

Wawona K-8

10621660136150

Principal's Name: Delia Nuno

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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. William Harris		X			
4. Joshua Urbiztondo		X			
5. Yesenia Maya		X			
6. Jesus Gonzalez			X		
7. Johanna Medina				X	
8. Juanita Corona				X	
9. Carolina Vasquez (DAC)				X	
10. Amelie Brittsan					X
11. Kaylene Xiong					X
12. Gabriella Brewer					X
13.					
14.					
15.					

Check the appropriate box below:

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

Required Signatures

School Name:			
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		4/20/23
SSC Chairperson	Varinder Manhas		4/25/23

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

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

FY 2023/24

Wawona - 0475

ON-SITE ALLOCATION

3010	Title I	\$70,065 *
7090	LCFF Supplemental & Concentration	\$240,925
7091	LCFF for English Learners	\$61,344
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$23,575</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$395,909

* 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	\$2,076
Remaining Title I funds are at the discretion of the School Site Council	<u>\$67,989</u>
Total Title I Allocation	<u>\$70,065</u>

Wawona K-8 2023-2024 - 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	✓		-65 pts	2021-2022	-55 pts
SBAC ELA - percentage of students met/exceeded standard	✓		25.37 %	2021-2022	26.47 %
SBAC Math - Average distance from standard	✓		-97 pts	2021-2022	-87 pts
SBAC Math - percentage of students met/exceeded standard	✓		18.52 %	2021-2022	19.62 %

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.

RatingScale:

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

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

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

Tier 2 and 3 support targeting identified students during an afterschool tutorial program.

Implementation- Partial Implementation

Effectiveness- Slightly effective

MLD and Swun math lessons.

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.

During the 2022-2023 school year, the following resources inequities have surfaced in ELA/ELD:

Middle School staffing- Little support and coaching in planning and implementation of GVC.

Elementary DLI- Inconsistent support and implementation of the DLI model

- Professional development and coaching support in Math
 - Implementation- Full Implementation
 - Effectiveness- Moderately effective
- Common Formative Assessments and data collection in ELA and Math
 - Implementation- Partial Implementation
 - Effectiveness- Moderately effective
- Accountable Talk Strategies
 - Implementation- Partial Implementation
 - Effectiveness- Slightly effective

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 a shift in focus to better support the new teachers.

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 2023/24 SPSA.

As we align and build coherence as a new staff with clear identified goals, we will focus on the implementation of the GVC by all teachers in all grade levels supporting by planning with the essential standards in mind.

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

1 SSC:

SSC reviewed the information and data and provided feedback on suggested actions and needs:

- Tier 2 academic interventions
- Tier 2 social emotional interventions
- Parent engagement on how to support early literacy in Spanish

2 ELAC:

ELAC reviewed the information and data and provided feedback on suggested actions and needs:

- ELD support across curricular areas
- ELPAC goal setting
- Parent engagement on how to support ELD progress.

3 Staff:

Staff reviewed the information and data and provided feedback on suggested actions and needs:

- Protected PLC time
- Planning days
- Professional learning on TLC, EL strategies, and Social emotional Learning strategies
- Supplemental contracts for afterschool tutoring
- CCT and ILT professional learning

Action 1

Title: ELA/ELD and SLA/ELD

Action Details:

2023 -2024 goals: 5% growth in iReady ELA for students at or above grade level standard in the areas of Literature, Informational Text, and Vocabulary

ELASBAC Goal: At the end of 2023-24 school year, 30% 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 an 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 times 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
 - (UDL) Universal Design for Learning strategies will support high quality lesson design and builds in flexibility that can be adjusted for every student's strengths and needs.
 - Information is presented in more than one way, including text, audio and hands-on, and other flexible ways.
 - Teaching to a variety of learning styles
 - Flexible opportunities for assessment are utilized; oral presentations, group projects, written, technology-based, all supporting what knowledge students have acquired.
 - 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, UDL, 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

ISIP Spanish OR

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 and beginning implementation of UDL instructional models.
 - All students K-8 will participate in goal setting
 - Use of iReady
 - Use of inquiry based questions to support rigor and student ownership
 - Direct instruction in reading, writing, and vocabulary development
 - Academic Discourse
 - 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.
- Tier 2
 - Response to Intervention to support within each students' classroom
 - Use of iReady
 - 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
 - Behavior Intervention Specialist to support academics
- Subs, Supplemental Contracts, conference fees, and materials/travel reimbursements for staff to attend conferences, workshops, laptops/technology/equipment/projectors, Instructional and professional learning throughout the year, supplies (Professional books, charts, online resources, cameras) Instructional materials and supplies.

- Ongoing professional learning including regular meetings with lead administrator to continue instructional improvements.
- Continued collaboration with district coaches in improving teacher expertise and practice
- Summer planning as PLCs
- Tutorial will be offered after school, study groups by content areas targeted at increasing grades in class and assessment scores
- Release time to plan curricular units, observe on and off site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by district staff
- PLC/ILT will be provided with resources and materials to strengthen student engagement during lessons.
- Technology to support classroom instruction
- Exposure to format of standardized assessments for students
- Continued Cultural Proficiency work to be applied to instructional and assessment practices
- Site/Off-site and District Professional Development
- Consultant will work with staff in growing their repertoire
- Incentives for students to support goal-setting and progress.
- Materials and supplies to assist in modelling with students the mathematical concepts.
- Transportation for students for Academic Support.
- Programs to assist in the instructional practices within the classrooms
- Ethnic Studies curriculum and professional learning

Specify enhanced services for EL students:

- 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.
- EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.
- Contracts for certificated staff to provide lunch time or after school tutoring/support
- Implement designated ELD and integrated ELD daily with all EL students
- Provide certificated assessors to administer the ELPAC
- Materials and supplies to celebrate EL students who have been Re-classified
- Continued Culturally Responsive and Linguistically teaching practices
- Parent engagement and learning opportunities
- Continued professional learning for teachers around the ELA/ELD framework

Specify enhanced services for low-performing student groups:

Specifically enhanced services for SpEd students:

- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction. (UDL)
- After-School Tutorial in Foundational skills in Spanish, ELA, and ELD
- Teacher will provide lunch or after school tutorial
- Professional Development around culturally responsive teaching.
- Increased motivation through 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
- SpEd students with one or more Ds and Fs will be flagged weekly and RSP teacher/case manager and/or school counselor will meet with students to support their needs
- Parent engagement and learning opportunities

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. (UDL)
- Accommodations for all students not just those on IEPs/504s
- After-School Tutorial in Foundational skills in Spanish, ELA, and ELD
- Teacher will provide lunch or after school tutorial
- Professional Development around culturally responsive teaching.
- 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
- 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
- Parent engagement and learning opportunities

Specifically enhanced services for African American and Hispanic Students:

- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction. (UDL)
- Use of culturally relevant text and material
- Culturally engagement opportunities
- Continued professionally development around Culturally Responsive and Linguistically teaching practices and student engagement
- Accommodations for all students not just those on IEPs/504s
- After-School Tutorial in Foundational skills in Spanish, ELA, and ELD
- Teacher will provide lunch or after school tutorial
- 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
- 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
- Parent engagement and learning opportunities

Action 2

Title: Math

[Action Details:](#)

Math SBAC goal: At the end of the 2023-2024 school year, 23% 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.
- 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.
- 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 Illuminate, 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.

- UDL strategies will support high quality lesson design and builds in flexibility that can be adjusted for every student’s strengths and needs.
- 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.
- Purchase technology including tablets, laptops, projectors, and other needed tech to support site-wide implementation of integrated technology and digital literacy.
- Maintenance on technology, equipment, building, and machines to support math and school environment.
- Purchase subscriptions and site licenses to digital text sources to extend use of conceptual understanding.
- Materials and supplies to support mathematics instruction.
- Extra salaries for certificated staff to provide supplemental services for mathematics.
- Extra salaries for instructional aides/classified to support intervention and extra support for students.
- Substitutes provided to support planning, SST’s, IEPs, data chats, etc.
- RCAs and CWAS will support students with accessing academics through SEL support.
- Graphics to support instruction through learning posters, reusable graphic organizers, and other related math materials.
- Professional Learning Conference/Travel opportunities as identified by site, region, and/or district.
- Students supported during testing administrations with nutritious snacks.
- Instructional Leadership Team (ILT) regional development of Social Emotional Learning (SEL) and the correlation of the TLF framework and Grading for Equity
- 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 SWJN 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. They will also attend PD outside of the District to improve their knowledge of the standards and instruction.
- Middle school teachers will implement culturally responsive teaching with an emphasis on equitable mathematics.
- DLI K-6 teachers will receive support from Math Coaches to assist in the Math Lesson Design. Coaches 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.
- Professional development and conferences for implementation of the 8 Mathematical Practices.

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
- MAP Growth Assessment Spanish
- MAP Growth Mathematics
- 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
- Administrators
- 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
 - Begin implementation of UDL instructional model through professional learning and coaching
 - 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 reading, 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

- Graphics to support Math instruction
- Incentives/rewards or incentive field trips for students for achievement in mathematics
- Materials and supplies for math instruction
- Copy machine lease/maintenance
- Subs, Supplemental Contracts, conference fees, and materials/travel reimbursements for staff to attend conferences, workshops, laptops/technology/equipment/projectors, Instructional and professional learning throughout the year, supplies (Professional books, charts, online resources, cameras) Instructional materials and supplies.
- Ongoing professional learning including regular meetings with lead administrator to continue instructional improvements around mathematics.
- Continued collaboration with district coaches in improving teacher expertise and practice
- Summer planning as PLCs
- Tutorial will be offered after school, study groups by content areas targeted at increasing grades in class and assessment scores
- Release time to plan curricular units, observe on and off site classrooms /subs/ attend district/outside workshops, and conferences, coaching and lesson study by district staff
- PLC/ILT will be provided with resources and materials to strengthen student engagement during lessons.
- Technology to support classroom instruction
- Exposure to format of standardized assessments for students including FIABs
- Continued Cultural Proficiency work to be applied to instructional and assessment practices
- Site/Off-site and District Professional Development
- Culturally responsive strategies to support our historically underserved students.

Specify enhanced services for EL students:

- Implementation of UDL strategies
- Academic Discourse (Math talk)
- Language Stems
- Individual and group goal-setting and positive identity building.
- Culturally responsive engagement strategies
- Interpreters based on need for families.
- EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.
- Interpreters based on need for families.

Specify enhanced services for low-performing student groups:

Specifically enhanced services for SpEd students:

- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction. (UDL)
- After-School Tutorial in Foundational skills in Spanish, ELA, and ELD
- Teacher will provide lunch or after school tutorial
- Professional Development around culturally responsive teaching.
- Increased motivation through 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
- SpEd students with one or more Ds and Fs will be flagged weekly and RSP teacher/case manager and/or school counselor will meet with students to support their needs
- Parent engagement and learning opportunities

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. (UDL)
- Accommodations for all students not just those on IEPs/504s
- After-School Tutorial in Foundational skills in Spanish, ELA, and ELD
- Teacher will provide lunch or after school tutorial
- Professional Development around culturally responsive teaching.
- 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
- 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

- Parent engagement and learning opportunities

Specifically enhanced services for African American and Hispanic Students:

- Teacher will present material in ways that adapt to the learner, rather than asking the learner to adapt to the instruction. (UDL)
- Use of culturally relevant text and material
- Culturally engagement opportunities
- Continued professionally development around Culturally Responsive and Linguistically teaching practices and student engagement
- Accommodations for all students not just those on IEPs/504s
- After-School Tutorial in Foundational skills in Spanish, ELA, and ELD
- Teacher will provide lunch or after school tutorial
- 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
- 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
- Parent engagement and learning opportunities

2023-2024 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	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning/SSTs/IEPs/Data chats/ILT/CCT	15,006.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supp for Planning	11,704.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1. A2- materials and supplies for academic/SEL instruction	37,430.00
G1A1	Sup & Conc	Instruction	Travel			Also supports G.1 action 2- Teacher travel and conferences	10,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintain site ready, support for copy machines	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for EL teachers for planning and PL	6,003.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supp for EL/SLA and ELPAC assessors	9,240.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for ELD and SLA	17,626.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Also supports G1 A2	8,475.00
G1A1	LCFF: EL	Instruction	Travel			Conference/PL travel for teachers	10,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			Field trips for ELs	3,000.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Travel			Admin Travel to EL and SLA conferences/PL	5,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental contracts for PL and Planning, Tutorial	6,776.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Khepera: Ethnic Studies : Khepera: Ethnic Studies Curriculum and PL	10,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for planning and PL **No IEPs**	10,804.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supp for planning and PL **No IEPs**	9,856.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Also supports G1 Action 1- PL books/materials for ELA/Math	5,500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Also supports G1. 1 action 1- materials/supplies for instruction **No Food or Incentives**	15,480.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Tech to support G.1 Action 1 & 2	15,017.00
G1A2	Title 1 Basic	Instruction	Travel			Also supports action 1	10,000.00

\$222,417.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	81.03 %	77.17 %	2022-2023	90 %

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.

Student-centered real world learning experience - Site Defined Exposure to Careers- Virtual/In-person Field Trips

Rating Scale:

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

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

- 1st Grade-Hillcrest -Full Implementation Effectiveness-Moderately Effective
- 2nd Grade- Fossil-Full Implementation Effectiveness-Moderately Effective
- 3rd Grade-Bricks4kids/Fresno Art Museum Implementation- Full Implementation Effectiveness-Moderately Effective
- 4th Grade -Monterey Bay Aquarium- Full ImplementationEffectiveness-Moderately Effective
- 5th Grade- Monterey Bay Aquarium- Full Implementation Effectiveness-Moderately Effective
- 8th Grade-Wilderness 1-DayOutdoor Camp/Xello Implementation- TBD Effectiveness-TBD 7th Grade-Xello Implementation- Full Implementation Effectiveness-Moderately Effective
- 8th Grade-School Choice Expo/Xello 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.

At the beginning of the school year, COVID still affected attendance to some field trips.

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).

The start of the 2022-2023 school year was slightly impacted by COVID. Field trips were planned but some students were not able to attend due to being ill.

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 2023/24 SPSA.

With the addition of a full time CCD/Leadership teacher and two full time school counselors, Wawona will be able to schedule and offer more opportunities for students in all grades. We expect these changes to support all goals.

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

1 SSC: SSC reviewed the information and plan created by the staff and provided feedback on opportunities for students and parents.	2 ELAC: ELAC parents reviewed the information and plan created by the staff and provided feedback on opportunities for students and parents.	3 Staff: Staff reviewed the information and plan and provided feedback on opportunities for students, parents and staff.
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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 field trips
- 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.
- School will clubs based on student interest.
- Career Cruising
- College and Career Day
- 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.
- Guest presentations
- Goal setting
- Tiered levels of support: Attendance interventions supported by Home School Liaison, Social Worker, and RCAs, including home visits, A2Aconferences 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, BSP II, 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 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 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:

- 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

Specify enhanced services for low-performing student groups:

Specifically enhanced services for SpEd students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.

- 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
-

- 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 Mentor Buddies
- 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.

Specifically enhanced services for Socially Disadvantaged students

- 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 of Socially Disadvantaged students

Specifically enhanced services for African American students:

- 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 of African American students
- Team up with Parent University, A4, BSU district support staff and outside providers to mentor and provide opportunities for identified students

Specifically enhanced services for Hispanic students:

- 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 of Hispanic students
- Team up with Parent University, EL Services, 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.
- 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:

- 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:

Specify enhanced services for SpEd students:

- 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

Specify enhanced services for Socio economically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- 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.

Specify enhanced services for African American and Hispanic students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- 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

2023-2024 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, posters, ID, banners	5,000.00

\$5,000.00

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	✓	41.49 %	32.42 %	2022-2023	30 %
Suspension Rate - Semester 1	✓	5.4 %	7.9 %	2022-2023	3.5 %

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.

Students become chronically absent due to:

- transportation
- behavioral action
- health needs
- homelessness
- suspensions
- social emotional needs

2

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

Absenteeism:

- Some of the resources used in previous years such as personnel that made connections for attendance were not able to assist with the high caseload. (Attendance Registrar)
- Communication, incentives for attendance, and parent meetings need to be calendared monthly

Suspension:

- Structures, interventions, and resources will need to be in place to support students with high behavioral needs.

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).

Suspension rate: Support was provided for all students through RCA support, CWAS, Social Worker, and re-entry meetings for frequent flyers. Second Step curriculum was used in all classrooms to ensure that all students were receiving SEL lessons. For elementary, structures and protocols were put in place for playground and recess activities. For middle school, structures and protocols were put in place for behavior notification and support. For Student engagement: the CCD/ leadership teacher, calendared monthly and weekly activities for all students, including student of the month, monthly spirit weeks and dress up days, and an middle school and elementary rally. Students also had opportunities to join clubs and athletics.

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 2023/24 SPSA.

During the 2023-24 school year, we will continue to implement the Second Step curriculum and SEL lessons to support al students. We will continue with our Behavior Notification protocols and supports for all students. We will incorporate our new Guidelines for Success and the Big Three across all classrooms and common areas. Professional development will continue on increasing positive adult to student interactions.

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

1 SSC: SSC reviewed information and provided feedback on how to improve student engagement for all students. increase social emotional support for all students.	2 ELAC: ELAC reviewed information and provided feedback on how to improve student engagement for all students.	3 Staff: Staff reviewed information and provided feedback on how to improve diverse opportunities to engage all students. Staff wanted to continue our Behavior Notification protocol and implement our new Guidelines for Success along with our Big Three (rules).
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Action 1

Title: Reduce Chronic Absenteesim

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
- School wide 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 ASB 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.
- Extra salaries for certificated staff to provide supplemental services related to attendance.
- Extra salaries for classified staff to provide supplemental services related to attendance.
- 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.
- 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.
- 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

Owner(s):

- Social Worker
- RCA
- HSL
- Administrators
- CWAS
- School Counselor
- School Psychologist
- CCT 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
- Attendance Hot Line Magnets
- Rewards and Incentives for perfect attendance 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
- 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
- All students will be provided school agendas as a tool to keep track of students' attendance, school calendar, important information and homework throughout the school day.

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.
- Three RCAs to support social and emotional needs of students. (One 3 hr and Two 6 hours)

Tier 3:

- School Psychologist
- 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 perfect attendance. All students will be provided school agendas as a tool to keep track of students' attendance, school calendar, important information and homework throughout the school day.

Specify enhanced services for EL students:

HSL will assist with communication to parents of EL students.

Specify enhanced services for low-performing student groups:

Specifically enhanced services for low performing groups:

- Weekly lunch time and after school tutorials
- Targeted students will be on weekly progress monitoring through school counselor, HSL, CWAS and RCAs
- Saturday Academy
- Attendance is integrated into IEP/504 and SST discussions.
- 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 and Hispanic 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
- 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.
- Three 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 (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 subgroups.
- Self reflection on SE Skill
- Goal Setting
- Monitor engagement entries by CCD and AD.

Owner(s):

- Campus Culture Director
- School Counselors
- Administrators
- CCT 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.
- 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
- Material and Supplies for support of student engagement.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.
- Three RCA's to support social and emotional needs of students. (One 3 hr and Two 6 hours)
- AD to support with athletics K-8 through funding an additional teaching period
- Mentoring opportunities for identified students
- Supplemental staff time to support students and activities

Specify enhanced services for EL students:

- 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 staff in growing their repertoire in Social Emotions

Specify enhanced services for low-performing student groups:

- 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.

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 expulsion rates, attendance rates and stakeholder surveys. With the support of our CWAS,HSL, TSA, academic counselor, 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 modification 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 on a transfer
- Students will receive continued effective implementation of Safe and Civil components.
- 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
- Incorporate our new Guidelines for Success and the Big Three (rules)
- Provide Conflict Resolution Training for identified students, as needed.
- 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 and one 3 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. 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 behavior management, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.
- **CenCal Mentoring program will be continued.**
- 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
- 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

Owner(s):

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

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
- Targeted Support Meeting (TST)

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:

Spanish Home School Liaison will help with parent communication.

Specify enhanced services for low-performing student groups:

- 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.
- 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 mentors
- 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
- 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, Laotian Confereces.

2023-2024 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	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Also supports G3A2 and A3	11,566.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A2 and A3	58,441.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A2 and A3	58,393.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			Classified overtime- attendance	3,124.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period for Athletic Director	11,369.00
G3A2	Sup & Conc	Instruction	Direct Trans			Student Field trips and conferences	6,000.00
G3A2	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Overtime	2,810.00
G3A2	Sup & Conc	Security	Cls Sup-Ovr			Overtime for Campus Assistant- Safety	2,082.00

\$153,785.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	93.16 %	72.7 %	2022-2023	94 %

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.

There is a need for Second Step curriculum to be consistently implemented in all classrooms, allocate more time for SEL lessons, and increase positive adult to student interactions. There is a need to continue the support provided by the RCAs to create strategies on building relationships and self esteem within the students. Continued PL on SEL, staff, student and parent engagement.

2

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

Student opportunities for schoolwide activities, clubs and athletics needs to increase. Increase funds to reOpen our activities room for lunch time activities. Continue to work with our Climate and Culture team and our CCD/Leadership teacher to increase student engagement activities for students and adults to participate in together.

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).

Wawona will increase our positive student to adult interactions by continuing our work around SEL and Second Step curriculum. We will provide an inclusive environment where all students feel safe and connect with at least one adult on campus in a positive way. We will increase our positive celebrations including Student of the Month, Staff of the Month, Monthly spirit weeks, and lunch time activities.

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 2023/24 SPSA.

We will continue to engage students in clubs, music, arts, and athletics. We will provide support for mentoring, SEL and academic needs. Various cultural activities will be incorporated throughout the year including a monthly focus. Professional development will continue for teachers and staff to support positive interactions between student and adult.

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

1 SSC: SSC reviewed information and provided feedback on how to improve student to adult positive interactions by including ideas on how to recruit more parent involvement.	2 ELAC: ELAC reviewed information and provided feedback on how to improve more services for EL parents on how to support their children.	3 Staff: Staff reviewed information and provided feedback on how to improve family engagement.
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Action 1

Title: Improvement on Student Survey: Caring Adult

Action Details:

Goal : Bythe spring of 2024 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 72% to 82%. 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	Owner(s):	Timeline:
Panorama Data Survey twice a year	• Culture and Climate Team • CCD and AD • Administrators • Transition Teacher • School Counselors • RCAs, CWAS, HSL, SW • School Psychologist	Quarterly
Quaterly Wawona Student Survey		

Describe Direct Services to Staff in support of 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 two RCAs one 6 hours and one 3 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 Staff in support of EL students:

- PL for Second Step Curriculum to be used to create weekly advisory lessons.
- Fund two RCAs one 6 hours and one 3 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 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.

Specify enhanced services for Staff to support low-performing student groups:

- 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.

2023-2024 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	One-time School	Instruction	Mat & Supp			SEL support materials and supplies **No Food or Incentives**	6,799.00

\$6,799.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	92.56 %	82.62 %	2022-2023	93 %

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.

Weekly collaboration with Parent University on Family Engagement opportunities. Coordinating events with PTSA that parents can lead and support.

2

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

there is more participation of elementary parents/families than there is of middle school families. We need to focus on the engagement of our middle school families and African American parents.

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).

A change in administration shifted focus for a short while. However, adjustments were made and were able to increase our participation in our monthly Parent Engagement hours with Parent University and PIQUE.

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 2023/24 SPSA.

Funds will be provided to increase parent engagement focusing on middle school, DLI, and our African American families.

Increase our communication via Parent Square, Instagram, and paper flyers.

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

1 SSC:

SSC reviewed information and provided feedback on how to improve participation and engagement for all families, including how do we increase participation of middle school families.

2 ELAC:

ELAC reviewed information and provided feedback on how to improve participation and engagement for all families..

3 Staff:

Staff reviewed information and provided feedback on how to improve participation and engagement for all families, including how to engage our focus groups with district and community support.

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 Services to Families in support of 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
- Graphics to support parent communication
- Extra Salaries for certificated and classified to support Parent engagement

Specify enhanced services for Families of EL students:

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 Families of low-performing student groups:

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

2023-2024 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	1,312.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement: communication, postage, workshops **No Food or Incentives**	2,096.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Snacks and food for parent meetings	2,500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent involvement of EL students: supplies for meeting, workshops and communication	2,000.00

\$7,908.00

2023-2024 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	Sup & Conc	Instruction	Teacher-Subs			Teacher subs for planning/SSTs/IEPs/Data chats/ILT/CCT	15,006.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supp for Planning	11,704.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Also supports G1. A2- materials and supplies for academic/SEL instruction	37,430.00
G1A1	Sup & Conc	Instruction	Travel			Also supports G.1 action 2- Teacher travel and conferences	10,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintain site ready, support for copy machines	5,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for EL teachers for planning and PL	6,003.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Teacher Supp for EL/SLA and ELPAC assessors	9,240.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies for ELD and SLA	17,626.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Also supports G1 A2	8,475.00
G1A1	LCFF: EL	Instruction	Travel			Conference/PL travel for teachers	10,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			Field trips for ELs	3,000.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Travel			Admin Travel to EL and SLA conferences/PL	5,000.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Supplemental contracts for PL and Planning, Tutorial	6,776.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Khepera: Ethnic Studies : Khepera: Ethnic Studies Curriculum and PL	10,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Teacher Subs for planning and PL **No IEPs**	10,804.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Supp for planning and PL **No IEPs**	9,856.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Also supports G1 Action 1- PL books/materials for ELA/Math	5,500.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Also supports G1. 1 action 1- materials/supplies for instruction **No Food or Incentives**	15,480.00
G1A2	Title 1 Basic	Instruction	Nc-Equipment			Tech to support G.1 Action 1 & 2	15,017.00
G1A2	Title 1 Basic	Instruction	Travel			Also supports action 1	10,000.00
G2A2	Sup & Conc	Instruction	Direct-Graph			Recognition materials, posters, ID, banners	5,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Also supports G3A2 and A3	11,566.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A2 and A3	58,441.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Also supports G3A2 and A3	58,393.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ovr			Classified overtime- attendance	3,124.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period for Athletic Director	11,369.00
G3A2	Sup & Conc	Instruction	Direct Trans			Student Field trips and conferences	6,000.00
G3A2	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Overtime	2,810.00
G3A2	Sup & Conc	Security	Cls Sup-Ovr			Overtime for Campus Assistant- Safety	2,082.00
G4A1	One-time School	Instruction	Mat & Supp			SEL support materials and supplies	6,799.00

G4A1		Instruction	Mat & Supp	**No Food or Incentives**	6,799.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp	Babysitting and translations	1,312.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Parent Involvement: communication, postage, workshops **No Food or Incentives**	2,096.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp	Snacks and food for parent meetings	2,500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent involvement of EL students: supplies for meeting, workshops and communication	2,000.00
					\$395,909.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,065.00
Sup & Conc	7090	\$240,925.00
LCFF: EL	7091	\$61,344.00
One-time School	7099	\$23,575.00
Grand Total		\$395,909.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$222,417.00
G2 - Expand student-centered and real-world learning experiences	\$5,000.00
G3 - Increase student engagement in their school and community	\$153,785.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$6,799.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,908.00
Grand Total	\$395,909.00