Wawona K-8

10621666006068

Principal's Name: Delia Nuno

Principal's Signature:

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

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Delia Nuno	X				
2. Chairperson -Varinder Manhas		X			
3. Yuliana Valencia		X			
4. Yesenia Maya		X			
5. Lisa Smith			X		
6. Trish Baeza			X		
7. Carly Pilegard				X	
8. Juanita Corona				X	
9. Tiara Muñoz				X	
10. Kai'laya York					X
11. Mikayla Marquez					X
12. Reyna Baez					X
13.					
14.					
15.					

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

Required Signatures

School Name: Wawona K-8

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	Delia Nuno		3-20-24
SSC Chairperson	Varinder (Brenda) Manhas		3-20-24

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

Assurances for Comprehensive Support and Improvement Schools (CSI)

❖ Supervisor and/or CSI Designee(s) provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  • Utilization of evidence-based strategies aligned to state identification.
  • Utilization of CSI Best Practices (Fundamentals).

❖ Principal/Site Leadership/Site Staff connect with Supervisor, CSI Designee(s), department representatives, and/or community partners in alignment with schools' area(s) of focus/need, work in tandem with the site team as a Professional Learning Community (PLC):
  • School site/team works to complete a root cause analysis and determine areas of focus.
  • School site/team works to identify actions and metrics as part of the site leaders 6-8-week plan.
  • School site/team learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with Supervisor for feedback and support to accelerate progress.
  • CSI Designee(s) assigned to school site to support CCI data monitoring.
  • Additional resources available in a "menu of options" to access as needed in collaboration with the school site team.

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

❖ Resources and expertise provided to CSI site for deployment to best meet the needs of the individual school sites based upon CSI eligibility (dashboard indicators).
  • Resources (Human Capital) are provided to elevate school performance through sustainable strategies that have lasting effects beyond the expiration of funding.

❖ Professional learning for site leaders and teachers focused on CSI eligibility (dashboard indicators).

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

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

FY 2024/25

Wawona - 0475

ON-SITE ALLOCATION

3010	Title I	$70,335	*
7090	LCFF Supplemental & Concentration	$226,260	
7091	LCFF for English Learners	$57,888	
3182	Comprehensive Support and Improvement	$159,426	**

TOTAL 2024/25 ON-SITE ALLOCATION   **$513,909**

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$2,084
Remaining Title I funds are at the discretion of the School Site Council	$68,251
Total Title I Allocation	$70,335

January 24, 2024
Updated February 21, 2024

Wawona K-8 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-55 pts	-72.1 pts	2023-2024	-57.1 pts
SBAC ELA - Average distance from standard (English Learner)	✔		-90.5 pts	2023-2024	-75.5 pts
SBAC ELA - Average distance from standard (Hispanic)	✔		-74.2 pts	2023-2024	-59.2 pts
SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)	✔		-77.7 pts	2023-2024	-62.7 pts
SBAC ELA - Average distance from standard (White)	✔		-70.4 pts	2023-2024	55.4 pts
SBAC ELA - percentage of students met/exceeded standard	✔	26.47 %	24.2 %	2023-2024	29.2 %
SBAC Math - Average distance from standard	✔	-87 pts	-108.7 pts	2023-2024	-93.7 pts
SBAC Math - Average distance from standard (English Learner)	✔		-125.6 pts	2023-2024	-110.6 pts
SBAC Math - Average distance from standard (Hispanic)	✔		-108.7 pts	2023-2024	-93.7 pts
SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)	✔		-115.6 pts	2023-2024	-100.6 pts
SBAC Math - percentage of students met/exceeded standard	✔	19.62 %	12.6 %	2023-2024	17.6 %

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

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

Rating Scale:

-Implementation: Full Implementation/Partial Implementation/ Little to no Implementation

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

During the 2023-2024 school year, the following resource inequities contributed to the disproportionality in :

- ELA- inconsistent implementation of the instructional cycle and progress monitoring

-Effectiveness: Significantly Effective/Moderately Effective/Slight to Not Effective

- Tier 1 instruction focused on end of unit tasks, identified reading strategies, ELD, vocabulary development, writing and speaking tasks.
  - Implementation- Partial Implementation
  - Effectiveness- Slightly effective
- TST team PL and implementation to identify Tier 2/3 academic support
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- Tier 2 and 3 support targeting identified students during RTI.
  - Implementation- Partial Implementation
  - Effectiveness- Slightly effective
- MLD and Swun math lessons.
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- Professional development and coaching support in Math
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- ILT/PLC Planning of Common Formative Assessments and data collection in ELA and Math
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- ELD Professional Development and support from EL services and Site TSA
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- Reading Strategies: RACE and TLC Planning
  - Implementation- Partial Implementation
  - Effectiveness- Slightly effective
- ELD strategies
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- UDL Strategies
  - Implementation- Slight Implementation
  - Effectiveness- Slightly effective
- Teacher Planning Days
  - Implementation- Slight Implementation
  - Effectiveness- Slightly effective
- ILT/PLCs
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective

- Lack of RTI implementation especially in the area of early literacy
- Math- inconsistent implementation of MLD and progress monitoring
- Inconsistent use of FIABs and IABs

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

Staffing changes in administration and new teaching staff requires realignment and training on common instructional strategies and how to identify essential standards while using the GVC.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

As we align and build coherence as a K-8 school with new staff, we will focus on the implementation of ELA, ELD and Math standards specifically identifying essential standards and monitoring our low performing student groups.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC reviewed the data and provided feedback on suggested actions and needs: • Tier 2 academic interventions for all in addition to supporting African American students • Parent Engagement on how to support early literacy in Spanish	ELAC reviewed the data and provided feedback on suggested actions and needs: • ELD support across all grades and content areas • ELPAC goal setting • Parent Engagement on how to support ELD progress	Staff reviewed the data and provided feedback on suggested actions and needs: • Structured and protected PLC time • Planning days to develop common assessments • Professional learning on TLC, Math and SEL strategies to support student engagement and classroom management • Supplemental contracts for afterschool tutoring • ILT planning time for instructional vertical alignment

Action 1

Title: ELA/ELD and SLA/ELD

Action Details:

ELA SBAC Goal: At the end of of 2024-25 school year, 29% or more of 3rd- 8th grade students will score meets/exceeds on the SBAC-ELA assessment.

- Wawona K-8 will implement a comprehensive, balanced literacy program, which reflects and instructional model that uses a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in literacy.
- The instructional expectations will ensure the implementation of high quality tier 1 instruction. Tier 1 will include site-wide diagnostic assessments, standards aligned instruction and assessment, and on-going measure of student progress, and will incorporate a personalized learning approach. Wawona will implement the Teaching Learning Cycle framework (TLC) to support the elementary DLI program and middle school ELA utilizing a coherent process for scaffolding deeper thinking, extended discussions, interactive reading and language development, including high quality writing. The ELA/ELD instructional block will incorporate an effective Tier 2 support that systematically provides Response to Intervention for students who are at risk or functioning below grade level.
- Wawona K-8 will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated ELD. A comprehensive English Language acquisition program will be implemented utilizing the ELD standards and ELA/ELD framework with an emphasis on increasing re-classification and proficiency levels on ELPAC and district/site common formative assessments. Teacher professional learning will be provided through development and refinement of high quality first instruction. All actions will support an increase in progress related to moving every student a minimum of a language proficiency level per year.
  - Data chats including data analysis and goal setting will be part of the on-going Instructional cycle of improvement. This will take place 3-4 time a year (teacher-admin and teacher -student
  - iReady, CFA, and other relevant data
  - Professional Learning Community (PLC) process of intensive reflection upon instructional practices and desired student benchmarks, including the monitoring of student progress related to the 4 Guiding Questions.
  - Instructional Cycle Components
    - Identification of the content standards and benchmarks that will be supported through the Guaranteed Viable Curriculum (GVC).

- Content standards are translated into realistic, measurable learning outcomes and are calendared in 4-6 week cycles.
- Assessment related to the intended learning outcomes measured by iAB, FiABs, and other high rigor, standards-aligned assessments.
- Plan effective teaching strategies and instructional tasks.
- Implement planned assessments to determine whether students have met the intended learning outcomes
- Instructional Practice Guide (IPG) encompasses the core instructional practices that contribute to student learning.
  - Administrative team instructional walks utilizing the IPG for calibration of team to provide ongoing feedback to teachers.
  - Wawona site-wide focus on Ownership, Challenging Content, Foundational skills, Academic Discourse and the use of high quality, culturally relevant texts.

- Teaching Learning Cycle planning will support a coherent process for scaffolding deeper thinking, extended discussions, interactive reading, and language development, including high quality writing.
- Support provided for (Tier 2/3) students by teachers, school counselor, instructional coach, and RSP teacher through RtI, TST, and the SST processes.
- Spanish literacy Foundational skills - all elementary teachers will be provided professional learning on how to provide explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.
- Materials and supplies to support English/Spanish literacy and ELD.
- Purchase culturally relevant texts, subscriptions and site licensing for digital text sources to extend use of complex text.
- Maintain on-site technology, including tablets, laptops, and other needed technology to support site-wide implementation of integrated technology and digital literacy.
- Maintenance of technology, equipment, building, and machines to support literacy and school environment.
- Extra salaries for certificated staff to provide supplemental services for reading, writing, and foundational skills.
- Extra salaries for certificated and classified staff for professional learning outside of the duty day/year.
- Extra salaries for classified staff to provide support intervention and extra support for students.
- Provide certificated assessors for ELPAC administration from the district.
- Substitutes provided for SSTs, IEPs, data chats, curriculum planning and professional learning
- Graphics to support instruction through anchor charts, reusable graph organizers, and other related literacy charts.
- Professional learning conferences/travel opportunities as identified by site, region, and/or district.
- Students supported during testing administration with nutritious snacks.
- Instructional Leadership Team (ILT) regional development of the PLC work around Grading for Equity practices.
- Ongoing training related to TLC, ELA/ELD, and DLI instructional strategies.
- Continued work on culturally proficient teaching and mastery learning will support our focus on helping students to develop needed skills and knowledge through affirming classroom environments.

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

Explain the Progress Monitoring and data used for this Action

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

District iReady Data in ELA

Foundational skills assessment

EL data aligned to ELD Standards

Maravillas Phonics Diagnostic (3 times per year grades TK-2 and for intervention with older students as needed)

Formal student writing pieces in different text types (stories, info reports, opinion pieces, biographies, etc...)

Daily student writing

FSA skills

Standards-based writing outcomes for Science, ELA, and History

Oral presentations in ELA, Science, and History

Standards-based grades in all classes

IABs are used for their frequent CFA's

Weekly Gradebook checks for D' and F's

Quarterly Admin/Teacher chats to set class goals, monitor student progress specifically identified outcomes for African American, Hispanic, EL, SpEd, and Socially Disadvantaged students.

Quarterly Teacher/Student chats to set individual goals

Owner(s):

- Teachers
- Administrators
- Instructional Coach
- TSAs
- School counselors
- Parents

Timeline:

Quarter 1- October

Quarter 2- January

Quarter 3- March

Quarter 4- June

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

All data will be used to provide ongoing feedback to teachers and administrators and improve Tier 1 and 2 instruction through all coursework.

i-Ready, student writing, and oral presentations will be used to monitor student literacy performance in specified areas

Foundational skills assessments (3 per year) for identified students will assist in monitoring progress with instruction specifically Tier 2 instruction

Standards-based grades will be used to determine the percentages of students who are deemed to be partially, fully, or not at all meeting standards expectations

EL data will be used to determine needs for push-in or other additional support for students as needed and to increase the effectiveness of Integrated ELD in all content areas and electives

Owner(s):

- Teachers
- Administrators
- Instructional Coach
- TSAs
- School counselors
- Parents

Timeline:

2-4 times monthly

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

- Tier 1
  - On-going emphasis related to the TLC model.
  - In elementary, teachers will implement small group instruction to target key early literacy skills
  - All students K-8 will participate in goal setting
  - Use of iReady, FSA, FIAB, IABs
  - Use of inquiry based questions to support rigor and student ownership
  - Direct instruction in ready, writing, and vocabulary development
  - Academic Discourse

- Learning Intentions, Success for Criteria, and Student Engagement
- Incentives/rewards or incentive field trips for students for achievement in literacy
- Develop units in both English and Spanish with a clear, standards-based outcome and sequenced learning activities that lead to the outcome tasks.
  - This approach will be applied in ELA, Science, and History/Social Science content and tasks reflect the grade level writing expectations
  - Identified reading strategies will continue to grow and be applied as appropriate for different disciplinary classes and the texts students read in those classes.
- Teachers will continue to apply rigorous vocabulary development which will include but is not limited to providing student friendly definitions, engaging follow up, and application to writing and speaking tasks.
- ELD standards and teaching methodologies will continue to be incorporated to all instruction in both English and Spanish.
- Personalized instruction blends whole group instruction, small group instruction, collaborative task, independent practice, and student goal setting and reflection on **tasks at the depth and** rigor of standards/learning targets
- Focus on increasing student literacy and student ownership, engagement and achievement
- Tier 2
  - Response to Intervention to support within each students' classroom
  - Use of iReady, FSA, FIAB, IABs
  - After-school tutoring for students significantly below grade level- iStation; supplemental contracts for teachers, materials and resources
  - Rubrics to assess EL progress in meeting ELD standards and ongoing progress towards re-classification
  - RCAs and CSWAS to support students with accessing academics through SEL support
  - (TST) Targeted Support Team utilized for academic, behavioral, attendance and SEL concerns.
  - Middle school students with Ds and Fs will be flagged weekly and school counselor and/or teachers will meet with said students to support their needs focusing on African American, Hispanic, and EL students.
  - Middle school students with IEPs with Ds and Fs will be flagged weekly and teacher/case manager and/or school counselor will meet with said students to support their needs.
- Tier 3
  - Intervention targets more specific academic deficits for individual students.
  - (TST) Targeted Support Team
  - Special Education Assessment/IEP/504s targeting specific needs for specific students.
  - Intervention for EL students who are Long Term ELs, Socially Disadvantage and Hispanic student groups
  - Behavior Intervention Specialist to support academics

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

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

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

Wawona has had a 3.8 increase of EL students making progress according to the CA Dashboard. We are in the yellow area. However, The English Learner student population is performing at the lowest level in areas of ELA.

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

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

- *funding substitute teachers for PL and Planning days for teachers*
- *funding for* Contracts for certificated staff to provide lunch time or after school tutoring/support
- Parent engagement and learning opportunities
- *Supplemental contracts for teachers*
- Summer planning with CCT/ILT and PLCs

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

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

- *Supplemental contracts for teachers*
- *Funding for DLI conference*

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

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

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

The Socially Disadvantaged student population is performing at the lowest level in areas of ELA.

The Hispanic student population is performing at the lowest level in areas of ELA.

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

With Title I funds we plan to support the Socially Disadvantage student group by:

- *Funding for substitute teachers for PL and Planning days*
- Materials and supplies to support instruction
- *Funding for ILT/PLC work*
- Funding for technology
- Lunch or -School Tutorial in Foundational skills in Spanish or ELA
- Parent engagement and learning opportunities
- Incentives for students to support goal-setting and progress.
- Release time to plan curricular units, observe on and off site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by site and district staff

- *Funding for substitute teachers for PL, Planning days and Equity audits*
- *Funding for* certificated assessors to administer the ELPAC
- *Funding for ELD support*
- EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.
- Materials and supplies to celebrate EL students who have been Re-classified
- Summer planning with CCT/ILT and PLCs

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

- RFEP Mentoring program will provide weekly individual and group mentoring to English Learners by ELA/ELD teachers and TSAs/Academic Coach.
- Individual and group goal-setting and positive identity building.
- Interpreters based on need for families.
- Newcomer temporary support through EL Services.
- Enhanced attention to ELD standards throughout all school classes/courses.
- Implement designated ELD and integrated ELD daily with all EL students
- Continued Culturally Responsive and Linguistically teaching practices
- Continued professional learning for teachers around the ELA/ELD framework

- Summer planning as PLCs
- *Supplemental contracts for teachers*
- *PLi implementation*

With Title I funds we plan to support the Hispanic student group by:

- *Funding for substitute teachers for PL and Planning days*
- Materials and supplies to support instruction
- *Funding for ILT/PLC work *
- Lunch or -School Tutorial in Foundational skills in Spanish or ELA
- Funding for technology
- Parent engagement and learning opportunities
- Incentives for students to support goal-setting and progress.
- Release time to plan curricular units, observe on and off site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by site and district staff
- Summer planning as PLCs
- *Supplemental contracts for teachers*
- *PLi implementation*

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

With 7090 or 7091 funds we plan to support the Socially Disadvantage student group by:

- *Funding for substitute teachers for PL and Planning days*
- Materials and supplies to support instruction
- *Funding for ILT/PLC work*
- lunch or After-School Tutorial in Foundational skills in Spanish or ELA
- Flexible seating and materials for specific learning needs
- Funding for technology
- Release time to plan curricular units, observe on and off site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by site and district staff
- Summer planning as PLCs
- *Supplemental contracts for teachers*
- Substitutes provided to support SSTs, IEPs, 504s, data chats,

With 7090 or 7091 funds we plan to support the Hispanic student group by:

- *Funding for substitute teachers for PL and Planning days*
- Materials and supplies to support instruction
- *Funding for ILT/PLC work*
- Lunch or After-School Tutorial in Foundational skills in Spanish or ELA
- Flexible seating and materials for specific learning needs
- Funding for technology
- Parent engagement and learning opportunities
- Release time to plan curricular units, observe on and off site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by site and district staff
- Summer planning as PLCs
- *Supplemental contracts for teachers*
- Substitutes provided to support SSTs, IEPs, 504s, data chats,

With CSI funds we plan to support the Hispanic and Socially Disadvantaged student groups by:

- *Funding for substitute teachers for PL and Planning days*

- *Professional Learning conferences*
- *New Teacher Bootcamp*
- *Funding for substitute teachers for Equity and Basic 5 walks*
- Materials and supplies to support instruction
- *Funding for ILT/PLC work*
- Flexible seating and materials for specific learning needs
- Funding for technology
- Parent engagement and learning opportunities
- Ethnic Studies planning and student engagement opportunities
- Release time to plan curricular units, observe on and off site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by site and district staff
- Summer planning as PLCs
- *Supplemental contracts for teachers*
- *PL opportunities for Admin team*
- *PLi Implementation*

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

Specifically enhanced services for Socially Disadvantaged Students:

- ILT/PLC work with PLC Plus model: learning intentions, student engagement, student ownership, teacher clarity
- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction.
- Accommodations for all students not just those on IEPs/504s
- Teacher will provide lunch or after school tutorial
- Professional Development around culturally responsive strategies.
- Increased motivation through student engagement and student ownership
- Teachers and students will work together to set individual goals
- Multiple and flexible opportunities for students to show their learning
- Students with one or more Ds and Fs will be flagged weekly and teacher and/or school counselor will meet with students to support their needs
- Parent engagement and learning opportunities

Specifically enhanced services for Hispanic Students:

- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction.
- ILT/PLC work with PLC Plus model: learning intentions, student engagement, student ownership, and teacher clarity
- Use of culturally relevant text and material
- Culturally responsive engagement opportunities
- Continued professionally development around Culturally Responsive strategies
- Increased motivation through student engagement
- Teachers and students will work together to set individual goals
- Flexible seating and materials for specific learning needs
- Multiple and flexible opportunities for students to show their learning

- Students with one or more Ds and Fs will be flagged weekly and teacher and/or school counselor will meet with students to support their needs
- Equity audits

Action 2

Title: Math

Action Details:

Math SBAC goal: At the end of the 2024-2025 school year, 17% or more of students will score meets/exceeds on SBAC Math assessment.

Wawona K-8 school will provide a comprehensive, balanced mathematical instruction and will implement mathematical support for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Teacher professional learning will be provided through development and refinement of high quality first instruction, FUSD's Mathematical Instructional Practice Guide components, Math Lesson Design, common formative assessments, instructional cycles, all while utilizing PLC's as the driver. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.

- School wide use of the Mathematical Practices
- School wide use of PLC Plus model: Teacher clarity, Student ownership/engagement, criteria for success, learning intentions
- Implementation of Swun Math Lesson Design which matches the eight required shifts in the Standards of Mathematical Practice, and inherently includes a gradual release of responsibility to students.
- Data analysis and goal setting will be part of the ongoing cycle of instructional improvements. This will take place three-four times throughout the year (Teacher and admin) (Teacher and students)
- Collect and prepare a variety of data, reflecting student learning using iREADY, Common Formative Assessments (CFA), and other relevant data.
- Professional Learning Community(PLC) process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success as related to the 4 Guiding Questions, standards based learning intentions, student engagement and success for criteria.
- Instructional Cycle Components:
  - Identification of the content standards and benchmarks that will be supported through the Guaranteed and Viable Curriculum (GVC).
  - Content standards are translated into realistic, measurable learning outcomes and are calendared in 4-6 week cycles.
  - Assessment related to the intended learning outcomes measured by IABs, Standards Mastery, and/or other high rigor, evidenced based assessments.
  - Plan effective teaching strategies and instructional activities.
  - Implement planned assessments to determine whether students have met the intended learning outcomes.
- Use of the Math Instructional Practice Guide which encompasses the core instructional practices that contribute to student learning with an emphasis on Ownership, Academic Discourse, and Rigor/Coherence
- Support provided for (Tier 2/3) students by TSAs, school counselor, instructional coach, RSP teacher and school psychologist.
- Maintenance on technology, equipment, building, and machines to support math and school environment.
- Substitutes provided to support planning, SST's, IEPs, data chats, etc.
- RCAs and CWAS will support students with accessing academics through SEL support.
- Instructional Leadership Team (ILT) regional development of Social Emotional Learning (SEL) and the correlation of the TLC framework, Grading for Equity and PLC Plus.
- Staff will create a math environment that will encompass high level tasks and create an environment that values the cultures of all our students.
- Elementary and MS Math teachers will continue to use the SWUN lesson design to ensure students receive modeling and instruction of conceptual and procedural math practices. They conduct lesson studies that includes planning with district and site support staff around the lesson structure.
- Middle school teachers will implement culturally responsive teaching with an emphasis on equitable mathematics.
- DLI K-6 teachers will receive support from TSA to assist in the Math Lesson Design. TSA and teachers will meet to discuss implementation and assist in conceptual and procedural understanding and connection.
- Importantly, the school's continued work on culturally proficient teaching and mastery learning will support our focus on helping students to develop needed skills and knowledge through affirming classroom environments.

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

Explain the Progress Monitoring and data used for this Action

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

- Kindergarten FSA
- Diagnostic iReady
- IABs are used for their frequent CFA's
- Weekly Gradebook checks for D' and F's
- Quarterly Admin/Teacher chats to set class goals, monitor student progress specifically identified outcomes for African American, Hispanic, EL, SpEd, and Socially Disadvantaged students.
- Quarterly Teacher/Student chats to set individual goals
- i-Ready ELA and Mathematics grades 2 (end of year), 3, 4, and 5
- Standards-based grades, grades 2-8

All data will be used to provide ongoing feedback to teachers and administrators and improve Tiered instruction through all coursework.
i-Ready and Math presentations will be used to monitor student performance
Foundational skills assessments (3 per year) for identified students will assist in monitoring progress with instruction
Standards-based grades will be used to determine the percentages of students who are deemed to be partially, fully, or not at all meeting standards expectations

Owner(s):

- Teachers
- Adminstrators
- TSAs
- Academic Coach
- School counselors
- Parents

Timeline:

Depending on assessment: monthly, quarterly, daily, annually

Data chats:

- Q1 October
- Q2 January
- Q3 March
- Q4 June

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

- Tier 1
  - On-going emphasis related to SWUN Math Lesson Design with continued support from site and district math coaches and SWUN consultants
  - All students K-8 will participate in goal setting
  - Use of iReady for Tier 1
  - Use of inquiry based questions to support rigor and student ownership
  - Use of graphic organizers, graph paper and journals to support math instruction
  - Direct instruction in ready, writing, and vocabulary development
  - Academic Discourse
  - Develop units in both English and Spanish with a clear, standards-based outcome and sequenced learning activities that lead to the outcome tasks.
  - ELD standards and teaching methodologies will continue to be incorporated to all instruction in both English and Spanish.
- Tier 2
  - Response to Intervention to support within each students' classroom
  - Use of iReady
  - After-school tutoring for students significantly below grade level- supplemental contracts for teachers, materials and resources
  - RCAs to support students with accessing academics through SEL support
  - (TST) Targeted Support Team utilized for academic, behavioral, attendance and SEL concerns.
  - Middle school students with Ds and Fs will be flagged weekly and school counselor and/or teachers will meet with said students to support their needs focusing on African American, Hispanic, and EL students.
  - Middle school students with IEPs with Ds and Fs will be flagged weekly and teacher/case manager and/or school counselor will meet with said students to support their needs.
- Tier 3
  - Intervention targets more specific academic deficits for individual students.
  - (TST) Targeted Support Team

- Special Education Assessment/IEP/504s targeting specific needs for specific students.
- Intervention for EL students who are Long Term ELs
- Behavior Intervention Specialist to support academics

- Continued collaboration with district coaches in improving teacher expertise and practice
- Exposure to format of standardized assessments for students including FiABs
- Continued Cultural Proficiency work to be applied to instructional and assessment practices

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

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

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

English Learner student population is performing at the lowest level in areas of Math.

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

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

- *Supplemental contracts for teachers*
- *Substitute teachers for PL and Planning days*
- *Substitute teachers for equity and basic 5 walks*
- *PL and conference opportunities for teachers*
- *Summer planning*
- *ILT/PLC work*
- *Lunch and after school tutoring*
- *Materials and supplies*
- *Parent engagement*
- *Technology*

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

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

- *Supplemental contracts for teachers*
- *Substitute teachers for PL and Planning days*
- *Substitute teachers for equity and basic 5 walks*
- *PL and conference opportunities for teachers*
- *Summer planning*
- *ILT/PLC work*
- *Lunch and after school tutoring*
- *Materials and supplies*
- *Parent engagement*
- *Technology*
- *Consultant work around equity*

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

- Academic Discourse (Math talk)
- Language Stems

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

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

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

The Socioeconomically Disadvantaged *student population is performing at the lowest level in areas of Math.*

The Hispanic student population is performing at the lowest level in areas of Math.

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

With Title I funds we plan to support Socially Disadvantaged student group by:

- *Supplemental contracts for teachers*
- *Substitute teachers for PL and Planning days*
- *Substitute teachers for equity and basic 5 walks*
- *PL and conference opportunities for teachers*
- *Summer planning*
- *ILT/PLC work*
- *Lunch and after school tutoring*
- *Materials and supplies*
- *Parent engagement*
- *Technology*
- *Professional Development around culturally responsive strategies*
- *Substitutes provided to support data chats, etc.*

With Title I funds we plan to support Hispanic student group by:

- *Supplemental contracts for teachers*
- *Substitutes provided to support data chats,*
- *Substitute teachers for PL and Planning days*
- *Substitute teachers for equity and basic 5 walks*
- *PL and conference opportunities for teachers*
- *Summer planning*
- *ILT/PLC work*
- *Lunch and after school tutoring*
- *Materials and supplies*
- *Parent engagement*
- *Professional Development around culturally responsive strategies*

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

With 7090 or 7091 funds we plan to support the Socially Disadvantaged student group by:

- Individual and group goal-setting and positive identity building.
- Culturally responsive engagement strategies
- Interpreters based on need for families.
- Mileage reimbursement for HSL
- EL students will be given the opportunity to participate in after school tutorial to receive additional instruction

- *Supplemental contracts for teachers*
- *Substitute teachers for PL and Planning days*
- *Substitute teachers for equity and basic 5 walks*
- *PL and conference opportunities for teachers*
- *Summer planning*
- *ILT/PLC work*
- *Lunch and after school tutoring*
- *Materials and supplies*
- *Parent engagement*
- *Academic Student incentives*
- Professional Development around culturally responsive strategies
- Student incentives
- Substitutes provided to support SSTs, IEPs, 504s, data chats,
- Copy machine lease
- Books and reference material
- Graphics to support instruction through learning posters, reusable graphic organizers, and other related math materials.
- Maintenance on technology, equipment, building, and machines to support math and school environment.

With 7090 or 7091 funds we plan to support the Hispanic student group by:

- *Supplemental contracts for teachers*
- *Substitute teachers for PL and Planning days*
- *Substitute teachers for equity and basic 5 walks*
- *PL and conference opportunities for teachers*
- *Summer planning*
- *ILT/PLC work*
- *Lunch and after school tutoring*
- *Materials and supplies*
- *Parent engagement*
- Professional Development around culturally responsive strategies
- student incentives
- Substitutes provided to support SSTs, IEPs, 504s, data chats,
- Copy machine lease
- Books and reference material
- Graphics to support instruction through learning posters, reusable graphic organizers, and other related math materials.
- Maintenance on technology, equipment, building, and machines to support math and school environment.

Using CSI Funds, we plan on supporting the socially disadvantage and Hispanic student groups by

- *Supplemental contracts for teachers*
- *Substitute teachers for PL and Planning days*
- *Substitute teachers for equity and basic 5 walks*
- *PL and conference opportunities for teachers*
- *Summer planning*
- *ILT/PLC work*
- *Materials and supplies*
- *Parent engagement*
- Professional Development around culturally responsive strategies

- *Educational Consultant work around equity*

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

Specifically enhanced services for Socially Disadvantaged Students:

- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction with support by the TSAs.
- Accommodations for all students not just those on IEPs/504s
- Increased motivation through student engagement, teacher clarity and success for criteria
- Teachers and students will work together to set individual goals
- Flexible seating and materials for specific learning needs
- Multiple and flexible opportunities for students to show their learning
- Increase of technology
- Students with one or more Ds and Fs will be flagged weekly and teacher and/or school counselor will meet with students to support their needs

Specifically enhanced services for Hispanic Students:

- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction with support by the TSAs.
- Culturally responsive engagement opportunities
- Continued professionally development around Culturally Responsive teaching practices and student engagement
- Accommodations for all students not just those on IEPs/504s
- Teachers and students will work together to set individual goals
- Flexible seating and materials for specific learning needs
- Multiple and flexible opportunities for students to show their learning
- Increase of technology
- Students with one or more Ds and Fs will be flagged weekly and teacher and/or school counselor will meet with students to support their needs

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Also G1A2/G3A1-3. Subs for PL/Planning. **No IEPs**	23,888.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for PL/Planning/SSTs/IEPs/ILT/CCT/Data chats	14,964.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2 and G3A1-3. Supp for PL and planning	14,476.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. MS for SEL and Academic support	38,910.00
G1A1	Sup & Conc	Instruction	Travel			Also supports G1A2 and G3A1 and A3. Teacher Travel	16,906.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintain site ready such as copy machine	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for EL and SLA planning/PL	5,974.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supp for EL/SLA and ELPAC assessors	6,743.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for ELD and SLA	15,396.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Student Tech Also supports G1A2 and G3A1-3	8,475.00
G1A1	LCFF: EL	Instruction	Travel			G1A2 travel for PL conferences for teachers	10,000.00
G1A1	LCFF: EL	Instructional Supervision & Admii	Travel			Admin travel for EL and SLA PL conferences	5,000.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Books/Online Subscriptions Also G1A2 and G3A1-3	17,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Tech -Also supports G1A1 and G3A1-3	37,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Student Tech - Also supports G1A1, G3A1-3	10,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Student Tech. Also supports G1A1, G3A1-3	10,517.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: Copy Lease also supports G1A1, G3A1-3, G5A1	7,500.00
G1A2	Sup & Conc	Instructional Supervision & Admii	Travel			: Also supports G1A1, G3A1-3 and G4 Admin Travel	10,000.00

$257,749.00

05/03/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	90 %	80 %	2023-2024	95 %

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

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

-Implementation: Full Implementation/Partial Implementation/ Little to no Implementation

-Effectiveness: Significantly Effective/Moderately Effective/Slight to No Effectiveness

- TK- Campus walks- Full implementation- moderately effective
- Kinder- Pumpkin patch-Full implementation- moderately effective
- 1st grade- Hillcrest- Full implementation- moderately effective
- 2nd grade- Fossil- Full implementation- moderately effective
- 3rd grade- Bricks for Kidz and Fresno Art Museum-Full implementation- moderately effective
- 4th grade-Monterey Bay Aquarium-Full implementation- moderately effective
- 5th grade-
- 6th grade- Outdoor camp/Xello/FCC visit- Full implementation- moderately effective
- 7th grade- Xello-Full implementation- moderately effective
- 8th grade- School Choice Expo/Xello-Full implementation- moderately effective
- 7th/8th grades- career cruising- Full implementation- moderately effective
- Move Up Day for incoming 7th grade- Full implementation- moderately effective
- Cultural Awareness Celebrations- Full implementation- moderately effective
- CADA conference- Full implementation- moderately effective
- Parent Information nights- full implementation- moderately effective
- Extra VAPA courses: Art and Music- full implementation- moderately effective

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

Parent communication in our middle school is still an area of concern.

We need to find ways to engage our African American and middle school families in all school wide events.

We find the need for Restorative Practices support and Professional learning around Culturally Responsive Strategies for our staff to engage our students and families.

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

Parent communication about the purpose of the trips needs to increase and happen more often. We do use ParentSquare and social media but we need to find a better way to target our middle school parents.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Increase parent communication by using ParentSquare, social media and our school webpage. Develop a clear system of tracking student attendance on the trips/functions.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC reviewed and provided feedback to increase opportunities for students and parents: • increase opportunities for African American students and families to engage in real-world learning experiences.	ELAC reviewed and provided feedback to increase opportunities for students and parents: • Increase opportunities for EL parents to participate in real world experiences.	Staff reviewed and provided feedback to increase opportunities for students and parents: • Create a common way to identify which students attended the trips • Increase teacher communication to MS parents specifically our African American families. • Increase PL for staff around Culturally Responsive strategies.

Action 1

Title: College and Career Readiness and Exposure

Action Details:

Wawona K-8 School will provide career awareness and experiences that promote character and workplace competencies. Opportunities may include exposure to the importance of career planning, jobs earch skills, and technical knowledge. In addition, we will facilitate workplace success by incorporating practices related to analyzing a situation, making reasoned judgments, communicating well, engaging with others to reason through differences of opinion, and intelligently employing the complex tools and technologies that exist or will exist.

- Continue to partner up with community stake holders to increase the number participants of the annual Collage and Career Fair, which helps students to find an interest in colleges and careers at an early age. The school will work early on and throughout the year to find student interests and provide those interest at the fair.
- School will offer trips to selected, but not limited to, private/public colleges, universities for students.
- School will offer parent events and workshops, but not limited to, information on college entrance requirements, A-G requirements, scholarship and financial aid opportunities, visitation opportunities.
- School counselor and librarian will create a College/Career Corner in the library and implement monthly college awareness activities to motivate and create awareness.
- Career Cruising
- School counselors will meet with every middle school student and have a one on one planning meeting as part of the 6-year planning process to ensure students receive information on high school graduation criteria, goal setting and planning for their future.
- Goal setting
- Tiered levels of support: Attendance interventions supported by Home School Liaison, Social Worker, and RCAs, including home visits, A2A conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.

- Strategically assigned jobs for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
- All students will be encouraged to participate in a broad range of arts, activities and athletics.
- Mentor assigned to Tier 2 and Tier 3 students, provided by various classified/certificated staff members.
- Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to academic counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Support Team (TST). Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSPII, SPED Assessment, etc.
- Academic Discourse Conflict Mediation/Restorative Practices CWAs and RCAs and will support students with accessing academics through SEL support.
- Discussions about future plans (college or career) will be facilitated by school counselors and RCAs.
- Parent Engagement opportunities for parents of DLI, African American, Socially Economic Disadvantaged, Hispanic and EL students.

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

Explain the Progress Monitoring and data used for this Action

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

- Student Engagement Tool will be used to collect student participation data.
- College/Career Day will be held annually for all students to ensure all students are exposed to a variety of colleges and careers.
- Primary will read and watch videos to experience a variety of careers.
- Quarterly student engagement data will be reviewed and analyzed by the Admin and site Climate and Culture team. Team will discuss effectiveness of activities and ensure that all students participate in at least one of the College/Career events/activities.
- Office referrals reviewed for trends of student behaviors
- Attendance Monitoring
- Individual goal setting

Owner(s):

- Climate/Culture Team
- School Counselors
- Teachers
- TSAs
- RCAs
- Social Worker
- Administrators
- Parents
- Campus Culture Director
- Leadership teacher
- Club advisors

Timeline:

As Data is received:

- weekly
- monthly
- quarterly

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

- Field trips/Virtual Field Trips
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers
- CWAS, RCAs and SW will support students with accessing academics through SEL support.
- Technology-Media literacy Technology-Digital literacy
- Funds to purchase software program to organize College Career Day workshops for students.
- T-shirts, Banners, and pamphlets, supplies to promote college awareness.
- College, career, and real world activities and events.
- Supplies to support classroom instruction and events that promote real-world learning experiences.
- Funds for extra time for custodial and CAs for all events at Wawona.
- Parent Engagement opportunities to support the expansion of student centered and real- world learning experiences

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

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

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

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

With Title I funds we plan to support ELs student group by.

- *mileage reimbursement for HSL*
- *Parent engagement opportunities*
- *Field trips*

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

With 7090 or 7091 funds we plan to support EL student group by

- *mileage reimbursement for HSL*
- *Parent engagement opportunities*
- *Field trips*

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

- Library will provide career literature, pamphlets, brochures in Spanish for our Spanish speaking families and students to view at the Career Corner.
- HSL will provide materials and resources for parents of EL students
- HSL will provide learning opportunities for parents of EL Students with support by Parent University and PiQUE
- Wawona will provide translated materials on career based information

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

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

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

The African American student population is performing at the lowest level in areas of College Readiness and Exposure.

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

With Title I funds we plan to support African American student group by

- *.Materials and Supplies*
- Book and reference materials
- Field trips
- College and Career Fair
- Move Up day
- Babysitting
- Supplemental contracts for teachers-clubs
- Parent Engagement
- Collaboration with community partners
- Ethnic studies support, curriculum and materials

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

With 7090 or 7091 funds we plan to support African American student group by.

- *.Funding of RCAs*
- *Zero Period PE*
- Field trips
- College and Career Fair
- Move Up day
- *Babysitting*
- Supplemental contracts for teachers-clubs
- *Parent Engagement*
- *College trips*
- Ethnic studies support, curriculum and materials
- *Collaboration with community partnerships*
- *Student incentives*
- Guest presentation
- Peer Mentor Buddies

Using CSI funds, we plan on supporting students with:

- Field trips
- Collaboration with consultant on equity walks
- Materials and supplies for students

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

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- Culturally responsive strategies and student engagement
- Activities infused in classroom instruction to expand real-world learning experiences.
- HSL, CWAS, RCAs and Social Worker will work with families to engage parents in understanding the importance of career competencies.
- Provide Parent Engagement opportunities for parents
- Team up with Parent University, A4, BSU district support staff and outside providers to mentor and provide opportunities for identified students

Action 2

Title: Building Character

Action Details:

Wawona K-8 School will promote career awareness and experiences that promote character and workplace competencies. Students will be encouraged to broaden the scope of expectations for college and career readiness to include healthy behaviors, avoiding risky behaviors, positive mental health, inclusive practices, resilience, a strong work ethic and moral character, social competence, and creativity. The addition of these attributes would help youth prepare to optimize their success, healthy development, and experience in both college and the work place.

- Inclusive Practices
- Conflict Mediation/Restorative Practices
- Career Fair
- Extra salaries for certificated staff to provide supplemental services related to building character.
- Extra salaries for classified staff to provide supplemental services related to building character.
- Professional Learning
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Quarterly Recognition
- Character Recognition
- School Wide Jobs
- Lancer Bucks
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Bullying Prevention Assembly
- Tournament of Technology
- Cultural Awareness Months: Black History Month, Women's History, Lunar New Year, Latin Independence Day celebrations
- Ethnic Studies
- Extra salaries for certificated and classified staff to provide extra support during lunch or after school
- Funding for (CADA) California Association of Directors of Activities Conference

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

Explain the Progress Monitoring and data used for this Action

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

- Monthly monitoring of behavior entries in ATLAS
- Office Referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development Student participation in college and/or career related events

Owner(s):

- Teachers
- School Counselors
- SW
- RCAs
- CWAS
- HSL
- TSA's
- Administrators
- Parents

Timeline:

- Fall 2023/Spring 2024
- On-going events

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

Tier 1

- Teaching the attributes of informal and formal environments.
- Culturally responsive strategies
- Monthly focus related to character building
- Having healthy relationships and avoiding risk behaviors
- Competencies of conflict resolution, and acting appropriately for the context.
- Support for Academic Discourse
- Positive Class Recognition & incentives
- Positive Individual Recognition & incentives
- Events/Activities for Social Emotional Learning
- Incentives for positive behavior, classroom incentives, engagement activities
- Graphics to support implementation of building character.

Tier 2

- CWAS , RCAs and SW will support students with accessing academics through SEL support.
- TSA's, school counselor, social worker, instructional coach, CWAS, RCAs, HSL, will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public.
- HSL and CWAS will support families with struggling students.
- Behavior Contracts
- Peer Mentoring
- Social Skills group
- Conflict Resolution
- Mentoring
- Change of schedule

Tier 3

- Counseling with Therapist/SW
- Target Support Team (TST) referral
- Pull out supports
- Functional Behavior Assessments

- Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)

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

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

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

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

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

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

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

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

- Emphasize problem solving and literacy activities
- Provide technical knowledge and basic skills required for understanding
- Interaction and communication which promotes the speaking, listening, and cultural skills essential for success
- Use of HSL for parent communication with parents of English Learners
- Outreach through school and HSL to increase participation
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student SEL growth.

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

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

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

The African American student population is performing at the lowest level in areas of real world experiences.

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

With Title I funds we plan to support African American student group by.

- *Support for Ethnic studies with PL, supplemental contracts and subs*
- *Field trip*
- *College and Career engagement opportunities*

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

With 7090 or 7091 funds we plan to support African American student group by

- *Support for Ethnic studies with PL, supplemental contracts and subs*
- *College and Career engagement opportunities*
- *Field trips*

Using CSI funds, we plan on supporting all students by

- *Creating a College and Career Day*
- *Field trips to colleges and universities*
- *Parent Engagement opportunities*
- *Guest presenters*
- *Move Up Day*

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

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s. Teachers and students will work together to set individual goals.
- Increased motivation through engagement.
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
- In school relationships facilitated between students with disabilities and their typical peers.
- Peer Buddies

- TSAs, admin, academic counselor, Social Worker, instructional coach, HSL, RCAs and CWAS work with families of students to ensure an understanding of the importance of character building.
- PTSA facilitates various family nights to support character building.

- Collaborate with A4, BSU, Parent University, and PIQUE to engage students and parents

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Instruction	Direct-Graph			Recognition materials and posters for school engagement	4,137.00

$4,137.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		29.7 %	2023-2024	24.7 %
Chronic Absenteeism - Semester 1 (African American)	✔		34.5 %	2023-2024	29.5 %
Suspension Rate - Semester 1	✔	3.5 %	6.4 %	2023-2024	2.5 %
Suspension Rate - Semester 1 (African American)	✔		16 %	2023-2024	11 %
Suspension Rate - Semester 1 (English Learner)	✔		2.3 %	2023-2024	1 %
Suspension Rate - Semester 1 (Hispanic)	✔		5.8 %	2023-2024	2 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✔		8.3 %	2023-2024	3 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✔		11.6 %	2023-2024	6 %
Suspension Rate - Semester 1 (White)	✔		5 %	2023-2024	1 %

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

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

Rating Scale:

-Implementation: Full Implementation/Partial Implementation/ Little to no Implementation

-Effectiveness: Significantly Effective/Moderately Effective/Slight to Not Effective

- SEL Curriculum (Second Step and Class Meetings) Implementation
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- RCAs
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- TST Weekly Meetings
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective

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

Absenteeism:

- Need to increase parent meetings, home visits, and communication around the importance of attendance.
- TST and CCT team need to align around common expectations and vision on how to support Tier 2 and Tier 3 students
- Missed opportunities for Mystery Motivators for random attendance incentives

Suspensions:

- Lack of implementation of school wide expectations from classroom to classroom
- Need to increase SEL and interventions for Tier 2 and 3 students with increase behaviors including the development of a Behavior Support Plan.
- Need to increase Parent Admin conferences as an intervention for identified students with increased behaviors.
- Missed opportunities to increase the positive ratio of interactions with staff and students to build

- CCT alignment to support SEL, attendance and development of common school wide Structures/Routines
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- CCT Data review to support behavior and positive relationships
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Focus 5 Walks
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- DESSA Monitoring to identify high needs students for SEL support
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective
- Schoolwide Expectations Assemblies
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Quarterly Dress Days
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Lancer Bucks and Student Store as Student Incentives
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Cultural Awareness Months: Black History Month, Hispanic Heritage Month, Lunar New Year
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Supervision during Class transition to decrease tardies and behavior
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- WEB
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Move Up Day
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- CADA PL
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- ReEntry Meetings
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Discipline Guidelines
  - Implementation- Partial Implementation
  - Effectiveness- Moderately effective

positive relationships.
- Increase and implement positive recognition and schoolwide incentives to motivate positive behavior

Student Engagement

- Increase school wide activities
- CCD and Leadership to increase noon time activities

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

Staffing changes in administration and new teaching staff required realignment and training of schoolwide expectations, structures, routines and procedures and SEL implementation. Funded 2 full time RCAs and one Part time. We only had one full time RCA for all year. We never filled the part time position due to lack of candidates.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

New Teacher Bootcamp for support around CHAMPS and SEL implementation. Classified training around Positive Ratio of interactions. Increase Culturally Responsive strategies for all staff.

Along with increasing opportunities for positive student engagement while creating an environment with a sense of belonging.

- Suspensions- need consistent implementation of classroom SEL supports and culturally responsive engagement strategies
- Tier 2 social emotional interventions and progress monitoring
- CCT/TST alignment around attendance and student engagement expectations
- Positive student incentives for attendance and behavior
- PL and conferences on best practices for instruction using culturally responsive strategies with a focus on African American students and Students with Disabilities.
- Safe and Civil School Conference

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- PL for teachers - Field trips - Positive incentives - Equipment for noontime activities	- PL for teachers - Positive Incentives - Parent meetings - Field trips - PL for classified staff - Increase Parent PL	- PL for teachers - Field trips - Positive incentives - Lunch and after school detention - Continue to fund RCAs

Action 1

Title: Reduce Chronic Absenteeism

Action Details:

Wawona K-8 School will create a positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students and families. We will work together to provide a comprehensive, tiered system of supports to students and families that address the reasons for student absences. By establishing positive school/work habits, all student swill benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness. Staff will promote and coordinate with students and families regarding deficiencies in behavior, attendance, academic achievement, health and medical issues, and other related matters.

- All classrooms hold Class Meetings/Morning Meetings weekly, grades TK-8
- Parent Meetings related to Attendance.
- Home visits
- School wide implementation of Second Step to teach social skills, self-monitoring skills, and other non-cognitive skills.
- Schoolwide Climate and Culture procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders.
- Quarterly behavior incentives in grades K-8 for students with positive behavior for the quarter including treats, incentive trips/events supported by site funds.
- Tiered levels of supports: social skills/counseling provided for (tier 2/3) students by staff, and support staff (CWAS ,HSL, SW, School Counselor, Admin, TSAs, Therapists).
- Transition Teacher, CWAS, RCAs and SW will support students with accessing academics through SEL support.
- Strategically assigned jobs for at-risk students, in order to positively connect them to school or an adult.
- Administration will conduct weekly data meeting to review and monitor attendance data in grades K-8 to identify students who are below 89.99% of attendance. Parent contact will be made through phone calls, home visits, and student conferences.
- The administration will provide incentives for students with improved attendance given per quarter.
- Attendance School Wide Campaign -students will receive an incentive for being at school and on time. Example, popcorn on any given day but student must be present to receive it.
- The HSL will communicate with parents regarding the importance of attendance, grades and behavior through the following but not limited to parent workshops, phone communication, newsletters, and organization of school wide events.
- Saturday Academy-will be calendared and communicated to parents and students.
- Funding for (CADA) California Association of Directors of Activities Conference

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

Explain the Progress Monitoring and data used for this Action

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

- Weekly attendance data meetings using PowerBI, to review attendance rate and progress of selected focus students.
- Monthly monitoring of suspensions and office referral data to identify at risk students
- Weekly(MS)/Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements
- Parent Workshops on the importance of attendance
- School wide events
- TST meetings to monitor attendance, SEL, and academic needs by student groups.

Owner(s):

- Social Worker
- RCA
- HSL
- Administrators
- CWAS
- School Counselor
- School Psychologist
- CCT team
- TST team

Timeline:

- Weekly
- Monthly
- Quarterly

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

Tier 1:

- Wawona "Pop In" incentive/Mystery Motivator for students present for the day
- Attendance Hot Line Magnets
- Rewards and Incentives for great attendance (95%) and improved attendance in K-8.
- CCD and CCT will assist in communicating the goals, procedures and objectives of the attendance programs/initiatives to staff, students, and members of the public.
- Chronic absences monitored by TST, CWAS, and Attendance clerk
- Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, and Olweus Anti-Bullying curriculum and related social emotional support material.
- SEL instruction (Second Step) Materials and supplies to support social-emotional learning.

- Graphics to support attendance
- Materials and supplies for homeroom activities
- ID badges

Tier 2:

- Incentives for behavior contracts, classroom incentives for attendance and academic performance
- Student incentives for improved attendance.
- Individual outreach
- Social Worker
- School Counselor-MS
- Attendance Site Meeting
- CWAS and RCAs will support students with accessing academics through SEL support, including extra time and overtime as needed.
- Two RCA's to support social and emotional needs of students. (Two 6 hours)

Tier 3:

- School Psychologist
- TST referrals
- Work with CWAS and District support team
- Home visits made by support staff (Wellness Checks)
- FUSD Wellness Center Referrals to outside agencies
- Legal Intervention -SARB

Materials and supplies for homeroom activities, ID badges, student incentives for great attendance (95%).

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

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

English Learner student population is performing at the lowest level in areas of attendance but is in the orange level.

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

With Title I funds we plan to support English Learners by:

- *Parent communication*
- *Parent Meetings and training*

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

With 7090 and 7091 funds we plan to support English Learner by:

- *Classified overtime to support home visits*
- *Overtime for classified to support parent meetings*
- *RCAs to support SEL and Attendance*

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

- HSL will assist with communication to parents of EL students.
- Schoolwide Climate and Culture procedures for common areas and classrooms will be implemented in all

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

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

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

The African American student population is performing at the lowest level in areas of chronic absenteeism.

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

With Title I funds we plan to support the African American student group by:

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

With 7090 funds we plan to support the African American student group by:

- *Fund two full time RCAs to support with SEL and Attendance*
- *Funding for extra time for classified staff to support with parent meetings*
- *Funding for extra time for classified staff to support with home visits*
- Summer planning with CCT/ILT and PLCs

Using CSI funds only: What are the planned expenses to support this student group?

With CSI funds we plan to support the African American student group by:

- PL opportunities for teachers, classified staff and admin
- Trainings and support for parents

classrooms and by all stakeholders.
- Incentives for students approaching at-risk status.
- CADA training for CCD and Admin
- CWAS, HSL, and Attendance Clerk to support ELs and parents

- Teacher subs for training and equity walks with admin
- Teacher subs for planning time for teachers and admin
- Collaboration with consultant Taylor Howard to improve parent communication and support
- Summer planning with CCT/ILT and PLCs

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

- Weekly lunch time and after school tutorials and SEL/attendance support
- Targeted students will be on weekly progress monitoring through school counselor, HSL, CWAS and RCAs
- Attendance is integrated into IEP/504 and SST discussions.
- TST referrals: Tiered levels of supports for SWD and Homeless: social skills/counseling provided for (tier 2/3) students by staff, and support staff (CWAS, RCAs, HSL, SW, School Counselor, Admin, TSAs, Therapists).
- CWAS, RCAs, and SW will support African American students with accessing academics through SEL support.
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.
- Strategically assigned jobs for at-risk students, in order to positively connect them to school or an adult.
- Collaborate with Parent University, Family Wellness Center, A4, and BSU to support identified students

Action 2

Title: Relationship Building, WEB, Mentoring

Action Details:

Wawona School will increase our participation goal throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, and class sponsored activities. School will provide an inclusive school climate, focused on building relationships through celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff student and student to student relationships. School will engage in the cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

- All teachers will hold weekly Class Meetings and Advisory Lessons on the first day of each week.
- SEL and Second Step lessons
- Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions of 3:1
- Our SPED, AA, and EL students will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.
- Targeted students will participate in mentoring activities with community professionals.
- Targeted students will participate in the African-American Conference.
- Targeted students will participate in the Si Se Puede conference
- Targeted students will participate in Academic Field trips.
- Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish, and Social Emotional
- Two 6 hour Resource Counseling Assistants will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills.
- RCAs will focus on identified students within Tier II and Tier III.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.
- Climate and Culture team and Campus Culture Director will work collaboratively to implement positive behavior intervention strategies.
- Funding for CCD and Admin to attend the (CADA) California Association of Directors of Activities Conference
- Extra Salaries for certificated and classified to support student activities
- WEB activities and student leadership conference

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

Explain the Progress Monitoring and data used for this Action

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

- Engagement Data will be collected monthly and will be aggregated by student groups.
- Self reflection on SE Skill
- Goal Setting
- Monitor engagement entries by CCD and AD.
- Monitoring by CCT and ILT teams

Owner(s):
- Campus Culture Director
- School Counselors
- Administrators
- CCT team
- ILT team
- CCD
- AD

Timeline:
Monthly

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

- Buses will be provided for student participation/competition in music and forensics.
- Zero Period PE for additional elective for DLI students
- Funds will be provided for students to participate in activities within the arts, academics, WEB, Leadership, and athletics.
- Graphics for resources on campus to support students socially and emotionally.
- Incentives for students to increase their involvement on campus and around the community.
- Advertisement to encourage and to recognize students and parents and their accomplishments.
- Funding for CCT to work with staff in growing their repertoire of strategies Social Emotional awareness and positive interactions
- Funding for ILT to work with staff in growing their repertoire of student engagement with culturally responsive strategies
- Material and Supplies for support of student engagement.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.
- Two RCA's to support social and emotional needs of students. (Two 6 hours)
- AD to support with athletics K-8 through funding an additional teaching period
- Mentoring opportunities for identified students
- Supplemental classified and certifcated staff time to support students, parents and activities

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

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

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

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

With Title I funds we plan to support EL student group by:

- *Parent engagement*
- *Babysitting*
- *Transportation*
- *collaboration with Parent University*
- *Translation services*
- *Mileage reimbursement*

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

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

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

The African American student group is performing at the lowest level in areas of student engagement.

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

With Title I funds we plan to support African American student group by.

- *Parent engagement*
- *Babysitting*
- *Transportation*
- *collaboration with A4 and consultant*

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

With 7090 or 7091 funds we plan to support EL student group by.

- *Parent engagement*
- *Babysitting*
- *Transportation*
- *collaboration with Parent University*
- *Materials and supplies*
- *Student incentives*

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

- Class Meetings and/or Weekly advisory lessons on the first day of each week.
- Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).
- Targeted students will participate in bi-weekly mentoring participation with community professionals.
- Targeted students will participate in academic and motivational Field trips.
- District staff will work with site staff in growing their repertoire in student engagement using culturally responsive strategies
- CCT and ILT teams will work together to plan, monitor and conduct equity walks.

- *Materials and supplies*
- *Mileage reimbursement*
- *Funds to support Ethnic studies: subs for teacher planning, materials and supplies*

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

With 7090 funds we plan to support African American student group by:

- *Family engagement opportunities*
- *Collaboration with A4 and educational consultant Taylor Howard*
- *Supplemental contracts for teachers for extra support*
- *Substitute teachers for equity audit and basic 5 walks*
- *Substitute teachers for planning days*
- *Funds for field trips*

Using CSI Funds, we plan to support the African American student group by

- *Support for Ethic studies curriculum, materials and supplies*
- *Substitute teachers for planning and professional learning*
- *Collaboration with consultant for support*

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

- All teachers will hold weekly advisory lessons on the first day of each week.
- Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).
- Our SPED and AA will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.
- Targeted students will participate in mentoring activities with community professionals.
- Targeted students will participate in the African-American Conference.
- Targeted students will participate in the Si Se Puede conference
- Targeted students will participate in academic and motivational field trips.
- District support staff will work with staff in growing their repertoire in Social Emotional learning.
- Funding for CADA and WEB events and training

Action 3

Title: Reduce out of school suspensions

Action Details:

Wawona K-8 School will continue implementation of the School Culture and Climate components creating a sense of unity, belonging, and pride amongst staff, students, parents, and community members. The Tiered System of Social-Emotional Supports will positively impact suspension and attendance rates. With the support of our CWAS,HSL, TSA, academic counselor, Transition teacher, RCAs, CWAS, HSL and Social Worker, Wawona will implement Re-Engagement strategies, which will support struggling students, and actively support at-risk students with behavior and self management. Social Worker and A4Y will continue to provide support to students with an over-arching goal of keeping students in the classroom, rather than suspending, as appropriate. Wawona will continue to develop/refine Tier 1 systems, structures and procedures in order to promote a positive culture of learning with high expectations (Wawona's Guidelines for Success and the Big 3, Class Meetings/Second Step/OLWEUS).

- On boarding for new middle school students entering after the school year begins
- On boarding via WEB for all incoming 7th graders
- Students will receive continued implementation of Safe and Civil components around CHAMPS and schoolwide and Classroom expectations

- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Target Support Team (TST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSPII, SPED Assessment, etc.
- Use WEB and Leadership students to lead incoming 7th graders
- Mentors assigned for check-in/check-out
- Inclusive Practices for students of color, students with disabilities, and foster youth
- Incorporate our new Guidelines for Success and the Big Three (rules)
- Provide Conflict Mediation for identified students, as needed.
- Re-Entry meetings with students and families
- Support Staff will provide support in the areas of structure, academic counseling and goal setting, and social emotional support
- At-risk students are strategically assigned jobs to support connectivity to school and adult. Transition Teacher, CWAS, RCAs and SW will support students with accessing academics through SEL support..
- The Climate and Culture Team will lead the work using the cycle of continuous improvement and building a system of proactive and positive ways to address student discipline.
- School will provide mentoring program to students who meet criteria in attendance, grades and/or behavior. The program will build leadership skills in students through mentorship and various leadership activities and guest speakers. The program intends to nurture and build leadership qualities.
- Climate and Culture Team will provide professional learning to increase student connectivity, build positive relationships with staff, and engagement strategies. Class meetings using Second Step will deliver curriculum to teach students character, making good choices, and develop social/emotional learning skills.
- WEB-Where Everybody Belongs program will be implemented to increase student belonging, school safety, and enhance anti-bullying efforts and reduce discipline issues by creating an improved school climate and greater sense of connection for the school.
- Two 6 hour Resource Counseling Assistants and the Transition teacher will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills. The RCA will focus on identified students of color within Tier II and Tier III.
- Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys.
- Subs, conference fees, and accommodations will be provided for classified, certified and Administrative staff members to attend workshops and conferences in the areas of student engagement, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.
- Campus Culture directors will devise monthly school wide events to celebrate diversity and cultural heritage.
- Staff will utilize district support staff in helping increase SEL understanding.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.

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

Explain the Progress Monitoring and data used for this Action

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

- Weekly monitoring of students' suspensions
- Focus Students and Intervention plans for Tier 2 and 3 students
- Weekly student behavior referral data
- TST team referrals and monitoring
- Monthly monitoring of suspensions and office referral data to identify at risk students
- Use of the Planned Discussion Protocol from DPI with students with multiple suspensions.
- Weekly(MS)/Quarterly monitoring of D's and F's
- Quarterly monitoring of Engagements
- CCT team will monitor suspensions of students with a focus on African American and students with disabilities.

Owner(s):

- Social Worker
- RCA
- HSL
- Transition Teacher
- Administrators
- CWAS
- School Counselor
- School Psychologist
- CCT team
- TST team

Timeline:

- Weekly data meetings
- Monthly
- Quarterly

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

Tier 1:

- Guidelines for Success, the Big Three, Lancer Bucks
- Class Meetings/Morning Meetings
- Progressive Discipline System
- Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, Second Step, and Olweus Anti-Bullying curriculum and related social emotional support material.
- Incentives for students with positive behavior

Tier 2:

- Incentives for behavior contracts, classroom incentives for attendance and academic performance. TSA's and support staff will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Wawona's guidelines of Success to staff, students, and members of the public.
- Mentors assigned for check-in/check-out Transition Teacher, CWAS, RCAs and SW will support students with accessing academics through SEL support.
- School counselors, CCT team and Support Staff will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Wawona's Guidelines of Success to staff, students, and members of the public.
- Job assignments Strategically assigned
- Mentors
- Transition teacher to coordinate with support providers, including admin, to develop Behavior progress monitoring for at risk students
- Targeted Support Meeting (TST) referrals and monitoring

Tier 3

- School Psychologist
- Targeted Support Meeting (TST)
- Multi-disciplinary Team (ICET)
- Behavior Intervention Specialists

- Materials and supplies, t-shirts, poster boards, incentives, and rewards, transportation to academic and motivational study trips.
- Fund two RCAs one 6 hours and one 3 hours and materials and supplies for RCAs.
- Second Step Curriculum will be used to create weekly advisory lessons.
- Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys.
- Subs, conference fees, and accommodations will be provided for classified, certified, and Administrative staff members to attend workshops and conferences in the areas of behavior management, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.

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

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

English Learner student population is performing at the lowest level in areas of suspension.

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

With Title I funds we plan to support :English Learner student group by:

- *Funds for substitute teachers for professional learning for teachers*
- *Funds for PL/conferences for teachers*
- *Funds for substitute teachers for PLC planning, data analysis and assessment development*
- *Funds for parent/family engagement*

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

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

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

The African American student population is performing at the lowest level in areas of suspensions.

The Students with Disabilities student population is performing at the lowest level in areas of suspensions.

The Hispanic student population is performing at the lowest level in areas of suspensions.

The Socially Disadvantaged student population is performing at the lowest level in areas of suspensions.

- *Funds for mileage reimbursement*

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

With 7090 and 7091 funds we plan to support :English Learner student group by:

- *Fund two RCA counselors to support with SEL and interventions*
- *Fund extra time for classified staff to support students and parents*
- *Fund supplemental contracts for teachers to support students and families.*
- Summer planning with CCT/ILT and PLCs

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

Spanish Home School Liaison will help with parent communication and family engagement.

Home visits by HSL, CWAS, and Attendance clerk

Parent training on student engagement and how SEL impacts behavior and academics.

CCT and ILT collaboration on student engagement using culturally responsive strategies and increasing the ratio of positive interactions.

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

With Title I funds we plan to support all student groups by:

- *Funds for substitute teachers for professional learning for teachers*
- *Funds for PL/conferences for teachers and administration*
- *Funds for substitute teachers for PLC planning, data analysis and assessment development*
- *Funds for parent/family engagement*
- *Fund supplemental contracts for teachers to support students and families.*
- *Collaboration with educational consultant how to engage families in a positive way.*
- *Conduct equity and Basic 5 walks to monitor progress.*
- *Fund support for Ethnic studies curriculum, materials/supplies, and activities.*
- Summer planning with CCT/ILT and PLCs

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

With 7090 funds we plan to support all student student groups by:

- *Funds for substitute teachers for professional learning for teachers*
- *Funds for PL/conferences for teachers and administration*
- *Funds for substitute teachers for PLC planning, data analysis and assessment development*
- *Funds for parent/family engagement*
- *Fund two RCA counselors to support with SEL and interventions*
- *Fund extra time for classified staff to support students and parents*
- *Fund supplemental contracts for teachers to support students and families.*
- *Collaboration with educational consultant how to engage families in a positive way.*
- *Conduct equity and Basic 5 walks to monitor progress.*
- *Fund support for Ethnic studies curriculum, materials/supplies, and activities.*
- *Copy machine lease*

Using CSI funds we plan to support all student groups by:

- *Funds for substitute teachers for professional learning for teachers*
- *Funds for PL/conferences for teachers and administration*
- *Funds for substitute teachers for PLC planning, data analysis and assessment development*
- *Funds for parent/family engagement*
- *Fund materials and supplies*
- *Fund supplemental contracts for teachers to support students and families.*
- *Collaboration with educational consultant how to engage families in a positive way.*
- *Conduct equity and Basic 5 walks to monitor progress.*
- *Fund support for Ethnic studies curriculum, materials/supplies*
- Summer planning with CCT/ILT and PLCs

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

- Provide social inclusion opportunities with same-age peers for students with disabilities.
- PL for teachers to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals. Increased motivation through engagement.

- SpEd students with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students
- AA and Hispanic with D's or F's will be flagged weekly and teacher and/ or school counselor will meet with students
- Staff creates opportunities for building relationships developed in classrooms and in social and after school settings. In school relationships facilitated between students with disabilities and their typical peers.
- Peer mentoring opportunities
- CCT and ILT collaboration on student engagement using culturally responsive strategies and increasing the ratio of positive interactions.
- TST team will target low performing groups of students who have had 1 or more suspensions for services and intervention.
- Lunch and after school times mentor meetings
- Lunch time and/or After school tutorial
- Weekly progress reports for targeted students.
- Collaboration with Parent University, A4, BSU and Family Wellness center to support low performing sub groups: African American, Hispanic, EL, Socially Economic Disadvantaged
- Target students will participate in the African American, Si Se Puede, Asian American Conferences.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Mileage Reimbursement for HSL. Also supports G1A1/2 and G5A1	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified OT- attendance/parent mtgs	3,107.00
G3A1	LCFF: EL	Instruction	Direct Trans			Field trips for EL and SLA students	3,000.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Also supports G3A3, G5A1, G1A1/2	1,300.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period for AD	13,084.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period- Zero Per PE	13,084.00
G3A2	Sup & Conc	Instruction	Direct Trans			Student field trips and conferences	10,000.00
G3A2	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			OT for custodial	2,070.00
G3A2	Sup & Conc	Security	Cls Sup-Ovr			OT for Campus Safety Assistants	2,070.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A1/2 and G1A1/2	61,383.00
G3A3	ESSA-CSI	Instruction	Teacher-Supp			Also supports G1A1/2 and G3A1- Supp for PL/planning. **No IEPs**	20,844.00
G3A3	ESSA-CSI	Instruction	Mat & Supp			: Also supports G3A1/2 and G1A1/2 - No Food, No Incentives	10,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A1/2	57,435.00

$198,877.00

05/03/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	94 %	95.5 %	2023-2024	96.6 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
Monthly Positive Staff recognition- Staff of the Month award • Full implementation- moderately effective Quarterly Spirit Week- Dress Up days • Full implementation- moderately effective Monthly Staff appreciation • Full implementation- moderately effective	Positive Staff Engagement • Increase monthly positive recognition • CCD and admin to increase team building activities during PL

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

Need to calendar all staff events and intended recognitions. Need to align with CCT to address positive school climate for staff and students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

More funds dedicated towards the retention and recognition of staff. Supports will be provided to new and struggling teachers or staff.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
• Materials and supplies for new teachers • Recruit a more diverse staff	• Materials and supplies for all teachers • More ELD support • Continue Parent Square messages in Spanish • Continue Parent Engagement Hour and ESL classes	• Materials and supplies for all teachers • New copy machine • PL and conferences • Monthly staff appreciation • Vertical and horizontal articulation

Action 1

Title: Improvement on Student Survey: Positive relationships

Action Details:

Goal : By the spring of 2025 we will increase the favorable response to the panorama student answer "There is a teacher or some other adult at my school who cares about me" from 94% to 98%. School will continue providing PLs around Cultural Proficiency and providing as many resources/ opportunities for staff-student positive relationship building. Second Step will be used to guide staff in lessons to support this goal.

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

Explain the Progress Monitoring and data used for this Action

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

Panorama Data Survey twice a year

Quaterly Wawona Student Survey

Owner(s):
- Culture and Climate Team
- CCD and AD
- Administrators
- Transition Teacher
- School Counselors
- RCAs, CWAS, HSL, SW
- School Psychologist

Timeline:
Quarterly

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

Student Academics:
- PL for Second Step Curriculum to be used to create weekly advisory lessons.
- Fund Zero PE section to allow for DLI students to have another elective.
- Fund two RCAs one 6 hours and provide materials and supplies for RCAs to create strategies on building relationships and self esteem activities with-in the students.
- Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning, and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys.

- Subs, conference fees, and accommodations will be provided for classified, certified, and Administrative staff members to attend workshops and conferences in the areas of behavior management, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.
- Staff will utilize outside consultants and district support staff in helping ELA, Math, Spanish, Ethnic studies and SEL understanding.

Student Centered and Real-World Learning:

Wawona school will continue to partner up with community stake holders to increase the number participants of the annual College and Career Fair, which helps students to find an interest in colleges and careers at an early age. The school will work early on and throughout the year to find student interests and provide those interest at the fair.

- School will offer trips to selected, but not limited to, private/public colleges, universities for students.
- School will offer parent events and workshops, but not limited to, information on college entrance requirements, A-G requirements, scholarship, and financial aid opportunities, visitation opportunities.
- School counselor and librarian will create a College/Career Corner in the library and implement monthly college awareness activities to motivate and create awareness.
- Staff will utilize outside consultant and district staff in helping ELA, Math, Spanish, Ethnic Studies and SEL understanding.
- Implement culturally responsive instruction to connect learning to real world application. Relating content to students daily experiences.

Student Engagement:

- Wawona School will increase our participation goal throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, and class sponsored activities.
- School will provide an inclusive school climate, focused on building relationships through celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff student and student to student relationships.
- School will engage in the cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.
- All teachers will hold weekly advisory lessons on the first day of each week.
- Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions of 3:1
- Our SPED, AA, EL students will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.
- Targeted students will participate in activities with community professionals.
- Targeted students will participate in the African-American Conference.
- Targeted students will participate in Academic Field trips.
- Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish and Social Emotional
- Equity California (EQCA) Mentor Corps Program will provide lessons for one hour a week to support in mentoring in positive identity, mindfulness, stress reduction, and leadership and diversity.

Staff Engagement and Retention:

- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
- Provide Professional Development to newly hired staff in order to build on teacher capacity.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset and Technology.
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs.
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidates to site needs.
- On-going communication with Manager(s) in the Teacher Residency Program to ensure recruitment of qualified BCLAD teachers.
- Extra Salaries for certificated and classified to support student engagement activities

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

- PL for Second Step Curriculum to be used to create weekly advisory lessons.
- Fund two RCAs one 6 hours and provide Materials and supplies for RCAs to create strategies on building relationships and self esteem with in the students.
- Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys.
- Subs, conference fees, and accommodations will be provided for classified, certified, and Administrative staff members to attend workshops and conferences in the areas of behavior management, behavior

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

- Staff PLs for Second Step Curriculum to be used to create weekly advisory lessons.
- Fund three 6 hours RCAs and provide Materials and supplies for RCAs.to create strategies on building relationships and self esteem with in the students.
- Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys.
- Subs, conference fees, and accommodations will be provided for classified, certified, and Administrative staff members to attend workshops and conferences in the areas of behavior management, behavior

interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.

- Staff will utilize outside consultant in helping ELA, Math, Spanish, Ethnic Studies and SE understanding.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	ESSA-CSI	Instruction	Travel			: Also G3A1-3 and G1A1/2: Safe and Civil and UnBound Ed	40,694.00

$40,694.00

05/03/2024

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	93 %	84.4 %	2023-2024	85.5 %

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

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

Rating Scale:

-Implementation: Full Implementation/Partial Implementation/ Little to no Implementation

-Effectiveness: Significantly Effective/Moderately Effective/Slight to Not Effective

- Weekly Parent Communication
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Back to School Night with food trucks
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Open House with food trucks
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Read Across America
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Admin visible in the mornings during student drop off
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- PTSA and Admin collaboration
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective
- Collaboration with Parent University
  - Implementation- Full Implementation
  - Effectiveness- Moderately effective

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

- Need to increase the involvement of middle school families
- Need to increase the involvement of our African American families
- Need to increase the involvement of our families of our students with disabilities

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

Need to increase funding for HSL for mileage reimbursement for home visits. Need to continue building trust with parents of our African American students with staff and admin.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Increase Parent Admin conferences as a preventative measure. Increase funding for food for parent meetings and babysitting. Increase opportunities to collaborate with parents, specifically our African American families.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).
• Continue weekly parent messages via ParentSquare • Continue collaboration with PTSA

2 ELAC:
• Continue weekly parent messages in Spanish via ParentSquare • Continue collaboration with Parent University and PIQUE • Increase communication with admin

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
• Continue weekly parent messages via ParentSquare • Increase collaboration with the families of our African American student group

Action 1

Title: Family Engagement

Action Details:

Wawona will provide and promote relationships with families, support overall family well-being and children's healthy development. As families are engaged and partnerships are created, the common focus becomes helping children grow and thrive.

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

Explain the Progress Monitoring and data used for this Action

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

- Parent Sign-In Logs
- Parent Input on Needs Assessment Parent Questionnaires
- Parent Volunteers
- Count of Attendees
- Support parents with technical concerns.
- Continue with weekly Parent Engagement Hour
- Parent University and PIQUE Cycles will be provided
- Parent Square
- School Website and Social Media
- Translation for written communication
- Babysitting

Owner(s):

- HSL, RCAs and Librarian
- Administrators
- CWAS and Social worker
- School Counselor
- CCD and AD

Timeline:

- On-going
- Monthly
- Weekly

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

Our goal is to increase the number of families involved and create an environment that encompasses the gifts and cultures of our families.

- Parental training will be conducted for the for the following topics throughout the year: Parent Portal, Edutex, Parent Square, Parent University, Spanish Literacy, Mathematics, VAPA
- Funds for communication with parents will be conducted through Parent Square, School Messenger, Wawona webpage, Instagram and paper flyers
- Funds will be provided to increase to promotion of parental involvement SSC, ELAC, DAC, and LCAP meetings
- Funds will be provided for resources and materials to increase the opportunities of more meaningful and inclusive opportunities for families to engage in their student's education (i.e., social emotional and academic development), build relationships and collaborate with staff.
- Parent Teacher conferences
- ESL classes for parents
- DLI Parent meetings
- AA Parent meetings
- Parent Advisory groups
- Graphics to support parent communication
- Extra Salaries for certificated and classified to support Parent engagement

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

Parents will be informed and presented with the following goals for or EL students.

- RFEP progress monitoring will provide quarterly communication
- Individual and group goal-setting and positive identity building.
- Interpreters and babysitting based on need for families.
- Newcomer temporary support through EL Services.
- Enhanced attention to ELD standards throughout all school classes.
- EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.
- Funds will be provided for supplies and materials for the meetings.
- Babysitting
- Translation/Interpreters

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

Parents will be informed and presented with the following goals for all Students.

- After-School Tutorial using Beyond The Basic Facts, ELA, Math, and ELD
- Teacher lunch tutorial
- Parents chaperones for field trips
- Father's Day Event
- Lunar New Year
- Black History Month
- Women's History Month
- Autism Awareness Month
- Spirit wear to bring the community together
- College and Career Volunteer Day

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting and translations	5,252.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Also supports G1A1/2 and G3A1-3 - No Food, No Incentives	2,200.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Snacks/food and materials/supplies for Family engagement	3,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement of EL sts: supplies for communication and meetings	2,000.00

$12,452.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0475 Wawona Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	ESSA-CSI	Instruction	Teacher-Subs			Also G1A2/G3A1-3. Subs for PL/Planning. **No IEPs**	23,888.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs for PL/Planning/SSTs/IEPs/ILT/CCT/Data chats	14,964.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Also G1A2 and G3A1-3. Supp for PL and planning	14,476.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1A2. MS for SEL and Academic support	38,910.00
G1A1	Sup & Conc	Instruction	Travel			Also supports G1A2 and G3A1 and A3. Teacher Travel	16,906.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintain site ready such as copy machine	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Teacher subs for EL and SLA planning/PL	5,974.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supp for EL/SLA and ELPAC assessors	6,743.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for ELD and SLA	15,396.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Student Tech Also supports G1A2 and G3A1-3	8,475.00
G1A1	LCFF: EL	Instruction	Travel			G1A2 travel for PL conferences for teachers	10,000.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Travel			Admin travel for EL and SLA PL conferences	5,000.00
G1A2	ESSA-CSI	Instruction	Bks & Ref			: Books/Online Subscriptions Also G1A2 and G3A1-3	17,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Tech -Also supports G1A1 and G3A1-3	37,000.00
G1A2	ESSA-CSI	Instruction	Nc-Equipment			: Student Tech - Also supports G1A1, G3A1-3	10,000.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			: Student Tech. Also supports G1A1, G3A1-3	10,517.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			: Copy Lease also supports G1A1, G3A1-3, G5A1	7,500.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Travel			: Also supports G1A1, G3A1-3 and G4 Admin Travel	10,000.00
G2A2	Sup & Conc	Instruction	Direct-Graph			Recognition materials and posters for school engagement	4,137.00
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			: Mileage Reimbursement for HSL. Also supports G1A1/2 and G5A1	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified OT- attendance/parent mtgs	3,107.00
G3A1	LCFF: EL	Instruction	Direct Trans			Field trips for EL and SLA students	3,000.00
G3A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Also supports G3A3, G5A1, G1A1/2	1,300.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period for AD	13,084.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period- Zero Per PE	13,084.00
G3A2	Sup & Conc	Instruction	Direct Trans			Student field trips and conferences	10,000.00
G3A2	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			OT for custodial	2,070.00
G3A2	Sup & Conc	Security	Cls Sup-Ovr			OT for Campus Safety Assistants	2,070.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A1/2 and G1A1/2	61,383.00
G3A3	ESSA-CSI	Instruction	Teacher-Supp			Also supports G1A1/2 and G3A1- Supp for PL/planning. **No IEPs**	20,844.00
G3A3		Instruction	Mat & Supp				

G3A3	ESSA-CSI	Instruction	Mat & Supp			: Also supports G3A1/2 and G1A1/2 - No Food, No Incentives	10,000.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A1/2	57,435.00
G4A1	ESSA-CSI	Instruction	Travel			: Also G3A1-3 and G1A1/2: Safe and Civil and UnBound Ed	40,694.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting and translations	5,252.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			: Also supports G1A1/2 and G3A1-3 - No Food, No Incentives	2,200.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Snacks/food and materials/supplies for Family engagement	3,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement of EL sts: supplies for communication and meetings	2,000.00
							$513,909.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$70,335.00
ESSA-CSI	3182	$159,426.00
Sup & Conc	7090	$226,260.00
LCFF: EL	7091	$57,888.00
Grand Total		**$513,909.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$257,749.00
G2 - Expand student-centered and real-world learning experiences	$4,137.00
G3 - Increase student engagement in their school and community	$198,877.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$40,694.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$12,452.00
Grand Total	**$513,909.00**

05/03/2024