


**Wawona K-8**

10621660136150

Principal's Name: Kimberly Villescaz

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

| <b>Table of Contents</b>       |  |
|--------------------------------|--|
| <b>Topic</b>                   | <b>Details</b>   |
| Cover Page                     | <i>CDS Code with Signature</i>   |
| Table of Contents              | <i>Listing of SPSA Contents and District Goals</i>   |
| Centralized Services           | <i>N/A</i>   |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>   |
| School Site Council (SSC)      | <i>Members list</i>  |
| Required Signatures            | <i>Principal and SSC Chairperson</i>   |
| Budget                         | <i>Site Allocations</i>  |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>  |

| <b>District Goals</b>  |   |
|--|---|
| <p>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.</p> |   |
| 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**



|   |
|---|
| <p>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.</p>  |
| <p>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.</p>   |
| <p>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.</p>  |
| <p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>  |
| <p>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.</p>                  |
| <p>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.</p>   |
| <p>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.</p>                               |
| <p>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.</p> |
| <p>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.</p>   |

**School Site Council**

| School Site Council List          |           |                   |             |                         |                   |
|-----------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name                       | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Kimberly Villescaz | X         |                   |             |                         |                   |
| 2. Chairperson -John Harris       |           |                   |             |                         |                   |
| 3. Bill Harris                    |           | X                 |             |                         |                   |
| 4.Serenity Hansen                 |           | X                 |             |                         |                   |
| 5.Joshua Urbiztondo               |           | X                 |             |                         |                   |
| 6.Jesus Gonzalez                  |           | X                 |             |                         |                   |
| 7.Johanna Medina                  |           |                   | X           |                         |                   |
| 8.Javan Childs                    |           |                   |             | X                       |                   |
| 9.Grabiell Ruiz De Chavez         |           |                   |             | X                       |                   |
| 10.Jalissa Bracket                |           |                   |             | X                       |                   |
| 11.Esmeralda Barbosa              |           |                   |             |                         | X                 |
| 12.Salaidh Menchaca               |           |                   |             |                         | X                 |
| 13.                               |           |                   |             |                         |                   |
| 14.                               |           |                   |             |                         |                   |
| 15.                               |           |                   |             |                         |                   |

Check the appropriate box below:  
 XXX 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   | Kimberly Villescaz |   | 3/30/22 |
| SSC Chairperson   | John Harris        |  | 3/30/22 |

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 2022/23

Wawona - 0475

**ON-SITE ALLOCATION**

|   |  |                  |
|---|--|------------------|
| 3010                                    | Title I  | \$51,282 *       |
| 7090                                    | LCFF Supplemental & Concentration                      | \$191,070        |
| 7091                                    | LCFF for English Learners                              | \$55,200         |
|   |  |                  |
| 7099                                    | ESSER III (learning loss/COVID impact, one-time funds) | \$104,445        |
| <b>TOTAL 2022/23 ON-SITE ALLOCATION</b> |  | <b>\$401,997</b> |

|   |  |          |
|---|--|----------|
| * 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                            | \$1,848  |
|   | Remaining Title I funds are at the discretion of the School Site Council | \$49,434 |
|   | Total Title I Allocation   | \$51,282 |

| <b>Table of Contents</b>       |  |
|--------------------------------|--|
| <b>Topic</b>                   | <b>Details</b>   |
| Cover Page                     | <i>CDS Code with Signature</i>   |
| Table of Contents              | <i>Listing of SPSA Contents and District Goals</i>   |
| Centralized Services           | <i>N/A</i>   |
| School Site Council Assurances | <i>Consolidated Program Assurances</i>   |
| School Site Council (SSC)      | <i>Members list</i>  |
| Required Signatures            | <i>Principal and SSC Chairperson</i>   |
| Budget                         | <i>Site Allocations</i>  |
| School Quality Review Process  | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents           | <i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>  |

| <b>District Goals</b>  |   |
|--|---|
| <p>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.</p> |   |
| 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.

## Wawona K-8 2022-2023 - 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  |
|--|----------|----------------|---------|-----------|---------|
| ELPAC - percentage of students who scored 4  |          |                | 7.92 %  | 2020-2021 | 9.02 %  |
| i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth   |          |                | 34.08 % | 2021-2022 | 35.18 % |
| i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth   |          |                | 46.53 % | 2021-2022 | 47.63 % |
| i-Ready ELAD2 proficiency - percentage of students on/above                        | ✓        |                | 24.08 % | 2021-2022 | 25.18 % |
| i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth |          |                | 38.01 % | 2021-2022 | 39.11 % |
| i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth |          |                | 51.12 % | 2021-2022 | 52.22 % |
| i-Ready Math D2 proficiency - percentage of students on/above                      | ✓        |                | 10.49 % | 2021-2022 | 11.59 % |

**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.

iReady Math D2 on Level

For the 21/22 school year, we had a target goal of 11.59% and performed at 10.49%.

Dissecting the performance level of the 4 claims:

Number of Operations: 17% of K-8 were on grade level, with 2nd grade scored 27.2% of their kids on grade level. The lowest was 8th grade with 13.75% on grade level. There were 43% of the students that were 2 grade levels or more behind.

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

iReady Math D2 on Level

8th grade:

From D1 to D2 there was a decrease of nearly 1% of students scoring on grade level, an increase in 2% of students moving to 1 grade level behind and close to 2% decrease in students scoring 2 grade levels behind.

AA- 4.78% of the students were on grade level

White-7.49% of the students were on grade level

Hispanic-8.85% of the students were on grade level

Algebra and Algebraic Thinking: 21% of K-8 were on grade level, with 1st grade scoring the highest of 47.73% and 8th grade with the lowest of 11.88%. There were approximately 42% of the students performing 2 grade levels or more behind.

Measurement and Data: 15% of K-8 were on grade level, with 7th grade scoring the highest of 13.75% and 3rd grade with the lowest of 9.38%. There were approximately 49% of the students performing 2 grade levels or more behind.

Geometry: 1% of K-8 were on grade level, with Kinder scoring the highest of 21.28% and 4th grade with the lowest of 5.62%. There were approximately 52% of the students performing 2 grade levels or more behind.

Geometry is the lowest performing area for 1st, 3rd, 4th, 7th, and 8th grade. However, as we compare the growth from 1st quarter to 2nd quarter performance, we notice that Number and Operations and Algebra and Algebraic Thinking had a growth in all grade levels by at least 2%; Measurement and Data had a growth in all grade levels by at least 3%; Geometry did not see an upward trend with 4th grade declining by nearly 5%.

**ELA/Literacy iReady D2 2021-2022 Reading**

At grade level or above on Phonological Awareness: (Note: Kinder and 1st are 90% Spanish and assessments are in English. 2nd grade is 80% Spanish and assessments are in English)

At grade level or above on Phonics: 45% of kindergartners, 35% of second graders, 3- 47% of third graders, 77% of fourth graders, 83% of 7th graders, and 82% of 8th graders

At grade level or above on High Frequency Words: 41% of kindergartners, 53% of second graders, 97% of third graders, 100% of fourth graders, 98% of 7th graders, 96% of 8th graders

At grade level or above on Vocabulary: 45% of kindergartners, 32% of second graders, 32% of third graders, 38% of fourth graders, 22% of 7th graders, 14% of 8th graders

At grade level or above on Reading Comprehension, Informational Text: 48% of kindergartners, 30% of second graders, 24% of third graders, 23% of fourth graders, 19% of 7th graders, 19% of 8th graders

At grade level or above on Reading Comprehension, Literature: 44% of kindergartners, 35% of second graders, 35% of third graders, 36% of fourth graders, 24% of 7th graders, 23% of 8th graders

Asians-0% of the students were on grade level

RFEP- 26.32% of the students were on grade level

Homeless, Foster, SDC, and RSP did not have any groups of students score on grade level

7th grade:

From D1 to D2 there was an increase of nearly 5.25% of students scoring on grade level, an increase in 7.5% of students moving to 1 grade level behind and close to 12% decrease in students scoring 2 grade levels behind.

AA- 7.14% of the students were on grade level

White-20% of the students were on grade level

Hispanic-12.6% of the students were on grade level

Asians-17.39% of the students were on grade level

RFEP- 25% of the students were on grade level

Homeless, Foster, SDC, and RSP did not have any groups of students score on grade level

**ELA/Literacy iReady D2 2021-2022 Reading Overall K-8**

African American/Black: 14% on level, 20% 1 level behind

Asian: 31% on level, 15% 1 level behind

Filipino: 100% on level

Hispanic: 13% on level, 24% 1 level behind

Native American: 0% on level, 0% 1 level behind

Pacific Islander: 0% on level, 0% 1 level behind

Two or More Races: 18% on level; 27% 1 level behind

White: 22% on level; 19% 1 level behind

**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).

\*Funds to pay for sub release -team planning with support from district departments. \*Funds to pay for sub release-lesson studies, coaching \*Funds to increase the amount of technology in our ELA and Math classes so students are able to become familiar with the delivery of the SBAC. We saw a slight increase of our EL's but a decrease over 3 years. We continue to revamp and use what worked best to increase our ELs. Below are plans that will continue based on their effectiveness: \*Funds for EL Camp implementation-before school starts did not happen this year. (TSA to pulled students to review ELD standards to meet ELPAC assessments once a week during PE, started in Quarter 2. Delivered lessons for listening, reading, and writing strategies. Data chat with students of where they were at last year and where they need to improve.) \*Funded ELPAC training for our TSA. TSA to support administration of ELPAC, giving students a more comfortable and familiar test proctor to respond to. \*Rewards and incentives for students who made improvements in district Interim assessments and Grades. Funds for custodial to sanitize throughout the time staff is planning.

**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 2022-23 SPSA.

ELA Instruction: Instructional planning for teams with Department support to implement good first instruction in Tier 1 in all ELA classes. Utilize CFA to drive RTI planning and implementation within ELA units. Planning days with sub release for HSS and Science departments for lesson planning embedding ELA standards.  
Math Instruction: Implementation of the Swun Lesson Design. Implementation will ensure that students are learning procedural and conceptual knowledge. Use CFA's and the Lesson Design to plan for RTI during instruction and to implement BTBF and focus on culturally responsive teaching and equitable mathematics in tasks for 7th and 8th. EL Reclassification: EL Academy for all students to target areas of growth in reading, speaking, listening, and writing. Academy will provide targeted instructions based on ELPAC results.

**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 and ELAC review the information and the plan created by the staff and provided any additional support that they may need as parents. Staff continues to meet as a PLC, ILT, and CCT to determine the goals and in progress.

**2** ELAC:

SSC and ELAC review the information and the plan created by the staff and provided any additional support that they may need as parents. Staff continues to meet as a PLC, ILT, and CCT to determine the goals and in progress.

**3** Staff:

Staff: PLC Time for planning, supplemental contracts for tutorial, supplies, PL on EL strategies, conferences for staff of DI of engagement strategies, continue with Resource Counseling Assistant as a support for students. Tutorials, clubs, field trips, PL days for teachers, build relationships with students, engaging strategies for students, Saturday School and continue work with Cultural Proficiency.  
Parent/Students: Afterschool tutoring, more academic counseling, more clubs, academic study group, more sports, multicultural events and field trips.

## Action 1

**Title:** Grades 7-8 ELA, Math, English Learners

### Action Details:

2022-2023 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 2022-23 school year, 34% or more of 7/8th grade students will score meets/exceeds on the SBAC-ELA assessment.

The main approach for Tier I instruction is to craft learning units 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 courses so that in all of these courses, end of unit 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. All core classes and electives 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 core and elective area instruction to strengthen Integrated ELD and provide the benefits to all students, regardless of language status.

For students not meeting the standards-based expectations through Tier I instruction alone, Tier 2 and Tier 3 support will be provided in 3-6 week increments and target the identified need through a dedicated afterschool program

where student participation runs in 6 week cycles and students are re-evaluated for continued or reduced support. Students identified for Tier 2 needs will stay for an allotted time and the students identified with Tier 3 needs will stay for a longer time to increase the time and intensity for their interventions.

Tutorial and regular afterschool program may also add to Tiers 2 and 3 support, but will additionally help with work completion for students. The school will also increase Tutor.com participation for general student support needs.

Students will foundational skills development needs (Kinder-grade 4 skills) will receive dedicated support during a portion of their ELA coursework and will be offered additional support outside of regular school hours. In addition to this, all core and elective teachers will be trained in methods to increase fluency in small groups for students in their courses needing this support and administration will support teacher by providing the training and necessary data sets.

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.

Staff will create a math environment that will encompass high level tasks and create an environment that values the cultures of all our students.

Math iReady Goal: At the end of 2021-22 school year, 11% or more of our K-8th grade students were on grade-level

Math Team will continue to use the SWUN lesson design to ensure students receive modeling and instruction of conceptual and procedural math practices. They conduct lesson studies that includes planning with administration and District Administration around the lesson structure. They will also attend PD outside of the District to improve their knowledge of the standards and instruction. They will visit regional elementary schools to support the math progression of our incoming 7th/8th graders. They will implement culturally responsive teaching with an emphasis on equitable mathematics.

K-5 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.

All K-8 math teachers will use tasks to support student learning and adjust instruction, assessment to support standard based grading. Standard-based grading will allow students, families, and teachers to focus on the learning and provide targeted support around specific skill sets. Professional Learning around grading to support the equities and cultural responsiveness to provide coaching to teachers to engage all students. Focus on iABs

7th-8th grade math teachers will receive professional development in equitable mathematics and a focus on implementation of higher level tasks.

ELA and Math teachers will use CFAs and collect data to drive instruction and understand what students know and don't know and deliver next steps.

2-8 grade content areas excluding PE will continue with Standards-based grading to assist students in targeted Literacy and Math Standards. Standards-based grading in Science, Social Science, and ELA will focus on Literacy Standards as the focus of their content standards.

School will implement Accountable Talk Strategies in all classes to increase students' processing and understanding of the content using academic language to further decrease Ds and Fs.

Students will receive incentives for growing or testing proficient in assessments.

Consultants will work with staff in growing their repertoire in ELA, Math, Spanish, Social Emotional, and Cultural Proficiency.

Professional development and conferences for implementation.

|   |  |  |  |
|---|--|--|--|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input checked="" type="checkbox"/> 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 and Math

EL data aligned to ELD Standards

Foundational Skills Diagnostic Assessments

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

Oral presentations in ELA, Mathematics, Science, and History

foundational skills diagnostic assessments for selected learners

Standards-based grades in all classes

Weekly Gradebook Monitoring

IABs are used for their frequent CFAs

Owner(s):

Teachers, Administrators, Instructional Coach

Timeline:

2-4 times monthly

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 Tiered 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

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):

Lead Teachers, Teachers, Administrators, Instructional Coach

TSA

Timeline:

2-4 times monthly

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

Reading Horizons curriculum for reading intervention

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

#### Specify enhanced services for EL students:

---

RFEP Mentoring program will provide weekly individual and group mentoring to English Learners by high school RFEP students from Bullard High School.

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.

EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.

#### Specify enhanced services for low-performing student groups:

---

After-School Tutorial using Beyond The Basic Facts, ELA, Math, and ELD

Teachers post class notes and study guides on school website.

Teacher lunch tutorial

Professional Development around culturally responsive teaching.

## Action 2

**Title:** TK-5th English and Spanish Literacy, Math, English Learners

#### Action Details:

---

Pre-Kindergarten-Grade 5 DLI

By the end of the year, in Kindergarten through Grade 3, 90-100% of students will be decoding at the following levels in Spanish:

Pre-Kinder: N/A Phonemic Awareness and Early Print and Phonics Exposure

TK: B-C

Kinder: D

Grade 1: J

Grade 2: M

Grade 3: P

By the end of the year, in Grades 2-3 90-100% of students will be decoding at the following levels in English:

Grade 2: M

Grade 3: P

Grades 1-5 students will continue to work on fluency development in Spanish and Grades 2-5 students will additionally work on fluency in English.

For grades 3 and 4, 2022-2023 goals: 5% growth in iReady ELA for students at or above grade level standard in the areas of Literature, Informational Text, and Vocabulary

In 2022-2023, students will be assessed through the ISIP (i-Station) and/or MAP Spanish assessment for the first time; 2022-2023 will be a baseline year for this assessment

The main approach for Tier I instruction is to craft learning 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.

For students not meeting the standards-based expectations through Tier I instruction alone, Tier 2 and Tier 3 support will be provided in 3-6 week increments and target the identified need through a dedicated afterschool program where student participation runs in 6 week cycles and students are re-evaluated for continued or reduced support. Students identified for Tier 2 needs will stay for an allotted time and the students identified with Tier 3 needs will stay for a longer time to increase the time and intensity for their interventions.

Tutorial and regular afterschool program may also add to Tiers 2 and 3 support, but will additionally help with work completion for students. The school will also increase Tutor.com participation for general student support needs.

Students who are not at grade level goals for early reading development will be given more time in small groups with their teacher to speed up phonological decoding learning.

Grades 2-3 teachers will work with efficiency to teach students non-congruent patterns in English decoding and transfer matched decoding skills from Spanish.

Spanish learners will receive increased support in phonological awareness by increasing the classroom resources available to teachers for instruction in this area.

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.

For grades 2-5 in mathematics, Tier 1 will be supported through Swun Lesson Design and Tier II and III will incorporate culturally responsive and linguistically teaching. Monthly coaching will be able to support the professional learning. Small group instructions will assist in Tier 3 mathematics.

Professional development and conferences for implementation.

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

Pre-K Phonemic Awareness Assessment

Pre-K DRDP

Kindergarten FSA

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 MAP Growth Assessment Spanish

MAP Growth Mathematics

i-Ready ELA and Mathematics grades 2 (end of year), 3, 4, and 5

ELPAC

Standards-based grades, grades 2-5

All data will be used to provide ongoing feedback to teachers and administrators and improve Tiered 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

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

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

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

Owner(s):

Elementary Teachers, Administrators, EL TSA

Timeline:

Depending on assessment: monthly, quarterly, daily, annually

Continued Cultural Proficiency work to be applied to instructional and assessment practices

Site/Off-site and District Professional Development

Specify enhanced services for EL students:

Individual and group goal-setting and positive identitybuilding.

Culturally responsive texts used in instruction.

Interpreters based on need for families.

Enhanced attention to ELD and SLD standards throughout all school classes along with aligned instructional practice.

EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.

Specify enhanced services for low-performing student groups:

Culturally responsive strategies to support our historically underserved students.

# 2022-2023 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   | Title 1 Basic   | Instruction                       | Teacher-Subs  |           |     | Teacher Subs - **No IEPs**   | 5,425.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Teacher-Supp  |           |     | Teacher Supplementals - **No IEPs**  | 9,904.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Bks & Ref     |           |     | : Also supports A2 - PL supplies & Books   | 1,500.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Mat & Supp    |           |     | : Instructional Materials and Supplies **No food or incentives**                                       | 2,298.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Nc-Equipment  |           |     | Tech Support   | 20,000.00 |
| G1A1   | Title 1 Basic   | Instruction                       | Travel        |           |     | : Also supports Action 2 - Conference Fees & Travel  | 9,500.00  |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Subs  |           |     | Teacher Subs   | 4,821.00  |
| G1A1   | Sup & Conc      | Instruction                       | Bks & Ref     |           |     | : Subscription for Reading Horizon Curriculum  | 2,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Mat & Supp    |           |     | : Misc Supplies, Incentives  | 29,712.00 |
| G1A1   | Sup & Conc      | Instruction                       | Mat & Supp    |           |     | : Academic Incentives  | 3,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Travel        |           |     | : Teacher Conference & Travel Expenses   | 7,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Direct Trans  |           |     | : Field Trips  | 5,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Direct-Maint  |           |     | Maintain site ready for student learning   | 2,500.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Subs  |           |     | EL Teacher Subs  | 3,014.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Supp  |           |     | Supplemental Contracts - After school Student Tutoring   | 9,911.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Supp  |           |     | ELPAC Assessors  | 2,800.00  |
| G1A1   | LCFF: EL        | Instruction                       | Mat & Supp    |           |     | : Material and Supplies to support EL Learning   | 15,000.00 |
| G1A1   | LCFF: EL        | Instruction                       | Mat & Supp    |           |     | : Academic Incentives for English Learners   | 3,000.00  |
| G1A1   | LCFF: EL        | Instruction                       | Nc-Equipment  |           |     | : Technology - student tablets/laptops   | 8,475.00  |
| G1A1   | LCFF: EL        | Instruction                       | Travel        |           |     | : Conference Reimbursement for Travel  | 6,000.00  |
| G1A1   | LCFF: EL        | Instructional Supervision & Admin | Travel        |           |     | : Conference Reimbursement for Admin   | 4,000.00  |
| G1A1   | One-time School | Instruction                       | Teacher-Supp  |           |     | Supplemental Contracts - Tutorial, Summer Planning & Staff PL  | 29,995.00 |
| G1A1   | One-time School | Instruction                       | Bks & Ref     |           |     | : Oculus VR Programing for Science and History student Learning. Secure Cabinet for Oculus Programming | 2,500.00  |
| G1A1   | One-time School | Instruction                       | Nc-Equipment  |           |     | Oculus Immersive Headsets  | 4,500.00  |
| G1A1   | One-time School | Instruction                       | Subagreements |           |     | Khepera : Ethnic Studies Curriculum for students - to learn about other ethnicities.                   | 25,000.00 |
| G1A1   | One-time School | Instruction                       | Travel        |           |     | : Conference Reimbursement for Admin   | 5,000.00  |
| G1A1   | One-time School | Instruction                       | Cons Svc/Oth  |           |     | Dr. Hollie : Dr. Hollie - Professional Support   | 17,000.00 |

# 2022-2023 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   |         | Instruction       | Cons Svc/Oth |           |     | and PLs, - Ethnic Studies Curriculum Support | 17 000 00 |

**\$238,855.00**

**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 | ✓        |                | 79.93 % | 2021-2022 | 81.03 % |

**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.

7 & 8 grade students complete an online assessment called Xello that offers interactive career, exploration, job, employer, personality, and learning style information with the goal of helping students better understand their unique interests, skills, and strengths. 8 graders will also complete lessons on high school transition, and self-advocacy. Each engaging assessment encourages reflection, helps students connect who they are with relevant career, college and vocational options. They will also participate in the Wawona Virtual College & Career Day this spring and will have an opportunity to engage with professionals from the community and become involved in work-based hands-on learning and talk to college representatives. 8th grade students participated in a virtual college campus tour at Fresno State in the fall and also participated in the district organized virtual School of Choice Expo where they had an opportunity to interact and engage with the various FUSD Career Technical Education programs. Through these various activities, students are exposed and given opportunities to participate in their future planning. They will also learn A-G, high school and college entrance requirements and soft skills. In the fall we held a Parent Informational Night that provided information about expectations and student transition and our parents also receive college and career information through the Parent University workshops.

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

The 7th & 8th grade years expose students to awareness and exploration of careers. As they develop and mature each year, they begin to take ownership and plan for their futures. This is the transitional age to help students think about their future goals, pursuits and aspirations.

**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).

For the 2022-23 school year, adjustments were necessary to accommodate for distance learning and lack of access to physical or social activities. All activities were conducted virtual

**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 2022-23 SPSA.

For the 2022-23 school year, students will have full access and will be able to participate and attend all scheduled events and activities. It is important that students receive experiential learning opportunities to inspire and help prepare them for college, career and beyond. Exposing students and providing access to the real-world outside of their community will open their minds, and imaginations to possibilities beyond what they know and could ever dream. They will receive these experiences through community partnerships by participating in on-the-job training at various job sites and will learn about technology, creativity, collaboration skills, problem-solving skills, social skills, communication skills, advocacy, and inquiry skills-asking questions. College campus tours.

For the 2022-23 school year, budget allocations will include buses (charter for out of town and school for in-town) for offsite career/business exposure and engagement activities for the fall and spring semesters. College campus tours outside the central valley area for the fall and spring semesters. Discovery centers for the spring semester.

When activities are conducted throughout the year materials and supplies will need to be provided, we will need funds for custodial staff and CA supervision.

**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 and ELAC review the information and the plan created by the staff and provided any additional support that they may need as parents. Staff continues to meet as a PLC, ILT, and CCT to determine the goals and in progress.

**2** ELAC:

Same as SSC

**3** Staff:

Continue to build our annual College and Career Fair. Budget allocations will include buses (charter for out of town and school for in-town) for offsite career/business exposure and engagement activities for the fall and spring semesters. College campus tours outside the central valley area for the fall and spring semesters. Discovery centers for the spring semester.

### Action 1

**Title:** College and Career Readiness and Exposure

**Action Details:**

Wawona school will continue to partner up with community stakeholders to increase the number of 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 interests 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.

School will offer a Job Creating club, which staff will hold student interviews for created positions.

\*Staff will utilize outside consultant in helping ELA, Math and SEL understanding.

**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 career.

Quarterly student engagement data will be reviewed by the Admin and site ILT team and analyzed. Team will discuss effectiveness of activities and ensure that all students participate in at least one of the College/Career events/activities.

Owner(s):

Climate/Culture Team  
Academic Counselor

Timeline:

Quarterly

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

Funds to purchase software program to organize College Career Day workshops for students.

T-shirts, Banners, and pamphlets, supplies for college corner.

Transportation 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.

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.

Specify enhanced services for low-performing student groups:

Academic counselor will meet with our 7/8th grade low performing students to complete the Xello career cruising program and to complete the College Career Day survey of interest to ensure they are provided with opportunities to express their interests.

Academic counselor 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.

Activities infused in classroom instruction to expand real-world learning experiences.

## 2022-2023 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    |
|--------|-----------------|-------------------|--------------|-----------|-----|--|-----------|
| G2A1   | Sup & Conc      | Instruction       | Direct-Graph |           |     | : Recognition Materials, Banners, ID Badges  | 2,000.00  |
| G2A1   | LCFF: EL        | Instruction       | Direct Trans |           |     | : Fieldtrips for English Learners  | 2,000.00  |
| G2A1   | One-time School | Instruction       | Bks & Ref    |           |     | : Science materials to support learning in grades K-5th.                           | 10,000.00 |
| G2A1   | One-time School | Instruction       | Mat & Supp   |           |     | : Robotics Program materials and supplies for 5th grade. **No food or incentives** | 5,000.00  |
| G2A1   | One-time School | Instruction       | Direct-Graph |           |     | Encouraging Student Involvement-planners,-posters                                  | 3,000.00  |

**\$22,000.00**

**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 | ✓        |                | 42.09 % | 2021-2022 | 41.49 % |
| Suspension Rate - Semester 1     | ✓        |                | 5.73 %  | 2021-2022 | 5.4 %   |

**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:

- Being unable to commute to school
- Behavioral actions
- Health needs
- Homelessness
- Suspensions
- Social Emotional Needs
- Quarantine COVID Related

Suspensions students with 1 or more

Data shows a decline in suspension rate from 19/20 school year 7.38% to 3.00 % during 2021-2022 school year.

**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 that we had in the past were not available this year such as the personnel that made calls, home visits, and other staff members not being able to assist with some of the high cases of absenteeism.

The communication from parents to the school if their students was absent is an area that site will need to address as we analyze at absenteeism data.

Transportation to school is not always available do to the distance of student living.

Suspension:

Structures and personnel will need to be in place to support students with higher 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).

Chronic Absenteeism:

Suspension Rate: Support was provided for all students through mentoring groups, invited to join different clubs, RCA support, or Social Worker support for students and families. Second Step Curriculum was used in all advisory classes to ensure all students were receiving SEL lessons. For elementary school students, the school has worked to bring in culturally responsive texts into the SEL curriculum. On Mondays advisory lessons were provided to students at all grade levels using either Second Step to promote engagement and developed SEL learning.

Data shows a decline in suspension rate from 19/20 year 7.38% to 3.00 % for the 2021-2022 school year.

Student Engagement: Student opportunities for schoolwide activities, arts, clubs was at a minimum. As sports become available to students in the 2021-2022 year, the school will work to engage as many students as possible, whether it be through competitive teams, lunch time intramurals, or other opportunities.

The school is working on an activities room to serve as a place for students to use to socialize or engage in projects with one another. Creating a green screen area with audio equipment will serve to engage students further by helping them to make videos.

The After School Program provides opportunities for students to receive student support in academics and enrichment activities were also provided for students.

PBIS committee for implementing positive behavior intervention strategies. Professional development and conferences for implementation.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

During the 2022-2023 school we will continue to engage students in clubs, arts, music, and as permitted in sports. We will provide support for a mentoring program for students to work with professionals in the community regarding academics and social-emotional growth. If the health and safety regulations permit, A non-profit has partnered with our school to provide Saturday basketball camps to motivate and engage students to achieve and set goals. We will provide fieldtrips to leadership conferences for students in need of SEL support. We will continue to work with the After School Program in providing a cheer team and Folklorico dancing club for elementary students. Various cultural event will be celebrated throughout the year. For all of this we will provide incentives to encourage participation. We will continue to use RCAs and our social workers to support individuals and small groups of students. The Afterschool program will continue as will the student mentoring programs (EQCA, RFEP/EL, and iMentor) and these programs might need contracts, supplies, custodial, and funds for dedicated activities. Incentives will be given after every progress report and quarter grading to promote attendance, academic success, and High School Readiness. PBIS committee for implementing positive behavior intervention strategies. Professional development and conferences for implementation. Professional development and conferences for implementation of social emotional programs.

**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 and ELAC review the information and the plan created by the staff and provided any additional support that they may need as parents. Staff continues to meets as a PLC, ILT, and CCT to determine the goals and in progress.

**2** ELAC:

Same as SSC

**3** Staff:

Staff: PLC Time for planning, supplemental contracts for tutorial, supplies, PL on EL strategies, conferences for staff of DI of engagement strategies, continue with Resource Counseling Assistant as a support for students. Tutorials, clubs, field trips, PL days for teachers, build relationships with students, engaging strategies for students, Saturday School and continue work with Cultural Proficiency.  
Parent/Students: Afterschool tutoring, more academic counseling, more clubs, academic study group, more sports, multicultural events and field trips.

## Action 1

**Title:** Reduce out of school suspensions

### Action Details:

School will work on improving overall suspension rates as well as decrease the number of suspension rates for students who are disproportionately suspended at greater numbers than other students. 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 who meet criteria in attendance, grades and/or behavior. The program will build leadership skills in 7th grade 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.

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. 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 outside consultant in helping ELA, Math and 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

**Owner(s):**

GLA, VP, Principal

**Timeline:**

Weekly data meetings

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Weekly student behavior referral data

**Owner(s):**

TST Team

**Timeline:**

Weekly

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

Focus Students and Intervention plans for Tier 2 and 3 students

**Owner(s):**

(TST)(Targeted Support Team)-VP, Social Worker, Academic Counselor, Transitional Teacher, HSL, CWAS, and RCAs

**Timeline:**

Monthly

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

Materials and supplies, t-shirts, poster boards, incentives, and rewards, transportation to academic study trips.

Fund two RCAs one 6 hours and one 3.5 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:**

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.

## Action 2

**Title:** Reduce Chronic Absenteesim/HSL

**Action Details:**

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 less than 7 unexcused absences for the year, given per quarter.

Perfect Attendance School Wide Campaign -students with perfect attendance will receive an incentive.

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.

Staff will utilize outside consultant in helping ELA, Math, and SEL understanding.

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.

Owner(s):

Social Worker, RCA, HSL  
VP

Timeline:

Weekly data meetings

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

Quarterly Incentives Middle School and Elementary Students

Owner(s):

TSA, Academic Counselor

Timeline:

Quarterly

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

Parent Workshops

Owner(s):

HSL, GLA

Timeline:

Quarterly

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

School Wide Events

Owner(s):

WEB leaders  
WEB coordinators

Timeline:

Monthly

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

Rewards and Incentives for perfect attendance and improved attendance in K-8.

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:

\*Weekly lunch time and after school tutorials

\*targeted students will be on weekly progress monitoring through academic counselor, HSL and RCA

\*Saturday Academy

**Action 3**

**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 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, 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 Academic Field trips.

Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish, and Social Emotional

EquityCalifornia (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. The RCA will focus on identified students of color within Tier II and Tier III.

Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.

PBIS committee for implementing positive behavior intervention strategies.

|  |
|--|
| <b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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 by-weekly will be aggregated by subgroups.

Self reflection on SE Skill

Goal Setting

Owner(s):

Campus Culture Directors, Academic Coounselor, GLA VP, Principal

Timeline:

Monthly

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

Monitor engagement entries by CCD and AD.

Owner(s):

Campus Culture Directors, AD, and GLA

Timeline:

By-weekly

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, and athletics.

Banners 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.

Funded Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish, and Social Emotional

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 6 hour RCA's to support social and emotional needs of students.

AD to support with sport

Specify enhanced services for EL students:

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 Field trips.

\*Consultant will work with staff in growing their repertoire in ELA, Math, Spanish, and 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 Academic Field trips.

\*Consultant will work with staff in growing their repertoire in ELA, Math, Spanish, and Social Emotions.

## 2022-2023 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 | Instruction                      | Bks & Ref    |                         |        | : SEL Materials for Student Learning     | 780.00    |
| G3A1   | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.7500 | Also supports A2 & A3                    | 51,512.00 |
| G3A1   | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.3750 | Also supports A2 & A3                    | 12,668.00 |
| G3A1   | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.7500 | Also supports A2 & A3                    | 52,484.00 |
| G3A3   | Sup & Conc | Instruction                      | Teacher-Regu | Teacher, Middle School  | 0.1250 | Addition period as Athletic director     | 10,928.00 |
| G3A3   | Sup & Conc | Plant Maintenance & Operations   | Cls Sup-Ovr  |                         |        | Custodial Overtime                       | 2,094.00  |
| G3A3   | Sup & Conc | Security                         | Cls Sup-Ovr  |                         |        | Overtime for Campus Assistant (Security) | 1,571.00  |

**\$132,037.00**

**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 | ✓        |                | 92.06 % | 2021-2022 | 93.16 % |

**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 used to create weekly advisory lessons and allocate more time for more SEL development in to the different curriculums.

There is a need to increase the number of RCAs to create strategies on building relationships and self esteem with in the students.

Greater number of PLs in the areas is needed based on SEL, staff, parent, and student surveys.

Continuation to utilize outside consultant in helping ELA, Math, Spanish, and SE understanding of Cultural Proficiency.

**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, arts, clubs was at a minimum. As sports became available to students in the 2021-2022 year, the school worked to engage as many students as possible, whether it be through competitive teams, lunch time intramurals, or other opportunities.

The school worked on an activities room to serve as a place for students to use to socialize or engage in projects with one another.

Creating a green screen area with audio equipment will serve to engage students.

The After School Program provides opportunities for students to receive student support in academics and enrichment activities were also provided for students.

PBIS committee for implementing positive behavior intervention strategies. Professional development and conferences for implementation.

**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).

**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.

**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 2022-23 SPSA.

During the 2022-2023 school we will continue to engage students in clubs, arts, music, and as permitted in sports. We will provide support for a mentoring program for students to work with professionals in the community regarding academics and social-emotional growth. If the health and safety regulations permit, A non-profit has partnered with our school to provide Saturday basketball camps to motivate and engage students to achieve and set goals. We will provide fieldtrips to leadership conferences for students in need of SEL support. We will continue to work with the After School Program in providing a cheer team and Folklorico dancing club for elementary students. Various cultural event will be celebrated throughout the year. For all of this we will provide incentives to encourage participation. We will continue to use RCAs and our social workers to support individuals and small groups of students. The After school program will continue as will the student mentoring programs (EQCA, RFEP/EL, and iMentor) and these programs might need contracts, supplies, custodial, and funds for dedicated activities. Incentives will be given after every progress report and quarter grading to promote attendance, academic success, and High School Readiness. PBIS committee for implementing positive behavior intervention strategies. Professional development and conferences for implementation. Professional development and conferences for implementation of social emotional programs.

**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 and ELAC review the information and the plan created by the staff and provided any additional support that they may need as parents. staff continues to meets as a PLC, ILT, and CCT to determine the goals and its progress.

**2** ELAC:

Same as SSC

**3** Staff:

Staff: PLC Time for planning, supplemental contracts for tutorial, supplies, PL on EL strategies, conferences for staff of DI of engagement strategies, continue with Resource Counseling Assistant as a support for students. Tutorials, clubs, field trips, PL days for teachers, build relationships with students, engaging strategies for students, Saturday School and continue work with Cultural Proficiency.  
Parent/Students: Afterschool tutoring, more academic counseling, more clubs, academic study group, more sports, multicultural events and field trips.

## Action 1

Title: Improvement on Student Survey: Caring Adult

### Action Details:

Goal : By the spring of 2023 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 relationship building. Second Step will be used to guide staff in lessons to support this goal.

|   |  |   |   |
|---|--|---|---|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|--|---|---|

### Explain the Progress Monitoring and data used for this Action

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

Panorama Data Survey twice a year

Quarterly Wawona Student Survey

Owner(s):

Culture and Climate Team

Timeline:

Quarterly

### Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- **Student Academics:**

PL for Second Step Curriculum to be used to create weekly advisory lessons.

Fund two RCAs one 6 hours and one 3.5 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 consultant in helping ELA, Math, Spanish, and SE 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 in helping ELA, Math, Spanish, 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.

#### Specify Professional Development or Staff Services to support EL students:

---

PL for Second Step Curriculum to be used to create weekly advisory lessons.

Fund two RCAs one 6 hours and one 3.5 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, and SE understanding.

#### Specify Professional Development or Staff Services 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.

## 2022-2023 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 |           |     | : Material and Supplies to support learning and practices in SE. **No food or incentives** | 2,450.00 |

**\$2,450.00**

**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 | ✓        |                | 91.46 % | 2021-2022 | 92.56 % |

**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.

Family Goal - Site Defined  
 Due to COVID safety mandates parent/student opportunities for schoolwide activities, and events was at a minimum.  
 Weekly Coffee /Tea chat was created to present different topics such as technology, community cultural events, academics, Social Emotional Learning.  
 Coordinating events that parents can lead and support family engagement.  
 The After School Program provides opportunities for students to receive student support in academics and enrichment activities were also provided for students.

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

Family Goal - Site Defined  
 The most common resource that did not allow for the parent to participate was the lack of

**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 safety measures did not allow for full implementation of planned activities. However, adjustments were made where parents were able to help with lunch recess by bringing an interest of theirs to engage the students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

Communication with parents will be conducted through Remind, School Messenger, Wawona FB, and Instagram.  
 Funds will be provided to increase to promotion 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.  
Joyful reading project for parents to encourage all students to read.  
Receive weekly feedback from parents during Coffee Hour of needs and wants.

**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:**

Strengthen the communication with ELAC to support their needs. Continue with relationship building the ELAC community and and strengthen the support for EL students involvement in clubs, academic study group, sports, multicultural events, and field trips

**2 ELAC:**

Continue communication to create parent groups and more training for ELAC parents regarding EL student support.

**3 Staff:**

Will continue to host a Parent Informational Night that will provide information about student transitions. Our parents also receive college and career information through the Parent University workshops.  
Parent/Students: Afterschool tutoring, more academic counseling, more clubs, academic study group, more sports, multicultural events and field trips.  
Parents: Technology Training to increase the participation rate for different meeting.

### Action 1

**Title:** Parent Involvement

[Action Details:](#)

Goal: Support parents with technology to increase their productivity of how to help students with their learning and increase the school meetings/events participation.

**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](#)

Support parents with technical concerns.  
Continue with weekly coffee/tea chats  
Parent University Cycles will be provided

**Owner(s):**  
HLS, RCS, GLA, and Librarian  
VP, GLA  
GLA

**Timeline:**  
Weekly  
Weekly  
Every 8 weeks

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

---

Our goal is to increase the number of parents 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 University  
Funds for communication with parents will be conducted through Remind, School Messenger, Wawona FB, and Instagram.

Funds will be provided to increase to promotion 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.

**Specify Direct Service and Opportunities for parents and families to support EL students:**

---

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

- 1) RFEP Mentoring program will provide weekly individual and group mentoring to English Learners by high school RFEP students from Bullard High School.
- 2) Individual and group goal-setting and positive identity building.
- 3) Interpreters and babysitting based on need for families.
- 4) Newcomer temporary support through EL Services.
- 5) Enhanced attention to ELD standards throughout all school classes.
- 6) EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.
- 7) Funds will be provided for supplies and materials for the meetings.

**Specify Direct Service and Opportunities for parents and families to support low-performing student groups:**

---

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

- 1) After-School Tutorial using Beyond The Basic Facts, ELA, Math, and ELD
- 2) Teacher lunch tutorial
- 3) Math intervention class that focuses on targeted standards, social emotional supports, and leadership skills.
- 4) Parents engage students during lunchtime with activities
- 5) Parents chaperones for field trips
- 6) Father's Day Event
- 7) Spirit wear to bring the community together
- 8) College and Career Volunteer Day

## 2022-2023 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 translation for Parent Meetings  | 655.00   |
| G5A1   | Title 1 Basic | Parent Participation | Mat & Supp   |           |     | : Parent Involvement - Supplies for meeting, workshops and communication including postage. **No Food, No Incentives** | 2,000.00 |
| G5A1   | Sup & Conc    | Parent Participation | Mat & Supp   |           |     | : Snacks and Food for Parent Meetings  | 3,000.00 |
| G5A1   | LCFF: EL      | Parent Participation | Mat & Supp   |           |     | : Parent Involvement supplies for meetings, workshops, and communication.  | 1,000.00 |

**\$6,655.00**

# 2022-2023 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   | Title 1 Basic   | Instruction                       | Teacher-Subs  |           |     | Teacher Subs - **No IEPs**   | 5,425.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Teacher-Supp  |           |     | Teacher Supplementals - **No IEPs**  | 9,904.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Bks & Ref     |           |     | : Also supports A2 - PL supplies & Books   | 1,500.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Mat & Supp    |           |     | : Instructional Materials and Supplies **No food or incentives**                                       | 2,298.00  |
| G1A1   | Title 1 Basic   | Instruction                       | Nc-Equipment  |           |     | Tech Support   | 20,000.00 |
| G1A1   | Title 1 Basic   | Instruction                       | Travel        |           |     | : Also supports Action 2 - Conference Fees & Travel  | 9,500.00  |
| G1A1   | Sup & Conc      | Instruction                       | Teacher-Subs  |           |     | Teacher Subs   | 4,821.00  |
| G1A1   | Sup & Conc      | Instruction                       | Bks & Ref     |           |     | : Subscription for Reading Horizon Curriculum  | 2,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Mat & Supp    |           |     | : Misc Supplies, Incentives  | 29,712.00 |
| G1A1   | Sup & Conc      | Instruction                       | Mat & Supp    |           |     | : Academic Incentives  | 3,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Travel        |           |     | : Teacher Conference & Travel Expenses   | 7,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Direct Trans  |           |     | : Field Trips  | 5,000.00  |
| G1A1   | Sup & Conc      | Instruction                       | Direct-Maint  |           |     | Maintain site ready for student learning   | 2,500.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Subs  |           |     | EL Teacher Subs  | 3,014.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Supp  |           |     | Supplemental Contracts - After school Student Tutoring   | 9,911.00  |
| G1A1   | LCFF: EL        | Instruction                       | Teacher-Supp  |           |     | ELPAC Assessors  | 2,800.00  |
| G1A1   | LCFF: EL        | Instruction                       | Mat & Supp    |           |     | : Material and Supplies to support EL Learning   | 15,000.00 |
| G1A1   | LCFF: EL        | Instruction                       | Mat & Supp    |           |     | : Academic Incentives for English Learners   | 3,000.00  |
| G1A1   | LCFF: EL        | Instruction                       | Nc-Equipment  |           |     | : Technology - student tablets/laptops   | 8,475.00  |
| G1A1   | LCFF: EL        | Instruction                       | Travel        |           |     | : Conference Reimbursement for Travel  | 6,000.00  |
| G1A1   | LCFF: EL        | Instructional Supervision & Admin | Travel        |           |     | : Conference Reimbursement for Admin   | 4,000.00  |
| G1A1   | One-time School | Instruction                       | Teacher-Supp  |           |     | Supplemental Contracts - Tutorial, Summer Planning & Staff PL  | 29,995.00 |
| G1A1   | One-time School | Instruction                       | Bks & Ref     |           |     | : Oculus VR Programing for Science and History student Learning. Secure Cabinet for Oculus Programming | 2,500.00  |
| G1A1   | One-time School | Instruction                       | Nc-Equipment  |           |     | Oculus Immersive Headsets  | 4,500.00  |
| G1A1   | One-time School | Instruction                       | Subagreements |           |     | Khepera : Ethnic Studies Curriculum for students - to learn about other ethnicities.                   | 25,000.00 |
| G1A1   | One-time School | Instruction                       | Travel        |           |     | : Conference Reimbursement for Admin   | 5,000.00  |
| G1A1   | One-time School | Instruction                       | Cons Svc/Oth  |           |     | Dr. Hollie : Dr. Hollie - Professional Support and PLs, - Ethnic Studies Curriculum Support            | 17,000.00 |
| G2A1   | Sup & Conc      | Instruction                       | Direct-Graph  |           |     | : Recognition Materials, Banners, ID Badges  | 2,000.00  |
| G2A1   | LCFF: EL        | Instruction                       | Direct Trans  |           |     | : Fieldtrips for English Learners  | 2,000.00  |
| G2A1   | One-time School | Instruction                       | Bks & Ref     |           |     | : Science materials to support learning in grades K-5th.   | 10,000.00 |

|      |                 |                                  |              |                         |        |  |                     |
|------|-----------------|----------------------------------|--------------|-------------------------|--------|--|---------------------|
| G2A1 | One-time School | Instruction                      | Mat & Supp   |                         |        | : Robotics Program materials and supplies for 5th grade. **No food or incentives**                                     | 5,000.00            |
| G2A1 | One-time School | Instruction                      | Direct-Graph |                         |        | Encouraging Student Involvement- planners,-posters   | 3,000.00            |
| G3A1 | Sup & Conc      | Instruction                      | Bks & Ref    |                         |        | : SEL Materials for Student Learning   | 780.00              |
| G3A1 | Sup & Conc      | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.7500 | Also supports A2 & A3  | 51,512.00           |
| G3A1 | Sup & Conc      | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.3750 | Also supports A2 & A3  | 12,668.00           |
| G3A1 | Sup & Conc      | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.7500 | Also supports A2 & A3  | 52,484.00           |
| G3A3 | Sup & Conc      | Instruction                      | Teacher-Regu | Teacher, Middle School  | 0.1250 | Addition period as Athletic director   | 10,928.00           |
| G3A3 | Sup & Conc      | Plant Maintenance & Operations   | Cls Sup-Ovr  |                         |        | Custodial Overtime   | 2,094.00            |
| G3A3 | Sup & Conc      | Security                         | Cls Sup-Ovr  |                         |        | Overtime for Campus Assistant (Security)   | 1,571.00            |
| G4A1 | One-time School | Instruction                      | Mat & Supp   |                         |        | : Material and Supplies to support learning and practices in SE. **No food or incentives**                             | 2,450.00            |
| G5A1 | Title 1 Basic   | Parent Participation             | Oth Cls-Supp |                         |        | Babysitting and translation for Parent Meetings  | 655.00              |
| G5A1 | Title 1 Basic   | Parent Participation             | Mat & Supp   |                         |        | : Parent Involvement - Supplies for meeting, workshops and communication including postage. **No Food, No Incentives** | 2,000.00            |
| G5A1 | Sup & Conc      | Parent Participation             | Mat & Supp   |                         |        | : Snacks and Food for Parent Meetings  | 3,000.00            |
| G5A1 | LCFF: EL        | Parent Participation             | Mat & Supp   |                         |        | : Parent Involvement supplies for meetings, workshops, and communication.  | 1,000.00            |
|      |                 |                                  |              |                         |        |  | <b>\$401,997.00</b> |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$51,282.00         |
| Sup & Conc            | 7090   | \$191,070.00        |
| LCFF: EL              | 7091   | \$55,200.00         |
| One-time School       | 7099   | \$104,445.00        |
| <b>Grand Total</b>    |        | <b>\$401,997.00</b> |

| Goal Totals  | Budget Totals |                     |
|--|---------------|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$238,855.00  |                     |
| G2 - Expand student-centered and real-world learning experiences                           | \$22,000.00   |                     |
| G3 - Increase student engagement in their school and community                             | \$132,037.00  |                     |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$2,450.00    |                     |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$6,655.00    |                     |
| <b>Grand Total</b>   |               | <b>\$401,997.00</b> |