

Ahwahnee Middle

10621666061188

Principal's Name: Jennifer Carr

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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.

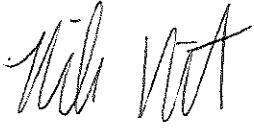
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Jennifer Carr	X				
2. Chairperson - Nicole Vincent				X	
3. Daisy Luna		X			
4. Karri Gordon		X			
5. Yomira Ramirez		X			
6. Jason Hamada		X			
7. Ryan Martens			X		
8. Brianna Knavel				X	
9. Brittnie Perotti				X	
10. Eddie Gomez					X
11. Ashley Duran					X
12.					
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		4/16/2026
SSC Chairperson	Nicole Vincent		4/16/26

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

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

FY 2026/27

Ahwahnee - 0010

ON-SITE ALLOCATION

3010	Title I	\$76,629 *
7090	LCFF Supplemental & Concentration	\$200,960
7091	LCFF for English Learners	\$25,724

TOTAL 2026/27 ON-SITE ALLOCATION

\$303,313

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,492
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Program Budget	\$74,137
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Total Title I Allocation	\$76,629
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Ahwahnee Middle 2026-2027 - SPSA Draft Edits

 Needs Assessment

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

School Quality Review					
School Level Dashboard					
Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	I-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	1.1 % 
Goal 1	ELPAC - percentage of students who scored 4		22.6 %	2024-2025	23.7 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)	37.2 %	50 %	2024-2025	51.1 % 
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	39.2 %	47.2 %	2024-2025	48.3 % 
Goal 1	I-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		21.3 %	2025-2026	22.4 % 
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		39.4 %	2025-2026	40.5 % 
Goal 1	SBAC ELA - Average distance from standard (ALL)	-38.9 pts	-58.8 pts	2024-2025	-43.8 pts 
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		30.3 %	2024-2025	35.3 % 
Goal 1	SBAC Math - Average distance from standard (ALL)	-88 pts	-103.2 pts	2024-2025	-88.2 pts 
Goal 1	SBAC Math - Average distance from standard (Hispanic)		-110.2 pts	2024-2025	-95.2 pts 
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)		-108.3 pts	2024-2025	-93.3 pts 
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)	-148.3 pts	-165 pts	2024-2025	-150 pts 
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		16.3 %	2024-2025	21.3 % 
Goal 2	Chronic Absenteeism - (English Learner)		23.1 %	2024-2025	22.5 % 
Goal 2	Chronic Absenteeism - (Long-Term English Learner)		28.3 %	2024-2025	27.7 % 
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		45.2 %	2024-2025	44.6 % 
Goal 2	Chronic Absenteeism - (Two or More Races)		40.5 %	2024-2025	39.9 % 

Goal 2	Chronic Absenteeism - (White)		37.1 %	2024-2025	36.5 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	31.1 %	20.5 %	2025-2026	19.9 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	78.8 %	94 %	2025-2026	95.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	72.4 %	85 %	2025-2026	86.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		77 %	2025-2026	79 %	↑
Goal 2	Suspension Rate - (African American)	22.57 %	35.5 %	2024-2025	34.17 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	11.87 %	7.4 %	2025-2026	7.07 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

1. Literacy Intervention -

- the data show that we only 26% of students identified as literacy intervention made adequate progress on SBAC (2024-25)

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

2. Suspensions -

- Suspension rates for African American students is notably higher than other students groups. It was 35.5% in 2024-25.

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

3. Math -

- The data show that only 16.3% of students are meeting standards on the math SBAC in 2024-2025.

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

1. Literacy Intervention -

- Students need access to in-school supports to help with reading comprehension
- Need to develop a school-wide focus on academic vocabulary and writing

- Need to identify evidence-based practices to engage struggling readers in grade-level text across the curriculum

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

2. Suspensions -

- Higher percentage of students declining services offered
- Despite several interventions and parent meetings, some students still engage in ed code violations related to fighting and violence
- Need to develop and sustain adequate student engagements during unstructured times
- Leverage student leadership to identify root causes

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

3. Math

- Students need access to grade-level tasks that build their math identity
- Teachers need access to progress monitoring tools that help inform daily instruction
- Students come in without exposure to math tasks that require practice with explaining their reasoning

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.

1. Literacy Intervention

- Push-in and Pull-out for students needing additional support
- Goal setting with counselors and case managers
- Need a school-wide focus on academic vocabulary and writing
- Need PL in evidence-based practices to engage struggling readers in grade-level text across the curriculum
- Continue building progress monitoring tools for PLCs

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.

2. Suspensions

- Targeted parent outreach to increase participation in SEL Tier 2 and 3 Supports
- Need regular incentives and to increase lunchtime engagements
- Intentional SEL instruction in anger management, healthy relationships, and conflict management

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.

3. Math

- Continue to purchase Illustrative Math Curriculum
- Implement push-in/pull-out supports for math
- Engage students in goal-setting in mathematics
- Continue building progress monitoring tools for PLCs
- Continued PL in Math Language Practices to help students learn to explain their reasoning about math concepts

Section B: Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Grade-level instruction in ELA and Literacy across content.

Partially Implemented

Most of the actions were implemented with the exception of full implementation of FIABs and IABs in ELA, Direct Vocabulary Instruction, and Writer's workshop.

Grade level instruction that engages all students in Math

Partially Implemented

Most of the actions were implemented with the exception of full implementation of FIABs and IABs in ELA, Direct Vocabulary Instruction, and Writer's workshop.

Career Readiness

Fully Implemented

This action was fully implemented.

Student Ownership in their Learning

Partially Implemented

Most of the actions were implemented. Will need to continue working on student classroom surveys and the use of the Student Engagement Continuum.

Equitable Student Voice in Academic and S-E Structures

Partially Implemented

Most of the actions were implemented. Will need to continue working on student classroom surveys and the use of the Student Engagement Continuum.

Implementation of Consistent Positive Behavior Supports

Fully Implemented

This action was fully implemented.

Average Daily Attendance and Chronic Absenteeism

Fully Implemented

This action was fully implemented.

Academic and school Engagements

Fully Implemented

This action was fully implemented.

Staff agency through collaboration and shared leadership

Fully Implemented

This action was fully implemented.

Increase opportunities for family voice and collaboration

Fully Implemented

This action was fully implemented.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Grade-level instruction in ELA and Literacy across content.

Effective

Though a few of the actions were not fully implemented, most of them were. Interim assessment data shows an increase of 23.9% and 17.9% in 7th and 8th grade Year over Year assessment data. There was also an increase of 14.6% in 7th grade and 43.3% in 8th grade from Interim A to Interim B.

Grade level instruction that engages all students in Math

Effective

Though a few of the actions were not fully implemented, most of them were. Interim assessment data shows an increase of 23.4% and 14.7% in 7th and 8th grade Year over Year assessment data. There was also an increase of 24.5% in 8th grade from Interim A to Interim B.

Career Readiness

Effective

Career-based student engagements: Career Fair, College Fair, had 50% or more students taking advantage of the opportunity to meet with career and college leaders.

Student Ownership in their Learning

Effective

In the fall of 25-26, 88% of students reported positively to Health and Wellness on the Climate-Culture Survey. That is with over 90% participation.

Equitable Student Voice in Academic and S-E Structures

Partially Effective

There were not adequate measures to monitor this. Two cycles of focus groups were held with students. The data was qualitative and used to make changes during the school year.

Implementation of Consistent Positive Behavior Supports

Effective

Suspension rate after the fall of 2024-2025 was 15.2%. The current rate as of 3/10/2026, is 9.9%. The rate of suspensions for African American students at the end of the fall of 2024-2025 was 32.9% The current rate for African American students is 20.6%. That is a 12% reduction.

Average Daily Attendance and Chronic Absenteeism

Effective

The current target for Chronic Absenteeism is 31.1%. We are currently at 20.5%.

Academic and school Engagements

Effective

This action was effective. Approximately 85% of students have engaged in some activity this school year according to our Five Star Student logs.

Staff agency through collaboration and shared leadership

Effective

Our target for 2025-26 was 78.8% favorable in staff culture. Our current rate as of the fall administration is 94%

Increase opportunities for family voice and collaboration

Effective

Our target for 2025-26 was 78.8% for percent favorable in family engagement. The current rate is 94%.

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.

- Implement Quarterly Intervention Cycles using iReady for students not meeting standards in math and ELA
- At-risk counselor meetings on a quarterly basis for students not meeting standards in ELA and Math
- All PLCs submit a Progress Monitoring Plan to Administration that includes 4 cycles of data collection. The results will be reported to the whole school for cycles of review.
- Move from establishing instructional structures toward refining instructional precision and deepening student 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 equitable access to incentives for students of all abilities
- Increase communication from teachers to parents; more timely notices when students are struggling
- More help for students that are struggling with grades
- More incentives to reward students
- Continue awards assemblies

ELAC:

- Increase student conferences with teachers regarding grades and progress in standards
- Additional learning opportunities for English Learners (after school, summer programs, etc)
- Additional training for teachers to support them in meeting the needs of their English Learner students
- Improve family engagement in ELAC, School Site Council and Parent Teacher Conferences
- Continue Support for Long-term English Learners to reclassify and graduate

Staff:

After the spring cycle of review, staff identified the following actions to continue to refine in the coming school-year:

- Providing timely, specific, and actionable feedback to students
- Deepening student reasoning, analysis, and evidence-based explanations
- Continued implementation of the Illustrative Math curriculum and instructional routines
- Expanding effective small group instruction
- Strengthening literacy practices such as close reading and the 3 Reads protocol
- Improving progress monitoring and feedback cycles
- Expanding strategies that increase student belonging and connection



Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Grade-level instruction in ELA and Literacy across content.

Action Details

Literacy Intervention

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 2027, Ahwahnee Middle will decrease the average distance from standard from -59 to -44 as measured by the SBAC.

Direct Instructional Services

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
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.

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.

- SNORKL Licenses to monitor student improvement in speaking and writing in response to text
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.
- 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
- Nearpod Licenses to develop lessons for enrichment and extra practice
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.

English Learner (EL):

- *Additional FTE for push-in and pull out*
- *Teaching Fellows to deploy to support during grade-level instruction*
- *After-school tutorial*
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.

African American (AA):

- After-school tutorial
- Push-in and Pull Out Support
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.
- Writing Workshops from 4A Department

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
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.

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
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.

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
- Quarterly Literacy Intervention Cycles for students not meeting standards in ELA.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Regional literacy night
- Ensure students and families have access to books for independent reading
- Distribute SpringBoard Family Support letters in English and Spanish
- Monthly updates for the families of students in the Literacy Intervention

Professional Learning

Describe Professional Learning related to this action.

- Job-embedded PL in the refinement of close reading strategies
- Summer planning hours to develop assessment plan and Unit 1 Maps
- Bi-Yearly Sub release for data analysis, curriculum mapping, and professional learning on providing feedback
- Continued PL to refine teacher clarity work: learning intentions, success criteria, and aligned tasks
- Purchase professional books aligned to focus areas: Clarity, Progress Monitoring and Feedback, Student Reasoning, Teaching Writing

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong Evidence ☒ Moderate 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.

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.

80% of classroom observations will demonstrate implementation of teacher clarity practices, gradual release, and vocabulary instruction.

80% 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

Shape these behaviors...

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.

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.

By June 2025, Ahwahnee Middle will decrease the average distance from standard from -59 to -44 as measured by the SBAC.

Monitored by principal, vice principals, teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Grade level instruction that engages all students in Math

Action Details

College & Career Readiness

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 2026, Ahwahnee Middle will decrease the average distance from standard from -103 to -88 as measured by the SBAC.

Direct Instructional Services

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:

- Purchase Illustrative Math curriculum to supplement with aligned math tasks
- SNORKL Licenses to provide timely feedback to students on speaking and writing in response to math tasks
- 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
- Quarterly Intervention Cycles using iReady and Counselor check-ins

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

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
- Nearpod Licenses to develop lessons for reteaching and enrichment

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
- Quarterly Intervention Cycles using iReady and Counselor check-ins

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
- Quarterly Intervention Cycles using iReady and Counselor check-ins

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Provide families with access to Illustrative Math links and resources made especially for families; available in Spanish and English.
- Monthly updates for families of students participating in quarter interventions.
- Translation services for parent meetings
- Promote and build capacity to use parent square

Professional Learning

Describe Professional Learning related to this action.

- Job-embedded PL in the refinement of math language practices
- Bi-Yearly Sub release for data analysis, curriculum mapping, and professional learning on providing feedback
- Continued PL to refine teacher clarity work: learning intentions, success criteria, and aligned tasks

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence
 ☒ Promising Evidence
 ☒ Strong 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.

Weekly classroom walkthroughs using the IPG and a site-based monitoring tool co-developed with teachers and ILT.

Implementation of Illustrative Math Curriculum and Math Language Practices

Personalized teacher feedback will be provided.

PLC and School-wide trends and patterns will be shared weekly and monthly.

80% of classroom observations will demonstrate implementation of teacher clarity practices, gradual release, and vocabulary instruction.

90% 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

Shape these behaviors...

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.

Daily Exit Tickets monitored by PLCs, teachers, administrators.

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.

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.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy Intervention

Action Details

Literacy Intervention

Implement quarterly Literacy Intervention cycles for students not meeting standards in ELA.

Direct Instructional Services

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

- Monthly 1x1 at-risk counseling and goal-setting with school counselor
- iReady My path: 45 minutes per week
- Monitor student progress and participation by Intervention TSA
- Incentives for students meeting their weekly targets and their growth goals on iReady Assessment

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.

- This is a Tier 3 Intervention for all students not meeting standards in ELA or not making progress on ELPAC
- Check and Connect intervention for ELPAC goal setting and grade monitoring
- Monthly 1x1 at-risk counseling and goal-setting with school counselor

Student Groups

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

- After-school tutorial

- Push-in support with Teaching Fellows and Intervention TSA (.2 FTE)

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

- Incentives for students meeting their weekly targets and their growth goals on iReady Assessment and making progress from Interim A to Interim B

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

- Monthly 1x1 at-risk counseling and goal-setting with school counselor
- iReady My path: 45 minutes per week
- Monitor student progress and participation by Intervention TSA
- Incentives for students meeting their weekly targets and their growth goals on iReady Assessment

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Quarterly academic awards
- Redesignation celebration dinner
- Regional Literacy night

Professional Learning

Describe Professional Learning related to this action.

- Use of iReady data to assign MyPath activities
- Close reading strategies
- Vocabulary development

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Weekly participation rates.

At-risk chats demonstrate increased student engagement in the intervention.

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.

80% of participants will meet their growth target from iReady D1-D2-D3

50% of Literacy Intervention students will move one performance band from Interim A to Interim B

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.

36% percent of Literacy Intervention students will move 45 points on the ELA SBAC Scale Score

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Bi-Yearly (Q2 and Q3) Sub Release for Teacher PL **Budget lines for personnel include salaries and related benefits	19,946.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Curriculum and Assessment Planning for Core Content Areas *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	9,750.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	10,700.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.2000	OP 04.10.26: Update Clemente #1080759 to 0.2 U3010; 0.8 U0115 **Budget lines for personnel include salaries and related benefits	23,085.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Bi-Yearly (Q2 and Q3) Sub Release for Teacher PL **Budget lines for personnel include salaries and related benefits	11,553.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release for Job Embedded Professional Learning **Budget lines for personnel include salaries and related benefits	3,564.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Professional Books for PL	1,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Renaissance: Nearpod License	3,750.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Snorkl License	2,160.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: General Materials and Supplies	3,499.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Staff and Student Technology	1,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease	8,020.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	2,001.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	21,300.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Kendell Hunt Math Curriculum	32,440.00

\$153,768.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Career Readiness

Action Details

College & Career Readiness

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.

Direct Instructional Services

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Funding for supplies for parent meetings
- Quarterly academic awards

Professional Learning

Describe Professional Learning related to this action.

Counselors:

- Attend district trainings and meetings

Teachers:

- Teacher clarity training and work about lesson and task relevancy

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 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

Shape these behaviors...

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

And ultimately achieve these impacts.

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.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Implementation of Consistent Positive Behavior Supports

Action Details

Life Skills

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.

Direct Instructional Services

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
- Men's and Women's Alliance

Tier 3:

- 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):

- After-school tutorial
- Advisory Lessons Creation and Planning
- Teaching fellows contract for mentoring and tutorial

Students with Disabilities (SWD):

- After-school tutorial
- Advisory Lessons Creation and Planning
- Teaching fellows contract for mentoring and tutorial

Socio-economically Disadvantaged (SED):

- After-school tutorial
- Advisory Lessons Creation and Planning
- Teaching fellows contract for mentoring and tutorial

African American (AA):

- After-school tutorial
- Advisory Lessons Creation and Planning
- Teaching fellows contract for mentoring and 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):

- Fund RCA for additional Tier 2 support
- Incentives for growth and improvement

White (WH):

- Fund RCA for additional Tier 2 support
- Incentives for growth and improvement

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

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

Students with Disabilities (SWD):

- Quarterly goal setting with case manager
- Access to Check and Connect Groups with RCA
- Re-entry meetings for all students after referrals and suspensions
- Implement BIPs and ERMHS for student misbehaviors that impact FAPE
- Access to all Tiered Supports outlined above

African American (AA):

- 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

White (WH):

- 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

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Structures for admin meetings with guardians and students
- Family engagement hours
- Re-entry meetings for all students after referrals and suspensions

Professional Learning

Describe Professional Learning related to this action.

- Climate and culture team meetings and job embedded site trainings
- Bi-yearly release for climate and culture team trainings

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ 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.

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

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.

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 Admin, CCT, MTSS, Management, ILT

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.

Decrease in overall suspensions from last year.

Decrease in disproportionality for SWD, African American, LTEL students.

Outcomes monitored by Admin Team, MTSS, management, CCT

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Average Daily Attendance and Chronic Absenteeism

Action Details

Life Skills

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.

Direct Instructional Services

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
- 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Our school will provide inclusive opportunities to increase family engagement by offering a variety of access points for parents and caregivers to support their child's social-emotional growth, academic engagement, life skills development, and overall health and wellness. Using site-funded resources, we host family workshops, wellness nights, SEL information sessions, and student-led events that showcase the whole-child practices used in classrooms. To ensure families can participate meaningfully, the school budget will support communication platforms such as Parent Portal, ParentSquare, and Edutext, which provide real-time information about student progress, attendance, and classroom activities. Through active involvement in SSC, ELAC, DELAC, PAC, and LCAP meetings, families are encouraged to share feedback, collaborate with staff, and take part in site decision-making. These inclusive structures build strong two-way communication and empower families as essential partners in shaping student achievement, well-being, and engagement.

Professional Learning

Describe Professional Learning related to this action.

AMS will provide evidence-based professional learning opportunities that strengthen staff capacity to support the whole child through effective instruction, social-emotional development, and wellness practices, with targeted strategies to meet the needs of our low-performing student groups identified in the Metrics. Professional learning includes training in SEL frameworks, trauma-informed practices, restorative approaches, culturally responsive instruction, and engagement strategies that build student life skills and promote physical and emotional well-being. Staff also receive coaching and collaborative planning time focused on using data to identify students needing additional support and to implement interventions that increase engagement and improve outcomes. Budgeted site funds support these activities by providing instructional materials, SEL resources, and necessary technology maintenance for staff and student devices so teachers can fully implement digital tools and evidence-based practices introduced during training. These professional learning structures ensure staff are equipped with the knowledge, resources, and strategies needed to create safe, supportive, and engaging learning environments that elevate achievement and well-being for all students.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ 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.

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

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.

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.

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.

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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Academic and school Engagements

Action Details

Health & Wellness

Ahwahnee Middle School will provide an expanded array of engagement opportunities for students to provide academic enrichment opportunities within the academic school day and outside of school. These opportunities will provide academic enrichment opportunities in support of baseline curriculum through academic competitions and exposure to STEM related activities as well as the arts and co/extra curricular clubs. Additionally, Ahwahnee will work to explicitly engage parents as partners in raising behavior and academic expectations.

Direct Instructional Services

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.

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

All student groups will have access to the above engagements.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Student recognition for character and improvement
- Monthly newsletters to families outlining opportunities for students to engage in activities, arts, and athletics

Professional Learning

Describe Professional Learning related to this action.

- Climate Culture Team Cycles of Review
- Student Engagement Continuum
- Advisory Lessons

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28

Action Details

Equitable Access

Ahwahnee Middle School will continue to augment Arts Education with the added elective teachers in music, choir, and Arts and Media.

Direct Instructional Services

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

- Classroom materials and supplies will be purchased to support music, choir, and Arts and Media
- Materials and classroom supplies needed for production and concerts
- Curriculum Materials that align to the standards
- Furniture and structures for instrument storage and safety
- Professional Learning to support alignment of Arts instruction with school-wide focus areas

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at:

- Concerts
- Open House
- School-wide performances
- Competitions

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate Evidence

Short-Term (Learning)
Expect to see

Long-Term (Change in Condition)
Hope to see

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

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

Increased Student Engagement:

- Measured by teacher observations, attendance, and survey data
- Monitored by Arts elective teachers, CCD, and Site Admin

Alignment of Arts instruction to school-wide focus on Teacher Clarity as measured by weekly classroom walkthroughs.

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.

Improved Student Self-regulation and professionalism:

- Students demonstrate great ability to be on time, prepared, etc. for performances
- Measured by teacher observations and decrease in missed performances

And ultimately achieve these impacts.

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

Enhanced School Culture and Climate

- Students report feeling a strong sense of belonging and pride
- Measured by school climate surveys, student attendance, and family engagement
- Monitored by Site Admin

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Title 1 Basic	Instruction	Teacher-Supp			Advisory Lessons Creation and Planning *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	1,300.00
G2A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1250		19,417.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			CCT and ILT Summer Retreat **Budget lines for personnel include salaries and related benefits	9,101.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			Summer PL for New Teachers **Budget lines for personnel include salaries and related benefits	2,600.00
G2A2	Sup & Conc	Instruction	Teacher-Supp			EPES contracts for CCT **Budget lines for personnel include salaries and related benefits	7,800.00
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		79,998.00
G2A2	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.2500		21,577.00
G2A4	Sup & Conc	Instruction	Mat & Supp			: Student Incentives	1,000.00
G2A4	LCFF: EL	Instruction	Mat & Supp			: Incentives for EL Students	1,873.00

\$144,666.00

Ahwahnee Middle 2026-2027 - SPSA Draft Edits

Action

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Staff agency through collaboration and shared leadership

Action Details

Effective Staff

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.

Direct Instructional Services

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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Provide inclusive opportunities to increase family engagement will be supported through intentional communication, accessible meetings, and welcoming school environments. Funds allocated for parent mailers will ensure families receive consistent updates about school programs, academic expectations, and opportunities to participate in their child’s education. The school will also provide food during parent meetings, including ELAC and other parent engagement meetings, to remove barriers that may prevent families from attending. These meetings provide opportunities for families to collaborate with staff, share input, and support their student’s academic and social-emotional development. Additionally, school maintenance funds help ensure that the campus remains a safe, welcoming, and inclusive environment where families feel comfortable participating in school events and activities. Together, these efforts promote stronger partnerships between families and the school community to support student success.

Professional Learning

Describe Professional Learning related to this action.

Our school will provide ongoing, evidence-based professional learning to ensure staff are equipped to deliver high-quality instruction and support the social-emotional well-being of all students, with particular focus on the needs of our identified low-performing student groups. Professional learning includes training in differentiated instruction, data-driven planning, culturally responsive practices, trauma-informed approaches, restorative strategies, and effective use of instructional technology to support engagement and access. To sustain this work at the site level, the school budget allocates funds for essential instructional materials and supplies aligned to these trainings, as well as staff and student technology maintenance such as device repairs, replacements, and software tools that allow teachers to implement learned strategies in classrooms. These investments ensure our staff have the resources, tools, and supports needed to strengthen classroom instruction and improve academic and social-emotional outcomes for all students.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 increase in staff participation (favorable responses) from 85% to 86.1%

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 favorable responses in the area of family engagement from 94% to 95%

Outcomes will be monitored by the Principal, VP and CCT

Ahwahnee Middle 2026-2027 - SPSA Draft Edits

Action

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Increase opportunities for family voice and collaboration

Action Details

Community Engagement

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.

Direct Instructional Services

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
 - School Readiness presentations at Parent Meetings
- Student Engagement:
 - Social events for families at students
- Funding for, 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, 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

The school will provide inclusive opportunities to increase family engagement by creating welcoming environments and removing barriers that may prevent families from participating in their child's education. Funds allocated for parent meetings and food for meetings such as ELAC and other parent engagement events will help ensure that families are able to attend and participate in school activities regardless of time constraints. These supports are intended to make meetings more accessible and inclusive for all families.

To strengthen communication, the school will utilize multiple platforms such as Parent Square, Parent Portal, and school mailers to ensure families receive consistent and timely information regarding academic expectations, school programs, and opportunities for involvement. Parent mailers will provide updates about school initiatives, academic supports, and upcoming events, helping families stay informed and engaged in their student's learning.

Families will also have opportunities to collaborate with staff and contribute to school decision-making through participation in School Site Council (SSC), English Learner Advisory Committee (ELAC), DELAC, PAC, and LCAP meetings. These committees allow families to provide input on school programs, resources, and priorities that directly impact student achievement.

Additionally, the school will host parent meetings focused on academic and social-emotional learning, helping families understand how to support their children at home. Families of English Learners will receive targeted engagement through ELAC meetings and communication regarding ELPAC assessments and supports for English Learners. Incentives and recognition for students will also encourage families to remain involved in celebrating student growth and achievement.

Through these efforts, families will serve as critical partners in supporting student success by maintaining strong two-way communication with the school, participating in decision-making committees, and reinforcing academic and social-emotional learning at home.

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities funded through this budget are designed to strengthen effective instruction, support staff collaboration, and improve outcomes for identified low-performing student groups, including English Learners and students needing additional academic and social-emotional support. The school will provide structured professional learning through CCT and ILT summer retreats, summer professional learning for new teachers, and ongoing job-embedded professional learning throughout the school year. These opportunities allow staff to analyze student data, align instruction to state standards, and plan targeted strategies to address the needs identified in the school's metrics.

To further strengthen the connection between school and families, staff will receive support in utilizing communication platforms such as Parent Square to improve two-way communication with families. This tool allows teachers to share classroom learning, resources, and updates so families can better support their child's academic and social-emotional development at home. Strengthening communication with families ensures that instruction remains responsive to the needs of the community and promotes greater family engagement in student learning.

These professional learning structures also support positive school culture and adult social-emotional learning by creating opportunities for collaboration, shared leadership, and professional reflection.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ 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.

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 responses.

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

Outcomes monitored by Admin and the CCT Team

Outcomes monitored by the Principal, VP and CCT Team

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	LCFF: EL	Instruction	Mat & Supp			Food for ELAC meetings	550.00
G3A2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Meetings **Budget lines for personnel include salaries and related benefits	1,492.00
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Mailers *No Food or Incentives*	1,001.00
G3A2	Sup & Conc	Instruction	Direct-Maint			: Maintenance	1,086.00
G3A2	Sup & Conc	Parent Participation	Mat & Supp			: Food For Parent Meetings	750.00

\$4,879.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0010 Ahwahnee Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0010	1110	1000	1120	Teacher-Subs					G1A1	Bi-Yearly (Q2 and Q3) Sub Release for Teacher PL **Budget lines for personnel include salaries and related benefits	19,946.00
060	3010	0010	1110	1000	1160	Teacher-Supp					G1A1	Curriculum and Assessment Planning for Core Content Areas *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	9,750.00
060	3010	0010	1110	1000	1160	Teacher-Supp					G2A2	Advisory Lessons Creation and Planning *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	1,300.00
060	3010	0010	1110	1000	4200	Bks & Ref					G1A2	: Kendell Hunt Math Curriculum	32,440.00
060	3010	0010	1110	1000	5899	Cons Svc/Oth					G1A1	California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	10,700.00
060	3010	0010	1110	2495	2960	Oth Cls-Supp					G3A2	Babysitting for Parent Meetings **Budget lines for personnel include salaries and related benefits	1,492.00
060	3010	0010	1110	2495	4300	Mat & Supp					G3A2	Parent Mailers *No Food or Incentives*	1,001.00
030	7090	0010	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	Garcia Enriquez, Clemen	0.2000	G1A1	OP 04.10.26: Update Clemente #1080759 to 0.2 U3010; 0.8 U0115 **Budget lines for personnel include salaries and related benefits	23,085.00
030	7090	0010	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	(New/Open Position)	0.1250	G2A2		19,417.00
030	7090	0010	1110	1000	1120	Teacher-Subs					G1A1	Bi-Yearly (Q2 and Q3) Sub Release for Teacher PL **Budget lines for personnel include salaries and related benefits	11,553.00
030	7090	0010	1110	1000	1120	Teacher-Subs					G1A1	Sub Release for Job Embedded Professional Learning **Budget lines for personnel include salaries and related benefits	3,564.00
030	7090	0010	1110	1000	1160	Teacher-Supp					G2A2	CCT and ILT Summer Retreat **Budget lines for personnel include salaries and related benefits	9,101.00
030	7090	0010	1110	1000	1160	Teacher-Supp					G2A2	Summer PL for New Teachers **Budget lines for personnel include salaries and related benefits	2,600.00
030	7090	0010	1110	1000	1160	Teacher-Supp					G2A2	EPES contracts for CCT **Budget lines for personnel include salaries and related benefits	7,800.00
030	7090	0010	1110	1000	4200	Bks & Ref					G1A1	Professional Books for PL	1,000.00
030	7090	0010	1110	1000	4200	Bks & Ref					G1A1	: Renaissance: Nearpod License	3,750.00
030	7090	0010	1110	1000	4200	Bks & Ref					G1A1	: Snorkl License	2,160.00
030	7090	0010	1110	1000	4300	Mat & Supp					G2A4	: Student Incentives	1,000.00
030	7090	0010	1110	1000	4300	Mat & Supp					G1A1	: General Materials and Supplies	3,499.00
030	7090	0010	1110	1000	4400	Nc-Equipment					G1A1	: Staff and Student Technology	1,000.00
030	7090	0010	1110	1000	5631	Off Eq Lease					G1A1	Ricoh Lease	8,020.00
030	7090	0010	1110	1000	5723	Direct-Maint					G3A2	: Maintenance	1,086.00
030	7090	0010	1110	2495	4300	Mat & Supp					G3A2	: Food For Parent Meetings	750.00
030	7090	0010	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Birch, Anthony	1.0000	G2A2		79,998.00
030	7090	0010	1110	8300	2210	Cls Sup-Reg	Assistant,Campus Safety	W061	Mitchell, Mark	0.2500	G2A2		21,577.00
030	7091	0010	4760	1000	1120	Teacher-Subs					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	2,001.00

030	7091	0010	4760	1000	4300	Mat & Supp	אכא	Food for ELAC meetings	5500
030	7091	0010	4760	1000	4300	Mat & Supp	G2A4	: Incentives for EL Students	1,873.00
030	7091	0010	4760	1000	5899	Cons Svc/Oth	G1A1	California Teaching Fellows Foundation : Teaching Fellows for Academic Support: Math and ELA	21,300.00
									\$303,313.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,629.00
Sup & Conc	7090	\$200,960.00
LCFF: EL	7091	\$25,724.00
Grand Total		\$303,313.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$153,768.00
G2 - The Whole Child (SEL and Engagement)	\$144,666.00
G3 - Operational Excellence	\$4,879.00
Grand Total	\$303,313.00