutoring
- Teacher release time for collaboration between general education and special education teachers
- Nearpod Licenses to develop lessons for reteaching and enrichment

English Learner (EL):

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

African American (AA):

- After-school tutorial
- Push-in and Pull Out Support

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

Students with Disabilities (SWD):

- Student incentives funding to celebrate growth and hold awards ceremonies
- Sub-release time for General Ed and SPED Teacher collaboration

English Learner (EL):

- *.2 FTE for English Learner push-in during ELA class*
- *Student incentives funding to celebrate growth*
- *Translator services to increase parent communication*
- *ELPAC Assessors*
- *Teaching Fellows to deploy support during grade-level instruction*

African American (AA):

- Student incentives to celebrate growth
- Sub-release time to develop quality first teaching that is affirming and equitable

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Data chats with RSP and SDC Case Managers to discuss ways to address the needs of our SWD in a timely manner.
- Increase use of intentional teaching strategies to ensure that SWD have access to grade-level instruction with supports
- Sub-release time and summer planning to ensure alignment of instruction with general Ed to ensure equity

English Learner (EL):

- EL Students will be identified and monitored by teachers through PLC collaboration and the use of ELLevation.
- Establish after-school, before school, and lunchtime tutorial that focuses on EL support.
- .2 FTE to provide push-in support for ELs and conduct quarterly data chats.
- Check and Connect group for EL students to teach goal setting and self-monitoring
- Conduct weekly meetings "huddles" with Intervention Team to monitor progress and communicate back to teachers.
- Intervention TSAs to conduct quarterly data chats.
- RTI Support from Teaching Fellows and Interact Fellows
- Classroom Visits to Ensure classrooms are leveraging quality first teaching: gradual release, vocabulary development

African American (AA):

- Students will be identified and monitored by teachers through PLC collaboration and implementation of high quality assessments

- Establish after-school, before school, and lunchtime tutorial
- Check and Connect group for struggling students to teach goal setting and self-monitoring
- Conduct weekly meetings "huddles" with Intervention Team to monitor progress and communicate back to teachers.
- Classroom Visits to Ensure classrooms are leveraging quality first teaching: gradual release, vocabulary development, and relationship-building

Progress Monitoring: Outcomes

Reasoning for using this action			☐ Strong Evidence	☒ Moderate Evidence	☒ Promising Evidence
Short-Term (Learning) Expect to see					
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them.					
Weekly classroom walkthroughs using the IPG and a site-based monitoring tool co-developed with teachers and ILT.					
Implementation of Illustrative Math Curriculum.					
Personalized teacher feedback will be provided.					
PLC and School-wide trends and patterns will be shared weekly and monthly.					
70% of classroom observations will demonstrate implementation of teacher clarity practices, gradual release, and vocabulary instruction.					
70% of PLC Agendas will demonstrate a focus on student progress using common assessments and shared instructional adjustments.					
Outcomes are monitored by Principal, Vice Principal, VP and teachers.					
Medium-Term (Change in Behavior or Performance) Want to see					
<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them.					
District Interim Assessments in Mathematics					
iReady Assessment					
FIAB and IAB data from quarterly administrations.					
Outcomes monitored by PLCs, teachers, administrators.					
Long-Term (Change in Condition) Hope to see					
<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them.					
By June 2025, Ahwahnee Middle will decrease the average distance from standard from -103 to -88 as measured by the SBAC.					
Monitored by principal, vice principals, teachers.					

2025-2026 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		53,875.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Nearpod : Nearpod license	5,250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Tri Yearly (Q2 and Q3) Sub Release for Teacher PL	17,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Books for PL	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom literacy supplies	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: General materials and supplies	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Staff and student technology maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	32,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease	8,020.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		26,937.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Incentives for EL students	1,776.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			After school tutorial for math and ELA - teacher contracts *No IEPs or 504s*	9,999.00

\$175,857.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	82.8 %	72.1 %	2024-2025	76.2 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Lack of celebration and recognition of student success and growth in academics and SEL.
- Not yet fully implementing the "relevancy" of teacher clarity so students do see the connection between the classroom and real-world.
- Students need more opportunity for productive struggle.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

1. The structure of the recognition events need restructuring to increase participation.
2. Need more timely communication about student progress to celebrate small wins.
3. Need more practice delivering lessons that elicit student processing, struggle, and student ownership.
4. Need more practice delivering feedback aligned to success criteria.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Time in the summer for culture and climate team to scope out student celebration and recognition events.
- Identify team members that can plan and execute events.
- Develop quarterly student surveys to deliver in the classroom that give PLCs feedback on instruction and learning opportunities.
- Leverage the engagement continuum during instruction to help students set goals for driving their own learning.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Career Readiness

Partially Implemented

All aspects of this action have been implemented with the exception of field trips. There was high participation in career day and career cruising.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Career Readiness

Partially Effective

The drop in student responses demonstration that more work needs to be done to help students see the real-world value in their learning and feel connected to the school.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Time in the summer for culture and climate team to create a calendar of student celebration and recognition events.
- Identify a team lead that can plan and execute events.
- Develop quarterly student surveys to deliver in the classroom that give PLCs feedback on instruction and learning opportunities.
- Leverage the engagement continuum during instruction to help students set goals for driving their own learning.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Ensure student engagement during lessons.

ELAC:

- More adult support for LTEL to help them graduate high school
- More extra-curricular and enrichment activities for students

Staff:

- More purposeful planning in PLCs with curriculum, learning intentions, success criteria
- Develop a structure to support absent students with content.

- Provide more opportunities to celebrate academic success.
- Provide clearer information on how teachers grade.
- More proactive communication to families and earlier when students are struggling.

- more district and school-site resources like SEL and peer tutoring

- i.e., Nearpod, video lesson explanations
- More work on ensuring students understand the relevancy of each lesson.
 - Leverage the student engagement continuum to help students drive their learning.
 - Co-develop grading practices that promote equity across the school.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Funding for Career-related events like college fairs, career fairs, and guest speakers
- Funding to ensure adequate technology hardware and to maintain that hardware.
- Regular monthly data meetings with administration and counselors to monitor data and calibrate student groups

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Data Chats with counselors
- Check and Connect group with EL Push-in Teacher
- ELPAC Goal-Setting

Student Groups

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

English Learner (EL):

- Contract with Teaching Fellows for Push-in and Pull out
- Nearpod License to Build Lessons targeting vocabulary development and background knowledge?
- After school and lunch time tutorial
- Funding for parent events and communication (mailers, babysitting, transportation)

Students with Disabilities (SWD):

- Nearpod License to Build Lessons targeting vocabulary development and background knowledge?
- After school and lunch time tutorial
- Funding for parent events and communication (mailers, babysitting, transportation)

African American (AA):

- Contract with Teaching Fellows for Push-in and Pull out
- Nearpod License to Build Lessons targeting vocabulary development and background knowledge?
- After school and lunch time tutorial
- Funding for parent events and communication (mailers, babysitting, transportation)

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

English Learner (EL):

- Student Incentives to celebrate growth and achievement
- Sub release time for teacher PL to incorporate language practices in daily classroom instruction
- Funds to provide food at parent meetings
- ELPAC Assessors
- Push-in and Pull out support with additional FTE
- Translation services?

Students with Disabilities (SWD):

- Student Incentives to celebrate growth and achievement
- Sub release time for teacher PL to incorporate effective scaffolding practices in daily instruction and for SPED teachers to align to grade-level

African American (AA):

- Student Incentives to celebrate growth and achievement
- Sub release time for teacher PL to incorporate culturally responsive pedagogy

As a site: What are the planned actions to support this student group?

English Learner (EL):

- Quarterly At-Risk/On Track Chats with Counselor
- ELPAC Goal Setting
- ELPAC Assessors
- After-school tutorial

Students with Disabilities (SWD):

- Quarterly At-Risk/On Trac Chats with Counselor
- Goal Setting and Progress Monitoring with Case Manager
- after school tutorial

African American (AA):

- Quarterly At-Risk/on Track Chats with Counselor
- Check and Connect Group with RCA for all Students with one or more D or F
- after school tutorial

Progress Monitoring: Outcomes

Reasoning for using this action		
☐ Strong Evidence	☒ Moderate Evidence	☐ Promising Evidence
Short-Term (Learning) Expect to see <i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Monthly data meetings to monitor student impact of counseling interventions. Outcomes measured through ATLAS reports and MTSS data tool. Outcomes monitored by Principal, VP, and Counselors	Medium-Term (Change in Behavior or Performance) Want to see <i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Monthly data meetings to monitor student impact of counseling interventions. Outcomes measured through ATLAS reports and MTSS data tool. Outcomes monitored by Principal, VP, and Counselors	Long-Term (Change in Condition) Hope to see <i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Responses on the Climate and Culture Surveys will increase by 5% compared to last year.

Action 2 :

Student Ownership in their Learning

Action Details:

Ahwahnee Middle School will engage students in lessons that are relevant to the real-world. Students will have opportunities to self-evaluate their learning. Students will receive recognition for academic achievement and college and career-ready skills.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Weekly advisory lessons using School Connect
- Implement daily lessons across the curriculum that have clear learning intentions, success criteria, and relevancy.
- Implement daily lessons across the curriculum that allow students collaborate with peers.?
- Classrooms conduct quarterly surveys to get student feedback on classroom lessons and protocols.
- Teachers embed the Engagement Continuum in weekly instruction to help students self-monitor their learning.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Data chats with counselors
- Check and Connect Group with EL Push-in Teacher
- ELPAC Goal Setting

Student Groups

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

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

No funds have been allotted for Goal 2

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

Students with Disabilities (SWD):

English Learner (EL):

African American (AA):

?No funds have been allotted for Goal 2

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Implement a quarterly classroom survey to get student feedback on learning structures and environment. Disaggregate that data to analyze results specific to SWD.?
- Case managers to meet with students for quarterly goal-setting

English Learner (EL):

- Implement a quarterly classroom survey to get student feedback on learning structures and environment. Disaggregate that data to analyze results specific to EL students.
- Quarterly goal setting and data chats with counselors.

African American (AA):

- Implement a quarterly classroom survey to get student feedback on learning structures and environment. Disaggregate that data to analyze results specific to African American Students.?
- A4 Mentoring
- Recruit students to participate in BSU to increase leadership roles on campus

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Ds/Fs of students will be monitored weekly by counselors. Outcomes measured through ATLAS reports. Survey outcomes measured by teachers, VPs, and counselors.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Outcomes measured through ATLAS reports. Survey outcomes measured by teachers, VPs, and counselors. School-wide results will be analyzed in quarterly cycles of review.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increase the percent of students reporting that they feel they have a voice on campus by 5%.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		36.7 %	2023-2024	31.1 %
Suspension Rate	✓	7.57 %	15.2 %	2023-2024	11.87 %
Suspension Rate - (African American)	✓	17.57 %	32.9 %	2023-2024	22.57 %
Suspension Rate - (English Learner)	✓	8.07 %	15.4 %	2023-2024	13.07 %
Suspension Rate - (Long-Term English Learner)	✓		18.4 %	2023-2024	13.07 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	8.87 %	16.2 %	2023-2024	12.87 %
Suspension Rate - (Students w/ Disabilities)	✓	11.77 %	22.3 %	2023-2024	17.97 %
Suspension Rate - (White)	✓		15.5 %	2023-2024	13.17 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Based on the current metrics, chronic absenteeism did decline.
- Suspensions have increase over the last year. Identified student groups are African American, English Learner, Students with Disabilities.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The highest reason (more than 55%) for suspension is 48900(a)(1): Caused, Threatened or Attempted Physical Injury
- Not enough personalized communication to parents about student issues
- Not consistent with following up on lower level behaviors that may lead to suspensions
- Not consistent with attendance taking

- Student tardies impact attendance

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- more structured activities during lunch
- Revitalize the WEB program to help students build relationships with other students
- Specific training in parent communication tools and best practices
- authentic alternatives to suspension
- More recognition and celebration of positive student behaviors
- Establish a student store
- leverage 5 STAR for rewards as well as passes and behavior

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Goal 2 Academic and school Engagement Partially Implemented

- Student incentives have been invested in but a more options should be considered
- Over 20 clubs are active on campus
- Inconsistent lunch time activities
- Quarterly rewards for students on the "privilege" list but more incentives should be offered

Action 2: Average Daily Attendance and Chronic Absenteeism Fully Implemented

According to the California Dashboard, Chronic Absenteeism declined by 4.8% from the previous year.

Action 3: Implementation of Consistent Positive Behavior Supports Partially Implemented

All actions in this goal were implemented but suspensions increased by 1.1%. In addition, there was disproportionality in the following groups:

- African American 32.9%
- SWD - 22.3%
- LTEL - 18.4%

Action 4: Equitable Student Voice in Academic and S-E Structures Not Implemented

Planned actions to increase student listen groups were not implemented this year due to a shift in focus on implementation of PLC+ work and due to structural changes limiting opportunities to bring staff together outside of their teaching time.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Goal 2 Academic and school Engagement Partially Effective

- Student incentives have been invested in but a more options should be considered
- Over 20 clubs are active on campus
- Inconsistent lunch time activities
- Quarterly rewards for students on the "privilege" list but more incentives should be offered

Action 2: Average Daily Attendance and Chronic Absenteeism Effective

The planned actions were implemented and had an impact on the reduction of chronic absenteeism.

Action 3: Implementation of Consistent Positive Behavior Supports Partially Effective

The supports and protocols put in place have led to a reduction in classroom misbehaviors. However, out of classroom incidents involving student altercations and use of substance remain the most challenging behaviors to mitigate.

Action 4: Equitable Student Voice in Academic and S-E Structures Ineffective

As outlined above, planned actions were not implemented in this area.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Increase structured activities
- Develop a check and connect group targeting students that are frequently out of class and tardy
- Increase student participation in clubs like BSU, LatinX, etc.
- Implement quarterly WEB activities to increase student connectedness
- Implement quarterly student feedback surveys to get more student feedback in academics and activities
- Time in the summer for culture and climate team to create a calendar of student celebration and recognition events.

- Identify a team lead that can plan and execute events.
- Develop quarterly student surveys to deliver in the classroom that give PLCs feedback on instruction and learning opportunities.
- Leverage the engagement continuum during instruction to help students set goals for driving their own learning.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Clarity on school rules for families
- Connect with families sooner before problems escalate
- Clear protocols for make-up work for students when they are absent.

ELAC:

- Parents suggested daily routines for students
- on-time busses
- suspend student phone use
- create a welcoming environment
- be stricter on bullying
- improve teacher-student relationships to motivate students

Staff:

- Develop a structure to support absent students with content. i.e., Nearpod, video lesson explanations
- Leverage the student engagement continuum to help students drive their learning.
- Bring WEB program back
- Increase opportunities to recognize the students for achievement in all areas
- Survey students to find out their interests
- Ensure all staff follow referral protocols as outlined in the staff handbook

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Quarterly student advisory committees to provide input into school-wide activities.
- Develop quarterly classroom surveys to get student feedback on learning structures.
- Engage students in goal setting
- Student incentives and quarterly reward/award events

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Establish EL Student Advisory Committee
- Increase recruitment of students in LatinX club

- Quarter ELPAC Goal Setting
- Funding for EL Incentives/Recognition

Student Groups

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

Students with Disabilities (SWD):

- Funding for parent meetings: babysitting, transportation

African American (AA):

- Funding for parent meetings: babysitting, transportation

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

Students with Disabilities (SWD):

- Provide Subs for Student Incentive Field Trips
- Food for parent meetings

African American (AA):

- Provide Subs for Student Incentive Field Trips
- Food for parent meetings

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Recruitment and engagement in student listening groups
- Quarterly goal setting with case manager

African American (AA):

- Recruitment and engagement in student listening groups
- Quarterly goal setting with RCA
- Increase membership in BSU to foster voice and leadership on campus

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Analyze data from quarterly listening groups and present to ILT and CCT Analyze data from quarterly classroom surveys Outcomes monitored by principal, VP, MTSS, and CCT	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Conduct equity audits of student voice and leadership participation during quarterly cycles of review. Outcomes monitored by principal, VP, MTSS and CCT	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Increase the percentage of students stating they have a voice at school by 5%.

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1:

- Increase funding for noontime activities
- Additional Campus Safety assistant hours
- Funding for parent outreach meetings every 4-6 (including interpreters, babysitting, etc.)
- Weekly Advisory Lessons Using School Connect
- Responsibility Assemblies in the Fall and Spring Semester
- Provide Student Incentives including assemblies, spirit wear, special lunchtime events
- Engagement Continuum Embedded in daily lessons
- Parent conferences and contact
- Levels of Misbehavior collaboratively developed with teachers and CCT
- Level 1 responses co-developed with CCT

Tier 2:

- .15 FTE to buyout transition teacher prep to conduct Tier 2 and 3 SEL instruction
- Level 2 responses co-developed with CCT
- Fund Resource Counseling Assistant to support student Tier 2 interventions.
- Check and Connect and Check-in Check-out with Tier 2 Specialist
- Tier 2 social skills groups
- Incentives to promote connection to school for growth in attendance, assessment, academics, behaviors
- Individual Behavior Contracts
- Re-entry meetings between teachers and student after Level 3 referral

- Counselor chats with students receiving 2 or more Level 2 referrals
- Restorative meetings between students to resolve conflict
- After school and lunch time detention
- Student Study Team Meetings with Parents

Tier 3:

- Men's and Women's Alliance
- Social skills groups
- Re-entry meetings with parents to reduce suspension recidivism
- Prodigy Counseling
- All for Youth
- Individual Counseling with CSW
- BIP for General Education Students

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- *Student incentives for positive behavior support*
- *Funds for additional student activities*
- 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
- Quarterly Goal-Setting with TSA
- EL Check and Connect Group
- Push-in and Pull out support in content classes
- Funding for Parent meetings: food, babysitting, translation

Student Groups

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

White (WH):

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

African American (AA):

- After-school tutorial

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

Students with Disabilities (SWD):

- Sub-Release for teachers to align general education and special education
- Fund RCA for additional Tier 2 support

- Incentives for growth and improvement

African American (AA):

White (WH):

Socio-economically Disadvantaged (SED):

- Fund RCA for additional Tier 2 support
- Incentives for growth and improvement
- Funds for CCT to analyze student feedback data during equity audits
- Teaching fellows contract for mentoring and tutorial

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

- Quarterly goal setting with case manager
- Implement BIPs and ERMHS for student misbehaviors that impact FAPE
- Access to all Tiered Supports outlined above?

African American (AA):

White (WH):

Socio-economically Disadvantaged (SED):

- Family Engagement hours
- Access to Check and Connect Groups with RCA
- Re-entry meetings for all students after referrals and suspensions
- Access to all Tiered Supports outlined above

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions monthly compared to last year. Monthly data meetings with management team to analyze patterns and identify supports needed. Weekly MTSS team meetings reviewing student progress by name and by need. Outcomes monitored by Admin Team, CCT, MTSS, Management Team	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Decrease in suspensions by semester compared to last year. Conduct quarterly equity audits in cycles of review to triangulate academic, behavior, classroom practice, and student voice data. Outcomes monitored by Amin, CCT, MTSS, Management, ILT	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Decrease in overall suspensions from last year. Decrease in disproportionality for SWD, African American, LTEL students. Outcomes monitored by Admin Team, MTSS, management, CCT

Action 3 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1:
- Calendar monthly meetings between attendance clerical and Vice Principal to review attendance and implement support.
 - Monthly Student Recognition Incentives based on learner profile attributes and SEL skills
 - Professional learning for teachers and leaders focused on the Engagement Continuum
 - Weekly Advisory lessons using School Connect
 - WEB Program to foster student connections
 - Attendance and "on-time to class" campaign with incentives and Five Star points
- Tier 2:
- RCA and Tier 2 to address psychosocial stressors impacting daily attendance
 - Incentives for improvement
 - Restorative meetings to repair relationships between students and/or students and staff
 - Home visits and other outreach by HSL
- Tier 3:
- Home visits by HSL and CWA
 - Individual Therapy to address issues that impact student attendance

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

In addition to the above actions, EL students will be supported by:

- Student incentives for positive attendance and growth in attendance
- Hold additional parent meetings to review attendance and overall EL progress. This includes money for food, translators, etc.
- 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

Student Groups

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

African American (AA):

- Summer PL for teachers to embed Engagement Continuum in daily lessons
- Supplies for parent meetings: food, translators, communication
- FTE for push-in and pull-out teacher support

Students with Disabilities (SWD):

- Summer PL for teachers to embed Engagement Continuum in daily lessons
- Supplies for parent meetings: food, translators, communication
- Summer PL for case managers to create a calendar for monitoring student progress in attendance as well as academics
- FTE for push-in and pull-out teacher support

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

African American (AA):

- Student incentives funds
- Resources Counseling Assistant
- Subs for student fieldtrips for BSU
- Teacher release-day PL
- TSA

Students with Disabilities (SWD):

- Student incentives funds
- Resources Counseling Assistant
- Teacher release-day PL
- TSA

As a site: What are the planned actions to support this student group?

African American (AA):

- Tier 2 Specialist, RCA, and CSW will conduct re-entry meetings.
- Student support center to provide social-emotional supports
- Family engagement hours targeting student and family engagement in middle school

Students with Disabilities (SWD):

- Tier 2 Specialist, RCA, and CSW will conduct re-entry meetings.
- Student support center to provide social-emotional supports
- Family engagement hours targeting student and family engagement in middle school

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Decrease in chronic absenteeism rate by month compared to last year. Data reviewed in monthly data meetings with Admin and management. Data is analyzed by student group. Individual student interventions monitored by name and need in weekly MTSS meetings. Outcomes monitored by Admin Team, MTSS, CCT, and Management	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Decrease in chronic absenteeism compared to last year at semester time. Conduct quarterly equity audits in cycle of reviews to triangulate attendance, behavior, academics, and student voice.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Decrease in chronic absenteeism rate from this year to last year. Conduct quarterly equity audits in cycle of reviews to triangulate attendance, behavior, academics, and student voice. Outcomes monitored by Admin Team, Counselors, MTSS, CCT

Action 4 :

Academic and school Engagements

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 STEMrelated 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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Incentives: spirt-wear, assemblies, lunch and after-school activities, awards, luncheons, dances, rallies
- Continue offering a wide-variety of clubs that engage the diversity of our students
- Quarterly Intramural Sports Activities
- WEB quarterly events
- Monthly themes to celebrate diversity of student and staff
- Dress-up days

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.
- Funding for babysitting and refreshments for parent meetings.
- Funding for translator services for parent meetings.
- Incentives to celebrate language diversity

Student Groups

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

- Extra pay for extra services contract to support Climate and Culture team planning and cycles of review.
- Supplies for parent communication

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

- Subs for field trips and student engagement activities
- Extra pay contracts for CCT to monitor engagement and plan a response to the data
- Incentives for students to recognize growth and achievement in academics, social-emotional, attendance, behavior. etc.
- Campus Safety Assistant

As a site: What are the planned actions to support this student group?

All student groups will have access to the above engagements.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Monthly engagement data review to determine target areas.

Quarterly student input on student engagements and activities.

Monitored by Admin, CCT, CCD

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

Quarterly engagement data review to determine target areas.

Quarterly student input on student engagements and activities.

Monitored by Admin, CCT, CCD

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

Increase in student engagement as outline in the culture and climate survey and student engagement data (ATLAS) reports.

Monitored by Admin. CCT, CCD

2025-2026 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	7,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		16,036.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500		21,095.00
G3A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		77,915.00

\$123,546.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	90.6 %	71.3 %	2024-2025	72.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The decline in participation in the Fall Climate and Culture Survey could indicate that staff members feel disconnected from the process, or that they do not perceive the survey as a valuable tool for change
The lack of intentional team-building strategies may be contributing to fragmentation within the staff, reducing opportunities for collaboration, shared decision-making, and the creation of a unified school vision.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Limited time with all staff due to the Nuts and Bolts being taking away this year
Decline in the participation of the staff survey could be due to its perceived irrelevance, lack of trust in the process

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Develop alternative, more inclusive methods for gathering staff feedback and suggestions (CCT, ILT, surveys)
- Design and implement team-building activities that engage the whole staff and promote communication, collaboration, and trust-building.
- Create a transparent feedback loop to ensure staff sees how their voices and input are being utilized to shape decision-making and school culture initiatives.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff agency through collaboration and shared leadership

Partially Implemented

The actions were partially implemented due to a reduction in the amount of time allocated to professional development hours. There was limited time to discuss Nuts and bolts and other items

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff agency through collaboration and shared leadership

Ineffective

The goal was ineffective because we saw a decline in the number of staff who participated in the survey.

- The decline in participation in the Fall Climate and Culture Survey could indicate that staff members feel disconnected from the process, or that they do not perceive the survey as a valuable tool for change.
- Without consistent engagement and feedback from teachers, the administration lacks critical insights into the needs and concerns of the teaching staff, potentially leading to a disjointed school culture.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next school year we will increase staff engagement through various connection activities
Ensure that the importance of the survey is communicated to staff so they perceive it as meaningful and valuable
More opportunities for staff to be part of committees/decision making

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Ensure that classified staff are included in all opportunities or staff agency.

ELAC:

- Provide subs for professional learning opportunities
- Share data with ELAC members and during family

Staff:

- More purposeful planning in PLCs with curriculum, learning intentions, success criteria

engagement

- Increase staff engagement opportunities
- Opportunities to learn in content areas
- Consider option drop-in office hours for staff that need clarification on school policies

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

English learners: Personalized learning instruction to support EL students

African American students: Culturally responsive teaching workshops, leadership training, and career development programs aimed at supporting and retaining diverse staff. Ensure that there are resources to help staff address the unique challenges of working with students from similar backgrounds.

Social Economically disadvantaged: Provide after-school programs, summer learning opportunities, and extracurricular activities that specifically serve socioeconomically disadvantaged students, English learners, and African American students. These programs could focus on academic support, cultural enrichment, and social-emotional development.

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

Use funds to provide English language acquisition programs, including dual language immersion programs, tutoring services, and professional development for teachers on how to best support English learners.

As a site: What are the planned actions to support this student group?

Professional learning opportunities for tutors supporting Tier 2 and Tier 3 students.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will measure the effectiveness of our professional development during the class observations, coaching cycles during the first semester

Outcomes will be measured by IAB and FIAB. Outcomes will also be measured by IREADY

Outcomes will be measured by, Principal, VP, TSA and teachers

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase of staff participation in the staff climate survey

We will see a 8% increase in staff participation

Outcomes will be monitored by the Principal, VP and CCT

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in family engagement survey.

We will see an increase of 4% favorable responses in the area of engagement

Outcomes will be monitored by the Principal, VP and CCT

2025-2026 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	Title 1 Basic	Instruction	Teacher-Supp			Summer PL and Curriculum Planning *No IEPs or 504s*	6,559.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Summer PL and curriculum Planning	5,701.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Summer PL for Lead Teachers and new teachers. (ILT/CCT, MTSS)	8,500.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			EPES contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention Team Collaboration	8,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Maintenance	1,085.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent meetings	3,000.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Food for ELAC meetings	1,200.00

\$34,045.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	84.9 %	77.7 %	2024-2025	78.8 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

As a system we are not adequately including parents in the educational process
We need to have regular positive phone calls home to parents
Not enough families are participating in the climate and culture survey

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Lack of clear, consistent, or accessible communication methods between the school and parents. Language barriers or a lack of tech access for some families may prevent them from receiving or engaging with school update
Parent involvement efforts, such as meetings or events, may be scheduled at times that are not convenient for working parents, particularly in communities with socioeconomically disadvantaged families.
Teachers may be overburdened with their workloads, leaving little time to make regular, positive calls home. They may prioritize addressing academic concerns or behavioral issues over positive outreach.
If there are many non-English-speaking families, making positive calls can be difficult without proper translation services, which might prevent teachers from regularly communicating with parents.
Parents may not trust that the results of the survey will lead to meaningful change, making them less likely to participate. They may feel that their input won't be acted upon or that the process is merely a formality.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

The school needs to provide clear communication in multiple languages, especially for non-English-speaking families. Hiring bilingual staff or partnering with translation services can ensure that communications are accessible to all parents.
Ensure that communication is distributed through multiple channels, such as text messages, phone calls, emails, and paper newsletters. For families with limited technology, phone calls and written communication can be prioritized

- Implement or improve parent portals for easier access to school information, such as grades and schedules, and provide training to parents on how to use them effectively. This is especially important for families with lower levels of tech literacy.
- Schedule meetings and events at a variety of times (morning, afternoon, evening) and days of the week to accommodate working parents. Offer virtual options for parents who are unable to attend in person due to work or other commitments.
- Build time into teachers' schedules to make regular, positive calls. This could be done during planning periods or by adjusting workloads to prioritize parent communication. In some cases, reallocating duties or responsibilities may be necessary to give teachers more time.
- After conducting the survey, communicate clearly with parents about how their feedback will be used. Create a visible action plan and follow through on it. Showing the tangible outcomes of their input can build trust and increase future participation.
- Offer incentives for survey completion, such as raffles, gift cards, or small prizes. This can motivate parents to take time to participate.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase opportunities for family voice and collaboration

Partially Implemented

We were consistent with parent communication through Parent Square

Monthly family engagement hour and the number of families increased

EL Meetings have been successful and the communication with parents

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase opportunities for family voice and collaboration

Partially Effective

Have consistent meetings/communication between parents and teachers to discuss student progress, academic goals, and school initiatives. Regular meetings foster open communication and create a space for parents to share concerns, ask questions, and provide feedback. This can lead to more involved and informed parents.

Establish committees where parents can have a voice in school decision-making processes related to climate, culture, curriculum, and policies. Ensure that committee members represent diverse groups, particularly those from underrepresented or marginalized communities. When families are involved in decision-making, schools tend to adopt more inclusive, culturally sensitive, and responsive policies that support all students, especially those from disadvantaged backgrounds.

Hold feedback sessions where families can discuss the survey results and share their thoughts in person or virtually.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Assign bilingual parent liaisons or advocates who can act as a bridge between non-English-speaking parents and teachers, facilitating communication and ensuring families feel heard and understood.

Schedule meetings and events at a variety of times (morning, afternoon, evening) and days of the week to accommodate working parents.

Create workshops that meet the unique needs of your community, focusing on how to support student learning at home. Tailor them to the specific challenges that low-income or minority groups face, like navigating the education system or college readiness.

Provide teachers with resources, templates, or scripts to facilitate positive calls, making the process easier and less time-consuming. Offering professional development focused on communication skills can also help teachers feel more confident and comfortable in making these calls. Surveys and feedback sessions provide all families, especially those from marginalized groups, with a platform to voice their opinions and concerns.

Section D: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

SSC:

- Clarity on school rules for families
- Connect with families sooner before problems escalate
- Clear protocols for make-up work for students when they are absent.
- Provide more opportunities to celebrate academic success.
- Provide clearer information on how teachers grade.
- More proactive communication to families and earlier when students are struggling.
- Communicate options for parent volunteers; consider recruiting parents for enrichment and career fairs

ELAC:

- opportunities to sit in and observe in classrooms.
- Provide varied parent meeting times to include more families.
- Provide clarity on parent involvement committees.

Staff:

- Work with PLCs to make more positive parent calls home
- consider bringing back teacher conference week
- Need PL in how to use parent square and other communication resources

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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.

Student Groups

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

With title I funds these are the planned expenses for each student group:

- African American students: provide after-school tutoring programs and enrichment activities that focus on culturally relevant pedagogy to support African American students' academic growth and cultural identity. Tutors who are familiar with culturally responsive teaching methods to ensure academic materials reflect diverse perspectives.
- Asian students: Language support programs for Asian students who may be English learners, as well as after-school academic enrichment programs tailored to meet their specific needs.
- English Learners: Provide additional language acquisition resources, such as specialized instructional materials and ESL teachers, to improve the English proficiency of EL students. Use Title I funds to hire ESL teachers who work with students in small groups to enhance their reading, writing, speaking, and listening skills in English.
- Long Term English Learners: Provide targeted interventions to help long-term English learners who may struggle academically due to insufficient English language development over time. Provide small group tutoring or intensive language programs that focus on both language acquisition and academic content, helping these students catch up in core subject
- Foster Youth: Support foster youth with mentorship programs and school counseling services to address their unique emotional, academic, and social needs. Allocate funds for the restorative counselor to help support their needs
- Homeless students: Provide homeless students with access to school supplies, transportation, and additional academic support to reduce barriers to education. Use Title I funds to cover the costs of transportation for homeless students (bus passes) ensuring they can attend school regularly, and provide them with school supplies like backpacks and clothing.
- Hispanic students: Fund programs that enhance cultural inclusivity and improve academic outcomes, including Spanish-language resources for families and students. Offer bilingual family engagement workshops to support Hispanic parents in navigating the school system, providing them with strategies to help their children succeed
- Multiple race students: Create a multicultural club or programs that focus on diversity and inclusion, providing a space where students of multiple races can engage with each other and find academic support
- Socioeconomically disadvantaged students: Use Title I funds to provide additional resources for students from low-income families, such as after-school tutoring, technology for remote learning, and college readiness

programs.

Students with Disabilities: Allocate funds to provide specialized academic resources, accommodations, and support services to ensure students with disabilities receive equitable access to education

White students: Allocate resources for enrichment programs that focus on closing achievement gaps and providing additional resources like summer programs, tutoring, or college readiness assistance

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

Using 7090/7091 funds the following groups will be supported:

Foster Youth: Funding for tech tools for foster youth, ensuring they have access to online learning resources, homework assistance, and educational software Materials and supplies for the classroom, ensuring foster youth have the necessary resources to succeed, including textbooks, notebooks, and other academic necessities. Funding for support programs that **address the social emotional needs** of foster youth, including counseling services, peer mentoring, and activities designed to help them feel connected to the school community.

Socially economically disadvantaged students: Allocate resources to provide one-on-one tutoring or small-group instruction tailored to socioeconomically disadvantaged students' needs. Fund incentives such as rewards for academic achievement or attendance, helping to motivate socioeconomically disadvantaged students

English Learners: Fund extra support staff or bilingual teachers who can work directly with English Learners to improve their language acquisition and academic success. Fund interpretation services during parent meetings ensuring that English Learner families can fully engage with teachers and school staff regarding their children's progress and needs.

As a site: What are the planned actions to support this student group?

At the site level funding for the following:

- 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

Progress Monitoring: Outcomes

Reasoning for using this action

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Conduct quarterly audits that will allow for parent voice through parent surveys, SSC, and ELAC.

Owner: VP's, Home school liaison, MTSS team, management team and TSA's will be responsible for the data collection

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will see an increase from the Fall climate and culture survey to the Spring survey.

Outcomes measures by family engagement domain. There will be an increase of 2% favorable.

Outcomes monitored by Principal and teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will see an increase in Fall Climate & Culture Survey from last year to this year.

Outcomes measured by family engagement domain. There will be an increase of 5% favorable

Outcomes monitored by the Principal, VP and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	1,544.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Mailers *No Food or Incentives*	1,001.00
G5A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	499.00

\$3,044.00

2025-2026 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		53,875.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Nearpod : Nearpod license	5,250.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Tri Yearly (Q2 and Q3) Sub Release for Teacher PL	17,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Books for PL	2,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom literacy supplies	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: General materials and supplies	8,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Staff and student technology maintenance	5,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	32,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease	8,020.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Middle School	0.2000		26,937.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Incentives for EL students	1,776.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			After school tutorial for math and ELA - teacher contracts *No IEPs or 504s*	9,999.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Student Fieldtrips and G2 activities	1,500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	7,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		16,036.00
G3A3	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500		21,095.00
G3A4	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		77,915.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Summer PL and Curriculum Planning *No IEPs or 504s*	6,559.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Summer PL and curriculum Planning	5,701.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Summer PL for Lead Teachers and new teachers. (ILT/CCT, MTSS)	8,500.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			EPES contracts for CCT: Positive Behavior planning and analysis and SEL Lesson Development, Intervention Team Collaboration	8,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Maintenance	1,085.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			: Food for parent meetings	3,000.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Food for ELAC meetings	1,200.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings	1,544.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Mailers *No Food or Incentives*	1,001.00
G5A1	LCFF: EL	Instruction	Oth Cls-Supp			Translators	499.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,228.00
Sup & Conc	7090	\$225,852.00
LCFF: EL	7091	\$32,412.00
Grand Total		\$336,492.00

\$336,492.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$175,857.00
G3 - Increase student engagement in their school and community	\$123,546.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$34,045.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,044.00
Grand Total	\$336,492.00