

Wawona K-8

10621660136150

Principal's Name: Delia Nuno

Principal's Signature: 

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

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.

The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten during the second semester of each school year for annual approval by the Board of Education.

Required Signatures

School Name: Wawona K-8			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Delia Nuno		3-24-25
SSC Chairperson	Carly Pilegard		3/24/25

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Delia Nuno	X				
2. Chairperson - Carly Pilegard				X	
3. Vice Chairperson- Nancy Meza Macias		X			
4. Secretary –Alexandria Villarreal				X	
5. PAC Representative – Melissa Danisi				X	
6. Member-Angelica Butler		X			
7. Member – Yuliana Valencia		X			
8. Member – Kimberly Poulin		X			
9. Member – Margaret Riedinger			X		
10. Member – Asha Hebert					X
11. Member –Sophia Benitez Santiago					X
12. Member – AJ Lee					X
13.					
14.					
15.					

Check the appropriate box below:

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

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

FY 2025/26

Wawona - 0475

ON-SITE ALLOCATION

3010	Title I	\$64,452 *
7090	LCFF Supplemental & Concentration	\$220,668
7091	LCFF for English Learners	\$57,288

TOTAL 2025/26 ON-SITE ALLOCATION	\$342,408
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,968
Program Budget	\$62,484
Total Title I Allocation	\$64,452

ESSA Assistance Status: Not Identified for Assistance

Wawona K-8 2025-2026 - SPSA Draft Edits

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-57.1 pts	-59.4 pts	2023-2024	-44.4 pts
SBAC ELA - Average distance from standard (African American)	✓		-98.2 pts	2023-2024	-83.2 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-134.4 pts	2023-2024	-119.4 pts
SBAC ELA - percentage of students met/exceeded standard	✓	29.2 %	28.3 %	2023-2024	33.3 %
SBAC Math - Average distance from standard	✓	-93.7 pts	-94.4 pts	2023-2024	-79.4 pts
SBAC Math - Average distance from standard (African American)	✓		-149.7 pts	2023-2024	-134.7 pts
SBAC Math - Average distance from standard (Students w/ Disabilities)	✓		-162.6 pts	2023-2024	-147.6 pts
SBAC Math - percentage of students met/exceeded standard	✓	17.6 %	17.5 %	2023-2024	22.5 %

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

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

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

Based on the metrics in our current goal, Wawona students are not reading on grade level as identified by SBAC.
71.7% of students are not meeting/exceeding on grade level in ELA

82.5% of students are not meeting/exceeding on grade level in Math.
African American students are -98.2 Distance from Standard in ELAand -149.7 in Math.
SWD are -134.4 Distance from Standard in ELAand -162.6 in Math.

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

- 1. Students not mastering foundational skills in the primary grades in Spanish and English.
- 2. Middle school students enter with limited mastery of literacy skills in academic vocabulary and language development and reading comprehension.
- 3. PLC data analysis focuses on recursive standards/skills with limited literacy interventions.

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

- 1. Tier 1 instruction and tier 2 intervention for students not on grade level in reading with progress monitoring with a universal screener.
- 2. Professional learning on literacy focused instruction across all content areas including effective instructional strategies such as Criteria for Success, Keystone Pedagogies for EL instruction and Culturally Responsive practices and Teacher Clarity.
- 3.Implementation of the PLC+ framework and fidelity of monitoring student learning with CFAs, FIABs/IABs and Interim assessments.

Section B: Investigation

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

Action 1: ELA/ELD and SLA/ELD

Partially Implemented

Partial implementation due to Tier 2 intervention in grades TK-2 got a late start due to the challenges in finding bilingual staff to support; inconsistent implementation of PLi in middle school ELA; inconsistent use of FIABs and IABs in ELA; inconsistent progress monitoring across all grade levels; late PLC+ training for all staff; subs for grade level planning; extra salaries for supplemental contracts for tutoring; certificated substitutes for ELPAC assessments; substitutes for SSTs/IEPs/504s; supplemental contracts for ILT teachers; professional learning/conferences focusing on literacy/SLA; challenges in filling one ELA position and one SDC position until February 2025.

Action 2: Math

Partially Implemented

Partial Implementation due to challenges in staffing of the math team; inconsistent use of FIABs/IABs and progress monitoring in Math; CFAs were inconsistently used by some members of the math team; late training on PLC+ model; substitutes for grade level planning; substitutes for SSTs/IEPs/504s; supplemental contracts for ILT teachers; professional learning/conferences focusing on Math; supplemental contracts for math tutoring; long term substitute in one middle school math class Aug- June..

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

Action 1: ELA/ELD and SLA/ELD	Partially Effective
Partially effective- elementary students did not meet the target due to Tier 2 intervention getting to a late start; inconsistent use of academic language protocols and graphic organizers; inconsistent implementation of PLi strategies; inconsistent instructional support for ELs; inconsistent grade level planning; ELPAC data chats.	
Action 2: Math	Partially Effective
Partially effective- inconsistent use of academic language protocols and graphic organizers; inconsistent implementation of CFUs/FIABs/IABs; inconsistent instructional support for ELs; inconsistent grade level planning; Math student data chats on interim progress focused on growth.	

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

1. Consistent PL for all staff based on grade level and content need.
2. Increase Parent involvement and campus events.
3. Improve PLC meeting structures through the PLC+ framework.
4. Develop and implement Tier 2 interventions for early literacy, literacy in grades 3-8, middle school math and English learners.
5. Utilize resources and tools such as but not limited to Second Step and CHAMPS to support SEL skill development, enhance classroom engagement and improve academic success.
6. Additional PLC planning per quarter and during the summer.
7. Middle school teachers in ELA and Math will coordinate implementation of IABs, FIABs, and CFAs using the core curriculum and scope and sequence.
8. Continue to provide integrated and designated ELD instruction.
9. TSAs will be used to support struggling readers and EL students.
10. Professional learning for certificated staff and admin such as ATDLE and CALSA conferences.

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

SSC:	ELAC:	Staff:
Ensure effective Tier 2 intervention for early literacy in Spanish and English support for those in grades 3-8.	ELAC parents requested more funding to be used toward classroom supports such as training for all staff on effective instructional	Staff requested more support for English Learners, Spanish reading intervention alongside English reading support (elementary DLI) and

Provide more intervention opportunities.

Improve communication to families regarding academic performance.

strategies across the curriculum.

Improve communication to families regarding EL progress.

literacy support for middle school students struggling to read.

Action 1 :

ELA/ELD and SLA/ELD

Action Details:

Wawona K-8 will implement a comprehensive and balanced literacy program to improve foundational skills, reading comprehension, vocabulary and language development.

By June 2025, Wawona K-8 will decrease the distance from meeting standards in ELA from -59.4 to -79.4 as measured by the Smarter Balanced Summative Assessment (SBAC).

- The instructional expectations will ensure the implementation of high quality tier 1 instruction. Tier 1 will include site-wide diagnostic assessments, standards aligned instruction and assessment, and on-going measurement of student progress, and will incorporate a personalized learning approach.
- Students will receive tiered levels of support during school, lunch and after school based on grades and based on student needs.
- Wawona will implement the Teaching Learning Cycle framework (TLC) to support the elementary DLI program and middle school ELA utilizing a coherent process for scaffolding deeper thinking, academic language structured talks, and vocabulary and language development.
- The ELA/ELD instructional block will incorporate an effective Tier 2 intervention that provides support for students who are at risk or functioning below grade level in reading (Spanish or English)
- Wawona K-8 will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated ELD utilizing the ELD standards and ELA/ELD framework with an emphasis on increasing re-classification and proficiency levels on ELPAC and district/site common formative assessments. Teacher professional learning will be provided through development and refinement of high quality first instruction.
- Data chats including data analysis and goal setting will be part of the on-going Instructional cycle of improvement. This will take place 3-4 times a year (teacher-admin and teacher -student)
- Increase use of iReady, CFA, and other relevant data
- Professional Learning Community (PLC) process of intensive reflection upon instructional practices and desired student benchmarks, including the monitoring of student progress related to PLC+ framework.
- Academic Support provided for (Tier 2/3) students by teachers, instructional coach, and RSP teacher through RtI, TST, and the SST processes.
- Monitor literacy progress using a universal screener such as DIBELS or BPST.
- Spanish literacy Foundational skills - all TK-2 elementary teachers will be provided professional learning on how to provide explicit instruction in phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.
- Materials and supplies to support English/Spanish literacy and ELD.
- Purchase culturally relevant texts, subscriptions and site licensing for digital text sources to extend use of complex text.
- Maintain on-site technology, including tablets, laptops, and other needed technology to support site-wide implementation of integrated technology and digital literacy.
- Maintenance of technology, equipment, building, and machines to support literacy and school environment.
- Extra salaries for certificated staff to provide supplemental services for reading, writing, and foundational skills.
- Extra salaries for certificated and classified staff for professional learning outside of the duty day/year.
- Extra salaries for classified staff to provide support intervention and extra support for students.
- Provide certificated assessors for ELPAC administration from the district.
- Substitutes provided for SSTs, IEPs, data chats, curriculum planning and professional learning
- Graphics to support instruction through anchor charts, reusable graph organizers, and other related literacy charts.
- Professional learning conferences/travel opportunities as identified by site, region, and/or district.
- Students supported during testing administration with nutritious snacks.
- Instructional Leadership Team (ILT) regional development of the PLC work around Grading for Equity practices.
- Ongoing training related to TLC, ELA/ELD, and DLI instructional strategies.
- Continued work on culturally proficient teaching and mastery learning will support our focus on helping students to develop needed skills and knowledge through affirming classroom environments.

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

- Tier 1
 - On-going emphasis related to the TLC model in DLI program K-8.
 - In TK-2, teachers will implement small group instruction to target key early literacy skills in Spanish and grades 3-8 will focus on Spanish and/or English literacy.
 - All students K-8 will participate in goal setting in reading/ELA and Math.
 - Use of iReady, FSA, FIAB, IABs
 - Use of inquiry based questions to support rigor and student ownership and engagement.
 - Direct instruction in reading, writing, vocabulary and language development
 - Academic Discourse/talk using sentence stems.
 - Learning Intentions, Success for Criteria, and Student Engagement
 - Incentives for students for academic progress.
 - Develop units in both English and Spanish with a clear, standards-based outcome and sequenced learning activities that lead to the outcome tasks.
 - This approach will be applied in ELA, Science, and History/Social Science content and tasks reflect the grade level writing and language expectations
 - Identified reading strategies will continue to grow and be applied as appropriate for different disciplinary classes and the texts students read in those classes.
 - Teachers will continue to apply rigorous vocabulary development which will include but is not limited to providing student friendly definitions, engaging follow up, and application to writing and speaking tasks.
 - ELD standards and teaching methodologies will continue to be incorporated to all instruction in both English and Spanish.
 - Personalized instruction blends whole group instruction, small group instruction, collaborative task, independent practice, and student goal setting and reflection on tasks at the depth and rigor of standards/learning targets
 - Focus on increasing student literacy and student ownership, engagement and achievement
 - Professional learning for teachers and admin on Teacher clarity, literacy development and ELD instruction.
- Tier 2
 - Response to Intervention to support within each students' classroom
 - Use of iReady, FSA, FIAB, IABs and CFAs
 - Lunch and After-school tutoring for students significantly below grade level- iStation; supplemental contracts for teachers, materials and resources
 - Rubrics to assess EL progress in meeting ELD standards and ongoing progress towards reclassification
 - RCAs to support students with accessing academics through SEL support
 - (TST) Targeted Support Team utilized for academic, behavioral, attendance and SEL concerns.
 - Use of a universal screener such as DIBLES or BPST.
 - Middle school students with Ds and Fs will be flagged weekly and school counselor and/or teachers will meet with said students to support their needs focusing on African American, SWD and EL students.
 - Middle school students with IEPs with Ds and Fs will be flagged weekly and teacher/case manager and/or school counselor will meet with said students to support their needs.
 - Professional learning for teachers and admin on literacy and ELD intervention.
- Tier 3
 - Intervention targeted towards more specific academic deficits for individual students.
 - (TST) Targeted Support Team
 - Special Education Assessment/IEP/504s targeting specific needs for specific students.
 - Use of a universal screener such as DIBLES or BPST.
 - Intervention for EL students who are Long Term ELs, Socially Disadvantage and Hispanic student groups
 - Behavior Intervention Specialist to support academics

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

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

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

Wawona has had a 4.9% increase of EL students making progress according to the CA Dashboard. However, The English Learner student population is 38.2% on the ELPI.

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

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

- Parent engagement and learning opportunities
- Supplemental contracts for classified staff to support students and families
- Materials, supplies, equipment and translation services.
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

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

- Supplemental contracts for teachers
- Funding for DLI conference and PL opportunities for middle school teachers.
- Funding for substitute teachers for PL and Planning days
- Funding for certificated assessors to administer the ELPAC
- Funding for ELD support
- EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.
- Materials and supplies to celebrate EL students who have been Re-classified
- Materials, supplies, equipment and translation services.
- Summer planning with CCT/ILT and PLCs
- Funding for two RCAs
- Professional learning on PLC+ and Teacher Clarity.

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

- RFEP Monitoring will provide weekly individual and group mentoring to English Learners by ELA/ELD teachers and TSAs/Academic Coach.
- ELPAC Individual and group goal-setting and positive identity building.
- Interpreters based on need for families.
- Newcomer temporary support through EL Services and site TSAs.
- Enhanced attention to ELD standards throughout all school classes/courses.
- Implement designated ELD and integrated ELD daily with all EL students
- Continued Culturally Responsive and Linguistically teaching practices
- Continued professional learning for teachers around the ELA/ELD framework and teacher clarity.
- PLC planning days and supplemental contracts for teachers for planning and EL support.
- Student recognition and incentives for growth on ELPAC.
- Professional learning on PLC+ and Teacher Clarity.

Student Groups

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- Provide instructional materials, supplies, equipment, babysitting and translation services.
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days
- Parent involvement opportunities and materials and supplies.
- Supplemental contract for HSL to support families and students after school during school events.

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- Provide instructional materials, supplies, equipment and translation services.
- Subs for PLC planning days and supplemental contracts for summer planning
- Supplemental contracts for lunch and/or after school tutoring
- Professional learning for teachers and admin such as conferences, coaching, and training.
- Fund two RCAs to support students with SEL to reengage them back into the classroom to focus on academics.
- Parent involvement opportunities and materials and supplies.
- Student academic recognition materials/supplies and events.
- Extra Prep period for AD to monitor student academic progress.
- Teaching Fellows to support early literacy.
- Substitutes for SSTs/IEPs/504s (7090 only)
- Supplemental contract for HSL to support families and students after school during school events.
- Equipment maintenance and lease

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- Students to meet with counselors for academic monitoring and goal setting.
- Elementary teachers and TSAs to support ELs and ELPAC goal setting.
- After school and/or lunch tutorials will be provided.
- Parent notification of student progress and opportunities to meet with teachers and/or counselors.
- PLCs to monitor academic progress of student subgroups and provide intervention and feedback for student learning.
- RCAs and A4 Champions will meet with students for goal setting and progress monitoring of SEL and academics.
- Peer mentoring will be provided for identified students.
- Teaching Fellows to support early literacy.
- Academic coach to support early literacy.
- Middle School TSAs to support middle school teachers and students in ELA/ELD and Math.

- Professional learning for staff on Teacher clarity, positive relationships and student engagement.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Teacher feedback based on classroom walks focused on Learning intentions, Criteria for Success and Student Engagement expectations. • Outcomes measured by walkthrough data based on school wide focus areas. • CCI using classroom walkthrough data, Interim, iReady and FSAs by ILT, CCT and admin targeting problem of practice, identifying best practices, goal setting, developing action plans. • Progress monitoring of early literacy skills in grades K-2 and literacy skills in grades 3-8.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • CFAs, district assessments, iReady, SBAC, Interim assessments and universal literacy screener. • Outcomes measured by growth from assessments and through progress monitoring, FSA, iReady and interim results. • Student goal setting will be based on quarterly grades, SBAC, iReady, FSA, and Interim assessments. • Data chats: teacher to student, counselor to student, PLCs to admin. • Outcomes monitored by teachers, PLCs, and admin. • Weekly D and F reports by counselors	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. SBAC Results- decrease in DFS in ELA-59.4 points to -44.4 for grades 3-8 and an increase in FSAs and fluency assessments in grade K-2. Outcomes measured by growth on DFS in grades 3-8 and FSAs and fluency assessments in grade K-2. Outcomes measured by admin, teachers, and ILT.

Action 2 :

Math

Action Details:

By June 2025, Wawona K-8 will decrease the distance from meeting standards in Math from -94.4 to -79.4 as measured by the Smarter Balanced Summative Assessment (SBAC).

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

- All students will receive instruction focused on state standards using the Mathematical Practices.
- School wide use of PLC+ model: Teacher clarity, Student ownership/engagement, criteria for success, learning intentions

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

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

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

- Support provided for (Tier 2/3) students by TSAs, instructional coach, RSP teacher and school psychologist.
- Substitutes provided to support planning, SST's, IEPs, data chats, etc.
- Intervention/tutoring opportunities for students during lunch or after school- supplemental contracts for teachers.
- Core teachers will target intervention for students using small groups.
- Tier 3
 - Intervention targets more specific academic deficits for individual students.
 - (TST) Targeted Support Team
 - Special Education Assessment/IEP/504s targeting specific needs for specific students.
 - Intervention for EL students who are Long Term ELs
 - Behavior Intervention Specialist to support academics

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

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

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

English Learner student population is -104 points Distance from Standard.

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

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

- ILT/PLC work
- Materials and supplies
- Parent engagement, materials and supplies.
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

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

- Supplemental contracts for teachers
- Substitute teachers for PL and Planning days
- Substitute teachers for equity and basic 5 walks
- PL and conference opportunities for teachers
- Summer planning
- ILT/PLC work
- Lunch and after school tutoring
- Materials and supplies
- Parent engagement and materials and supplies
- Technology
- Substitutes for SSTs/IEPs/504s (7090 only)
- RCAs to support students with accessing academics through SEL support

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

- Academic Discourse (Math talk)
- Language Stems
- Teacher Clarity and PLC+

- Individual and group goal-setting and positive identitybuilding.
- Use instructional strategies to target skills and focus standards, vocabulary and language development.
- Culturally responsive engagement strategies
- Interpreters based on need for families.
- Mileage reimbursement for HSL
- Supplemental time for HSL for parent involvement
- EL students will be given the opportunity to participate in after school tutorial to receive additional instruction
- Student recognition and incentives for growth on ELPAC.

Student Groups

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

Students with Disabilities (SWD):

Long Term English Learner (LTEL):

African American (AA):

- Identified students will receive intervention support.
- Use instructional strategies to target skills and focus standards, vocabulary and language development and Teacher Clarity.
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

Students with Disabilities (SWD):

Long Term English Learner (LTEL):

African American (AA):

- Provide instructional materials, supplies and equipment
- PLC planning days- supplemental contracts for summer and after school planning and substitutes for release days.
- Professional learning for teachers and admin including Conferences and coaching.
- RCA to support students with accessing academics through SEL support
- Extra prep period for AD to monitor academic progress for students.
- Student recognition and incentives for growth on SBAC, iREady, FSA, Fluency and district Interim Assessments.
- Professional learning on PLC+ and Teacher Clarity.
- Subs for IEPs/SSTs/504s

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

Long Term English Learner (LTEL):

African American (AA):

Students with Disabilities (SWD):

- Academic Discourse (Math talk)
- Language Stems for language and vocabulary development.
- Individual and group goal-setting
- Use instructional strategies to target skills and focus Math standards, vocabulary and language development.
- Culturally responsive engagement strategies
- Interpreters based on need for families.
- Supplemental time for HSL for parent involvement
- Students will be given the opportunity to participate in after school tutorial to receive additional instruction
- Student recognition and incentives for growth on ELPAC.
- PLC will use the PLC+ framework to monitor student progress to adjust instruction and provide student feedback.
- D and F weekly reports by counselors to all teachers
- Improve parent communication around student progress.
- Professional learning on PLC+ and Teacher Clarity.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. • Teacher feedback based on classroom walks focused on Learning intentions, Criteria for Success and Student Engagement expectations. • Outcomes measured by walkthrough data based on school wide focus areas. • CCI using classroom walkthrough data, Interim, and iReady by ILT, CCT and admin targeting problem of practice, identifying best practices, goal setting, developing action plans. • Progress monitoring of weekly D and F reports by counselors.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. • CFAs, district assessments, iReady, SBAC, and Interim assessments. • Outcomes measured by growth from assessments and through progress monitoring of iReady and interim results. • Student goal setting will be based on quarterly grades, SBAC, iReady, and Interim assessments. • Data chats: teacher to student, counselor to student, PLCs to admin. • Outcomes monitored by teachers, PLCs, and admin. • Weekly D and F reports by counselors	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. SBAC Results- decrease in DFS in Math -94.4 points to -79.4 for grades 3-8 and an increase in iReady assessments in grade K-2. Outcomes measured by growth on DFS in grades 3-8 and iReady assessments in grade K-8. Outcomes measured by admin, teachers, and ILT.

2025-2026 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-Supp			ILT/CCT contracts *No IEPs or 504s*	17,164.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Taylor'd Consulting : PL/Consulting- T. Howard: academics/SEL/Family	6,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning, PL, SSTs/IEPs, Data chats	8,947.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			PLC planning, Tutoring, intervention	6,131.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6 hr RCA for Academic and SEL support	60,904.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6 hr RCA for Academic and SEL support	63,017.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			PLC planning, PL, conferences	8,947.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELA/SLA Planning, Tutoring, intervention	8,214.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials/supplies for EL and DLI	14,127.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Student tech- EL/DLI	5,000.00
G1A1	LCFF: EL	Instruction	Travel			PL/Conferences: EL/DLI	10,000.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Travel			Admin PL/Conference - EL/DLI	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Planning, PL, conferences, Data chats *No IEPs or 504s*	32,800.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Instructional materials/supplies *No Food or Incentives*	442.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Instructional materials/supplies	894.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student technology	5,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease/repair	7,500.00

\$260,087.00

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

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95 %	78.3 %	2024-2025	85 %

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

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

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

Based on the metrics on the Current Goal, the percent favorable in student centered real world experiences domain of the Fall Climate and Culture survey increased 3% from Spring 2024 elementary and middle school combined. Based on our high school readiness criteria- 2.0 GPA, 95% attendance, and No Ds/Fs in core classes, we have 30 % of students high school ready at Quarter 2.

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

- Chronic Absenteeism
- Not enough opportunities for student participation for college and career experiences such as field trips, recruitment, guest speakers, and college/career fairs
- Relevancy of curriculum, content and courses.
- Inconsistent SEL instruction and competencies development.

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

- Supplemental contract for additional time for HSL for attendance meetings, training, monitoring, parent communication and parent involvement.
- RCA support to reengage students through SEL support.
- Provide Zero period PE for additional electives.
- Pay for Prep period for AD to monitor academic progress
- Teachers to provide clubs and mentorship via clubs and coaching.

- A4 Champions for mentoring and progress monitoring
- Peer mentoring
- Two Extra periods of VAPA electives
- Cheerleading added
- Materials and supplies added for VAPA

Section B: Investigation

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

Action 1: College and Career Readiness and Exposure

Partially Implemented

- Partial Implementation due to
- Xello and career cruising limited to grades 6-8.
 - A-G presentations limited to grades 6-8.
 - Academic counselors to meet with all middle school students to create a 6 year plan.
 - College and Career fair for both elementary and middle school
 - College and university field trips.

Action 2: Building Character

Partially Implemented

- Partial implementation due to
- Integration of SEL skills for middle school and SEL skills block in elementary.
 - Need of SEL curriculum in Spanish for our DLI classrooms.
 - RCA support of SEL to reengage students back to the classroom.
 - Student of the month recognition
 - Academic progress recognition
 - Parent involvement
 - Student engagement opportunities such as clubs, peer mentoring, additional electives, and athletics.

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

Action 1: College and Career Readiness and Exposure

Partially Effective

- Partially effective due to
- Limited field trips to colleges/universities

- Limited exposure to colleges and career opportunities via a College and Career Fair.
- Cross age mentoring between middle school and elementary
- Weekly D and F reports by counselors.

Action 2: Building Character

Partially Effective

Partially effective due to

- Lack of SEL Spanish materials
- Cross age mentoring between middle school and elementary
- Cross age leadership led activities at lunch and rallies
- Advisory lessons develop for SEL support for middle school students.
- Student of the Month
- Academic Awards

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

- Provide more opportunities for real world experiences for all grade levels.
- Host a College and Career fair for both elementary and middle school.
- Leadership opportunities for both elementary and middle school.
- Additional elective opportunities for VAPA and Zero period PE.
- Cross age mentoring
- Culturally relevant curriculum, materials, and events.
- Parenting classes and babysitting

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

SSC:

- Increase student exposure to college and careers earlier.
- Continue with RCAs for student SEL support.
- Continue with additional periods/preps for VAPA and PE.
- Increase parent involvement and improve parent communication.

ELAC:

- Increase family exposure to college and careers earlier.
- Continue with RCAs for student SEL support.
- Continue with additional periods/preps for VAPA and PE.
- Increase parent involvement.

Staff:

- SEL support/materials in Spanish for DLI
- Continue with RCAs for student SEL support.
- Continue with additional periods/preps for VAPA and PE.
- Funds for student incentives/rewards

Action 1 :

College and Career Readiness and Exposure

Action Details:

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

- Continue to partner up with community stake holders to increase the number participants of the annual Collage and Career Fair, which helps students to find an interest in colleges and careers at an early age. The school will work early on and throughout the year to find student interests and provide those interest at the fair.
- School will offer trips to selected, but not limited to, private/public colleges, universities for students.
- School will offer parent events and workshops, but not limited to, information on college entrance requirements, A-G requirements, scholarship and financial aid opportunities, visitation opportunities.
- School counselor and librarian will create a College/Career Corner in the library and implement monthly college awareness activities to motivate and create awareness.
- Career Cruising
- School counselors will meet with every middle school student and have a one on one planning meeting as part of the 6-year planning process to ensure students receive information on high school graduation criteria, goal setting and planning for their future.
- Goal setting
- Tiered levels of support: Attendance interventions supported by Home School Liaison, Social Worker, and RCAs, including home visits, A2A conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
- Strategically assigned jobs for students at-risk, and in need of a positive connection to adults and school. (Student Valet, Cafeteria Assistant, Campus Beautification, Office Assistant, etc.)
- All students will be encouraged to participate in a broad range of arts, activities and athletics.
- Mentor assigned to Tier 2 and Tier 3 students, provided by various classified/certificated staff members.
- Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to academic counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Support Team (TST).
- Conflict Mediation/Restorative Practices: CWAS, Transition Teacher, RCAs and A4 Champions will support students with accessing academics through SEL support.
- Discussions about future plans (college or career) will be facilitated by school counselors and RCAs.
- Parent Engagement opportunities for parents of DLI, African American, Students with Disabilities, and EL students.

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

- Field trips/Virtual Field Trips/Transportation
- Transportation
- Assemblies
- Career presentations
- Career based discussions
- Graphics to support implementation of exposure to careers
- Computers to complete presentations.
- Graphics for SEL, College and Career and Student expectations
- Materials and supplies for parent involvement and training
- Materials and supplies for SEL, program promotion and Parent student handbooks
- CWAS, RCAs, Transition Teacher, A4 Champion and SW will support students with accessing academics through SEL support.
- Technology-Media literacy Technology-Digital literacy
- Funds to purchase software program to organize College Career Day workshops for students.

- T-shirts, Banners, and pamphlets, supplies to promote college awareness.
- College, career, and real world activities and events.
- Supplies to support classroom instruction and events that promote real-world learning experiences and SEL.
- Funds for extra time for custodial and CAs for all events at Wawona.
- Parent Engagement opportunities to support the expansion of student centered and real- world learning experiences

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

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

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

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

- mileage reimbursement for HSL
- Parent engagement opportunities
- Field trips
- Babysitting
- Materials and supplies for parent involvement
- Supplemental contracts for classified staff to support SEL, clubs, and enrichment opportunities

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

- mileage reimbursement for HSL
- Parent engagement opportunities
- Field trips
- Materials and supplies for parent involvement
- PL for teachers and staff
- Supplemental contracts for teachers to support SEL, clubs, and enrichment opportunities
- Supplemental time for classified for after school/late school events.

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

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

Student Groups

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- Materials and supplies, equipment and technology
- Supplemental time for classified to support with afterschool events?
- Materials and supplies in English and Spanish
- Parent involvement opportunities and materials and supplies
- Student recognition opportunities
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- PLC planning days- supplemental contracts and substitutes
- Materials and supplies, equipment and technology
- Supplemental time for classified to support with afterschool events?
- Supplemental contracts for tutoring, enrichment and engagement opportunities
- Professional learning/conferences for teachers and admin
- Materials and supplies in English and Spanish
- Parent involvement opportunities and materials and supplies
- Student recognition opportunities and materials and supplies
- Equipment maintenance and lease
- Professional learning on PLC+ and Teacher Clarity.

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- Goal setting and academic progress monitoring
- Increase Student recognition opportunities
- Increase parent involvement and communication
- ParentSquare to increase communication
- 5STAR to promote positive student engagement
- Professional learning on PLC+ and Teacher Clarity.

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Xello and A-G presentations • Engagement participation analyzed quarterly by CCT • Outcomes measured by ATLAS reports • Monitored by admin, counselors, CCT and CCD	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Student engagement data with college/career fairs • Increase in student attendance in college visits • Increase in student participation and analyzed by CC quarterly. • Use of ATLAS reports • Monitored by admin, counselors, CCT and CCD.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Responses to Climate and Culture surveys will increase by 5% compared to last year. • Monitored by admin, counselors, CCT and CCD. • Increase parent participation in school events and trainings.

Action 2 :

Building Character

Action Details:

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

- Inclusive Practices
- Conflict Mediation/Restorative Practices
- Career Fair
- Extra salaries for certificated staff to provide supplemental services related to building character.
- Extra salaries for classified staff to provide supplemental services related to building character.
- Professional Learning
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Quarterly Recognition
- Character Recognition
- School Wide Jobs
- Lancer Bucks/ 5 STAR positive incentive system
- FUSD provided Career Ready Field Trips/Career Assemblies
- Goal 2 Field Trips
- Bullying Prevention Assembly
- Tournament of Technology

- Cultural Awareness Months: Black History Month, Women's History, Lunar New Year, Latin Independence Day celebrations
- Ethnic Studies
- Extra salaries for certificated and classified staff to provide extra support during lunch or after school
- Funding for (CADA) California Association of Directors of Activities Conference

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

Tier 1

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

Tier 2

- CWAS , RCAs, Transition Teacher, A4 Champions and SW will support students with accessing academics through SEL support.
- TSA's, school counselors, social worker, instructional coach, CWAS, RCAs, HSL, will assist in communicating the goals, procedures and objectives of the building character initiatives to staff, students, and members of the public.
- HSL and CWAS will support families with struggling students.
- TST referrals to identify students with specific needs.
- Behavior Contracts
- Peer Mentoring
- Social Skills group focusing on SEL competencies
- Conflict Resolution/mediation
- Mentoring
- Change of schedule

Tier 3

- Counseling with Therapist/SW
- Target Support Team (TST) referrals
- Targeted support for individual students.
- Functional Behavior Assessments
- Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)

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

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

Long Term ELs

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

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

- mileage reimbursement for HSL
- Parent engagement opportunities
- Field trips
- Babysitting
- Materials and supplies for parent involvement
- Supplemental contracts for classified to support SEL, clubs, and enrichment opportunities
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

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

- RCAs
- mileage reimbursement for HSL
- Parent engagement opportunities
- Field trips
- Materials and supplies for parent involvement
- PL for teachers and staff
- Release days for teachers (subs)
- CADA conference
- Supplemental contracts for teachers to support SEL, clubs, and enrichment opportunities
- Supplemental time for classified for after school/late school events.
- Extra Prep period for AD

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

- Emphasize problem solving and literacy activities
- Provide technical knowledge and basic technology skills
- Interaction and communication which promotes the speaking, listening, and cultural skills essential for success
- Use of HSL for parent communication with parents of English Learners
- Outreach through school and HSL to increase participation
- ParentSquare to increase communication
- 5STAR to promote positive student engagement
- CADA conference to promote student engagement
- Increase parent participation
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student SEL growth.
- Professional learning on PLC+ and Teacher Clarity.

Student Groups

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- Materials and supplies, equipment and technology
- Supplemental time for classified to support with afterschool events
- Materials and supplies in English and Spanish
- Parent involvement opportunities and materials and supplies
- Student recognition opportunities

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- PLC planning days- supplemental contracts and substitutes
- Materials and supplies, equipment and technology
- Supplemental time for classified to support with afterschool events?
- Supplemental contracts for tutoring, enrichment and engagement opportunities
- Professional learning/conferences for teachers and admin
- Materials and supplies in English and Spanish
- Parent involvement opportunities and materials and supplies
- Student recognition opportunities
- CADA conference for student engagement
- Professional learning on PLC+ and Teacher Clarity.

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

Long Term English Learner (LTEL):

Students with Disabilities (SWD):

African American (AA):

- Goal setting and academic progress monitoring
- Increase Student recognition opportunities
- Increase parent involvement and communication
- ParentSquare to increase communication
- 5STAR to promote positive student engagement
- Professional learning on culturally proficiency and student engagement
- Professional learning on PLC+ and Teacher Clarity.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. - College and Career presentations - Engagement participation analyzed quarterly by CCT - Outcomes measured by ATLAS reports - Monitored by admin, counselors, CCT and CCD	Medium-Term (Change in Behavior or Performance) Want to see Shape these behaviors... Include how these outcomes will be measured and who will monitor them. - Student engagement data with college/career fairs - Increase in student attendance in college visits - Increase in student participation and analyzed by CC quarterly. - Use of ATLAS reports - Monitored by admin, counselors, CCT and CCD.	Long-Term (Change in Condition) Hope to see And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. - Responses to Climate and Culture surveys will increase by 5% compared to last year. - Monitored by admin, counselors, CCT and CCD. - Increase parent participation in school events and trainings.
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2025-2026 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-Maint			General maintenance-tech/golf carts/facilities	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Awards, posters, banners	2,500.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Overtime	2,070.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			CA support overtime	2,070.00
G2A2	Sup & Conc	Instruction	Direct Trans			Student field trips & real world experiences	3,000.00

\$14,640.00

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

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		30.8 %	2023-2024	25 %
Suspension Rate	✓	2.5 %	12.6 %	2023-2024	10 %

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

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

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

Based on the metrics in this Current Goal, Chronic Absenteeism has decreased over the last year. Identified student groups are AA and SWD. Suspensions have decreased over the last year. Identified student groups are AA and SWD.

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

- Health issues such as chronic illness, mental health, and other health impairments contribute to frequent absences.
- Family challenges such as economic hardship and unstable housing contribute to a student's ability to attend school on a regular basis.
- School Connectedness such as poor relationships with staff and peers can discourage students from attending.
- Lack of Engagement such as students not feeling connected to the curriculum, school culture impacts students' attendance.
- Poor Academic Performance such as students struggling with grade level coursework or feeling behind can lead to frustration or feeling overwhelmed.
- Lack of SEL skills such as Self-awareness, Self-management, Social awareness, Responsible decision-making can impact relationships with peers and staff and self confidence.

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

- PBIS with incentives for attendance, engagements, and school wide expectations.
- Supplemental contract for certificated and classified staff to support students and families.

- Strategic adult supervision in common areas and during all transitions.
- Implementation of MTSS for academics, SEL and behavior.
- Aligned behavioral supports including restorative and culturally responsive practices.
- Fund RCAs to support SEL to access academics.
- Buy out prep for AD to monitor academic and behavior progress.
- Funding for CADA conference.
- Increase parent engagement and involvement opportunities.

Section B: Investigation

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

Action 1: Reduce Chronic Absenteeism

Partially Implemented

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

Action 2: Relationship Building, WEB, Mentoring

Partially Implemented

- All teachers will held weekly Class Meetings and Advisory Lessons on the first day of each week.
- SEL and Second Step lessons
- Focus on interacting positively with students and strive to provide a high ratio of positive interactions of 3:1
- Our SPED, AA and EL students will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.
- Targeted students will participate in mentoring activities with community professionals.
- Targeted students will participate in the African-American Conference.
- Targeted students will participate in the Si Se Puede conference
- Targeted students will participate in Academic Field trips.
- Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish, and Social Emotional

- Two 6 hour Resource Counseling Assistants will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills.
- RCAs will focus on identified students within Tier II and Tier III and focus on SEL competencies.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning and family engagement opportunities.
- Climate and Culture team and Campus Culture Director will work collaboratively to implement positive behavior intervention strategies.
- Funding for CCD and Admin to attend the (CADA) California Association of Directors of Activities Conference
- Extra Salaries for certificated and classified to support student activities
- Supplemental contract for Transition Teacher to support during lunch time
- WEB activities and student leadership conference
- School wide rallies
- Cross age leadership activities
- Athletics, clubs and mentoring opportunities.
- Partnership with district departments: DPI, DEI, and A4

Action 3: Reduce out of school suspensions

Partially Implemented

- On boarding for new middle school students entering after the school year begins
- On boarding via WEB for all incoming 7th graders
- Students will receive continued implementation of Safe and Civil components around CHAMPS and schoolwide and Classroom expectations
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Target Support Team (TST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB and Leadership students to lead incoming 7th graders
- Mentors assigned for check-in/check-out
- Inclusive Practices for students of color, students with disabilities, and foster youth
- Incorporate our new Guidelines for Success and the Big Three (rules)
- Provide Conflict Mediation for identified students, as needed.
- Re-Entry meetings with students and families
- Support Staff will provide support in the areas of structure, academic counseling and goal setting, and social emotional support
- At-risk students are strategically assigned jobs to support connectivity to school and adult. Transition Teacher, CWAS, RCAs and SW will support students with accessing academics through SEL support.
- The Climate and Culture Team will lead the work using the cycle of continuous improvement and building a system of proactive and positive ways to address student behavior and implement PBIS using 5 STAR.
- School will provide mentoring program to students who meet criteria in attendance, grades and/or behavior. The program will build leadership skills in students through mentorship and various leadership activities and guest speakers. The program intends to nurture and build leadership qualities.
- Climate and Culture Team will provide professional learning to increase student connectivity, build positive relationships with staff, and engagement strategies. **Class meetings using Second Step will deliver curriculum to teach students character, making good choices, and develop social/emotional learning skills.**
- WEB-Where Everybody Belongs program will be implemented to increase student belonging, school safety, and enhance anti-bullying efforts and reduce discipline issues by creating an improved school climate and greater sense of connection for the school.
- Two 6 hour Resource Counseling Assistants and the Transition teacher will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills. The RCA will focus on identified students of color within Tier II and Tier III.
- Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys.
- Subs, conference fees, and accommodations will be provided for classified, certified and Administrative staff members to attend workshops and conferences in the areas of student engagement, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.
- Campus Culture directors will devise monthly school wide events to celebrate diversity and cultural heritage.
- Staff will utilize district support staff in helping increase SEL understanding.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.
- Partnership with district departments: DPI, DEI, and A4

- Partnership with Taylor'd Consulting and professional learning for certificated, classified and admin staff

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

Action 1: Reduce Chronic Absenteeism

Partially Effective

- Monitoring of attendance by attendance team and TST
- Home visits
- Daily attendance phone calls
- T2 Parent meetings
- Partnership with district departments: DPI, DEI, and A4
- Referrals to TST
- Use of 5 STAR to incentivize expectations and attendance.
- Use of Student store for 5 STAR
- Partnership with Taylor'd Consulting and professional learning for certificated, classified and admin staff

Action 2: Relationship Building, WEB, Mentoring

Partially Effective

- CADA for CCD team
- WEB and Leadership opportunities
- Student rallies, lunch time activities, and cross age leadership opportunities
- Student of the Month
- Second Step and Class meetings
- Funding for additional certificated staff to join CCT
- Supplemental contracts for planning time for CCT
- Funding for positive incentives
- Funding for RCAS for SEL support to reengage students back into academics
- Partnership with district departments: DPI, DEI, and A4
- Partnership with Taylor'd Consulting and professional learning for certificated, classified and admin staff
- Parent conferences such as ReEntry meetings.

Action 3: Reduce out of school suspensions

Partially Effective

- Streamlined Behavior Notification forms and system
- Use of 5 STAR to incentivize expectations and attendance.
- Use of Student store for 5 STAR
- Professional Learning for certificated and classified staff on positive interactions and supports, classroom management and incentive systems, classroom interventions.
- Restorative practices
- Increased activities and student engagements
- Referral data analysis to identify trends and interventions.

- Suspension data analysis to identify trends and interventions.
- Partnership with district departments: DPI, DEI, and A4
- Parent conferences such as ReEntry meetings.
- Partnership with Taylor'd Consulting and professional learning for certificated, classified and admin staff

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

Implementation of

- Discipline guidelines supports and interventions
- TST referrals and SEL support
- RCAs and Transition teacher to provide SEL support
- Behavior Notification form updated
- Professional Learning on Classroom management, Criteria for Success, and Incentive system
- PBIS, 5 STAR, and Student Store
- Supplemental contracts for classified and certificated staff to support students, families, and after school events.
- Buyout of Prep of AD to support student athletes.
- Buyout of Prep for Zero Period PE.
- Additional VAPA electives.
- Increase of parent engagement activities and improved communication.
- Professional learning/conferences for staff and admin.

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

SSC:

- Improve parent communication
- Increase parent training
- Increase VAPA and elective opportunities

ELAC:

- Improve parent communication
- Increase parent training
- Provide translation and babysitting services.
- ELPAC progress monitoring and training for families.

Staff:

- ReEngagement room support
- Positive incentives and recognition for students
- SEL support for students
- Student rallies and activities
- Parent trainings

Action 1 :

Reduce Chronic Absenteeism

Action Details:

Wawona K-8 School will continue to utilize a school wide incentive program to improve attendance for all students and use the MTSS to monitor and support our chronically absent students and families by working with our TST and attendance teams and our district partners such as DPI and A4.

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

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

Tier 1:

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

Tier 2:

- Incentives for behavior contracts, classroom incentives for attendance and academic performance
- Student incentives for improved attendance.

- Individual outreach
- Social Worker
- School Counselor-MS
- Attendance Site Meeting
- Parent Attendance meetings
- Partnership with DPI for supports/interventions
- TST referrals for support and interventions
- CWAS and RCAs will support students with accessing academics through SEL support, including extra time and overtime as needed.
- Two RCAs to support social and emotional needs of students. (Two 6 hours)

Tier 3:

- TST referrals
- Work with CWAS and District support team such as DPI
- Home visits made by support staff (Wellness Checks)
- TST Referrals to outside agencies
- T2 Parent meetings
- Legal Intervention -SARB
- Materials and supplies for homeroom activities, ID badges, student incentives for great attendance (95%).

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

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

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

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

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

- *Parent communication*
- *Parent Meetings and training*
- *Translation and babysitting services*
- *Materials and supplies to support students, staff, and parents.*
- *Supplemental contracts for classified to support students, families and after school events.*
- *Supplemental contracts for teachers for ILT*
- *Funding for substitute teachers for PL and Planning days*

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

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

- *Classified overtime to support home visits*
- *Overtime for classified to support parent meetings*
- *RCAs to support SEL and Attendance*
- *Translation and babysitting services*
- *Professional learning/conferences/coaching/consultants for certificated, classified and admin.*
- *Materials and supplies to support students, staff, and parents.*
- *Technology to support students and staff.*
- *Supplemental contracts for classified and certificated staff to support students, families and after school events.*
- *Supplemental contracts for summer planning for teachers.*
- *Substitutes for planning days.*

- *Substitutes for SSTs/IEPs/ 504*

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

- HSL will assist with communication to parents of EL students.
- Schoolwide Climate and Culture procedures for common areas and classrooms will be implemented in all classrooms and by all stakeholders.
- Incentives for students approaching at-risk status.
- CADA training for CCD and Admin
- CWAS, HSL, and Attendance Clerk to support ELs and parents
- PLC Planning days
- Summer planning days- supplemental contracts
- *Professional learning/conferences/coaching/consultants for certificated, classified and admin.*
- *Materials and supplies to support students, staff, and parents.*
- Technology to support students and teachers.
- Translation and babysitting services.
- Partnership with district departments such as DPI and EL services.

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

- Professional instructional materials and supplies, equipment, leases, and general maintenance.
- Supplemental contracts for classified staff to support students, families and after school and weekend events.
- Partnership with district departments such as DPI, DEI, A4
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

Students with Disabilities (SWD):

African American (AA):

- Fund two RCAS
- Extra Prep period for AD
- Professional instructional materials and supplies, equipment, and leases.
- Substitutes for PLC planning days
- Supplemental contracts for summer planning
- Supplemental contracts for classified and certificated staff to support students, families and after school and weekend events.
- Professional learning/conferences/coaching/consultants for certificated, classified and admin
- Technology to support students and staff
- Substitutes for SSTs/IEPs/504 meetings
- Supplemental contracts for teachers for ILT

- Funding for substitute teachers for PL and Planning days

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

Students with Disabilities (SWD):

African American (AA):

- Teacher to student and Teacher to Admin data chats
- Academic counselors to meet with this group of students for goal setting
- TST referrals for support and interventions
- Increase parent notification/communication
- Professional learning on PLC+ and Teacher Clarity.
- Attendance team to monitor and implement CICO and goal setting with students and families.
- Partnership with district departments such as DPI, DEI, A4
- Partnership with Taylor'd Consulting

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Decrease rate in chronic absenteeism • Documentation in ATLAS parent communication, contacts and meetings • Monitoring and tracking of tardies • Outcomes to be monitored by Admin team, Attendance team, TST, Office staff, and CCT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • CCT to develop an attendance incentive program and monitor. • Decrease chronic absenteeism rate and monitor quarterly. • Outcomes to be monitored by Admin team, Attendance team, TST, Office staff, and CCT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease chronic absenteeism rate and monitor quarterly. • Outcomes to be monitored by Admin team, Attendance team, TST, Office staff, and CCT.

Action 2 :

Increase Student Engagement

Action Details:

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

- All teachers will hold weekly Class Meetings and Advisory Lessons on the first day of each week.
- SEL and Second Step lessons
- Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions of 3:1
- Our SWD and AA students will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.
- Targeted students will participate in mentoring activities with community professionals.
- Targeted students will participate in the African-American Conference.
- Targeted students will participate in the Si Se Puede conference
- Targeted students will participate in Academic Field trips.
- Students who meet academic, behavior, and attendance criteria will be invited to participate in activities and or field trips.
- Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish, and Social Emotional
- Two 6 hour Resource Counseling Assistants will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills.
- RCAs will focus on identified students within Tier II and Tier III.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.
- Climate and Culture team and Campus Culture Director will work collaboratively to implement positive behavior intervention strategies.
- Funding for CCD and Admin to attend the (CADA) California Association of Directors of Activities Conference
- Extra Salaries for certificated and classified to support student activities
- WEB activities and student leadership conference
- Cultural events and clubs
- Mentoring opportunities
- Student recognition for engagement in clubs, athletics and participation in spirit weeks
- PBIS, 5 STAR and student store
- Partnership with district departments such as EL Services, DPI, DEI, A4, Parent University and SPED.
- Partnership with Taylor'd Consulting for professional learning for certificated and classified staff and admin.

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

Tier 1:

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

- Supplemental classified and certificated staff time to support students, parents and activities
- WEB activities and student leadership conference
- Cultural events and clubs
- Mentoring opportunities
- Student recognition for engagement in clubs, athletics and participation in spirit weeks
- PBIS, 5 STAR and student store
- Onboarding of new students after the school year begins

Tier 2:

- Students will have the opportunity to engage in clubs, athletics, cultural events, and in spirit weeks
- AD to monitor athletes for participation/engagement
- Specialized electives and Zero Period PE
- After school clubs, mentoring and events
- Identified students will meet with A4 champions.

Tier 3:

- Students not engaged in goal 2 activities will be identified, counseled and encourage to participate in activities of their interest.
- Counselors to review all student engagement opportunities with families of identified students.

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

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

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

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

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

- Parent engagement
- Babysitting
- Transportation
- collaboration with Parent University
- Translation services
- Mileage reimbursement
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

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

- Parent engagement
- Babysitting
- Transportation
- collaboration with Parent University
- Materials and supplies
- Student incentives
- Extra Prep period for AD
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

- Class Meetings and/or Weekly advisory lessons on the first day of each week.
- Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).
- Targeted students will participate in bi-weekly mentoring participation with community professionals.
- Targeted students will participate in academic and motivational Field trips.
- District staff will work with site staff in growing their repertoire in student engagement using culturally responsive strategies
- CCT and ILT teams will work together to plan, monitor and conduct classroom walks.
- Cross age leadership opportunities.
- WEB onboarding for incoming 7th grade students.
- Rallies, lunch time and after school events.
- Onboarding of new students after the school year begins

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

- Provide instructional materials, supplies, equipment and Ricoh lease, and general maintenance.
- Fund twp RCA
- Supplemental contracts for classified staff to support students, families and after school and weekend events.
- Partnership with district departments such as DPI, DEI, A4, SPED
- Goal setting with counselors
- Babysitting services for family events.

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

Students with Disabilities (SWD):

African American (AA):

- Provide instructional materials, supplies, equipment and Ricoh lease, and general maintenance.
- Substitutes for PLC planning days
- Supplemental contracts for summer planning
- Supplemental contracts for classified and certificated staff to support students, families and after school and weekend events.
- Professional learning/conferences/coaching/consultants for certificated, classified and admin
- Technology to support students and staff
- Partnership with district departments such as DPI, DEI, A4, SPED
- Babysitting services for parent events.
- Professional learning on PLC+ and Teacher Clarity.

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

Students with Disabilities (SWD):

African American (AA):

- All students will meet with counselors for goal setting
- Identified students will meet with AA champions.
- Parent conferences
- Peer mentoring
- Parent/family events and training
- Culturally responsive events and activities
- Professional learning on PLC+ and Teacher Clarity.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Student engagement participation will be monitored quarterly. • Outcomes to be monitored and measured through ATLAS reports. • Outcomes monitored by admin, CCD, AD, and CCT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Student engagement participation will be monitored quarterly. • Outcomes to be monitored and measured through ATLAS reports. • Outcomes monitored by admin, CCD, AD, and CCT. • Increase in favorable responses for student engagement from Spring to Fall Climate and Culture Survey.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Student engagement participation will be monitored quarterly. • Outcomes to be monitored and measured through ATLAS reports. • Outcomes monitored by admin, CCD, AD, and CCT. • Increase in favorable responses for student engagement from Spring to Fall Climate and Culture Survey.

Action 3 :

Reduce school suspensions

Action Details:

Wawona K-8 School will continue implementation of the School Culture and Climate components creating a sense of unity, belonging, and pride amongst staff, students, parents, and community members. The MTSS of Social-Emotional Supports will support in reducing suspension rates. With the support of our CWAS,HSL, TSA, academic counselor, Transition teacher, RCAs, CWAS, HSL and Social Worker, Wawona will implement Re-Engagement

strategies and restorative practices, which will support struggling students, and actively support at-risk students with behavior and self management. District Social Worker, Project Access, Prodigy and A4Y social workers will continue to provide support to students with an over-arching goal of keeping students in the classroom, rather than suspending, as appropriate. Wawona will continue to develop/refine Tier 1 systems, structures and procedures in order to promote a positive culture of learning with high expectations (Wawona's Guidelines for Success and the Big 3, Class Meetings/Second Step/OLWEUS).

- On boarding for new middle school students entering after the school year begins
- On boarding via WEB for all incoming 7th graders
- Students will receive continued implementation of Safe and Civil components around CHAMPS and schoolwide and Classroom expectations
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Target Support Team (TST).
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Use WEB and Leadership students to lead incoming 7th graders
- Mentors assigned for check-in/check-out
- Inclusive Practices for students of color, students with disabilities, and foster youth
- Incorporate our Guidelines for Success and the Big Three (rules)
- Classroom Incentive System and Success criteria
- Provide Conflict Mediation for identified students, as needed.
- Re-Entry meetings with students and families
- Support Staff will provide support in the areas of structure, academic counseling and goal setting, and social emotional support
- At-risk students are strategically assigned jobs to support connectivity to school and adult. Transition Teacher, CWAS, RCAs and SW will support students with accessing academics through SEL support..
- The Climate and Culture Team will lead the work using the cycle of continuous improvement and building a system of proactive and positive ways to address student discipline.
- School will provide mentoring program to students who meet criteria in attendance, grades and/or behavior. The program will build leadership skills in students through mentorship and various leadership activities and guest speakers. The program intends to nurture and build leadership qualities.
- Climate and Culture Team will provide professional learning to increase student connectivity, build positive relationships with staff, and engagement strategies. **Class meetings using Second Step will deliver curriculum to teach students character, making good choices, and develop social/emotional learning skills.**
- WEB-Where Everybody Belongs program will be implemented to increase student belonging, school safety, and enhance anti-bullying efforts and reduce discipline issues by creating an improved school climate and greater sense of connection for the school.
- Two 6 hour Resource Counseling Assistants and the Transition teacher will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills. The RCA will focus on identified students of color within Tier II and Tier III.
- Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys.
- Subs, conference fees, and accommodations will be provided for classified, certified and Administrative staff members to attend workshops and conferences in the areas of student engagement, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.
- Campus Culture directors will devise monthly school wide events to celebrate diversity and cultural heritage.
- Staff will utilize district support staff in helping increase SEL understanding.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning.
- Partnership with district departments such as EL Services, DPI, DEI, A4, Parent University and SPED.
- Partnership with Taylor'd Consulting for professional learning for certificated and classified staff and admin.

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

Tier 1:

- Guidelines for Success, the Big Three, Lancer Bucks/Student store, 5 STAR
- Class Meetings/Morning Meetings
- Behavior Notification Protocols
- Classroom Behavior and Incentive system

- Technology, materials and supplies to support instruction in character building, Growth Mindset, Emotional Intelligence, Second Step, and Olweus Anti-Bullying curriculum and related social emotional support material.
- Incentives for students with positive behavior
- Semester School wide expectations assemblies
- Partnership with district departments such as EL Services, DPI, DEI, A4, Parent University and SPED.
- Partnership with Taylor'd Consulting for professional learning for certificated and classified staff and admin.
- Materials and supplies, t-shirts, poster boards, incentives, and rewards, transportation to academic and motivational study trips.
- 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.

Tier 2:

- Incentives for behavior contracts, classroom incentives for attendance and academic performance. Transition teacher, RCAS, CWAS and support staff will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Wawona's guidelines of Success to staff, students, and members of the public.
- Mentors assigned for check-in/check-out Transition Teacher, CWAS, RCAs and SW will support students with accessing academics through SEL support.
- School counselors, CCT team and Support Staff will assist in counseling students and communicating the goals, procedures and objectives of the implementation of Wawona's Guidelines of Success to staff, students, and members of the public.
- Job assignments Strategically assigned
- Mentorship opportunities
- Transition teacher to coordinate with support providers, including admin, to develop Behavior progress monitoring for at risk students
- Targeted Support Meeting (TST) referrals, progress monitoring, and identify supports or interventions.
- Partnership with district departments such as EL Services, DPI, DEI, A4, Parent University and SPED.
- Restorative Practices and SEL competencies by RCAs, Transition teacher, CWAS

Tier 3

- School Psychologist and case managers to support with SWD
- Targeted Support Meeting (TST)
- Multi-disciplinary Team (ICET)
- ICET referrals and Behavior Intervention Specialists
- Collaboration with Project Access, Prodigy and A4Y

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

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

English Learner student population is performing at a low level in areas of suspension.

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

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

- Funds for parent/family engagement
- Funds for mileage reimbursement
- Instructional materials, supplies, equipment, leases, and general maintenance.
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

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

- Fund two RCAs counselors to support with SEL and interventions
- Fund extra time for classified staff to support students and parents
- Fund supplemental contracts for teachers to support students and families.
- Summer planning with CCT/ILT and PLCs
- Partnership with Taylor'd Consulting for professional learning for certificated and classified staff, and admin.
- Professional learning opportunities for classified, certificated, and admin: conferences, consulting, coaching and training such as PBIS, Safe and Civil, CADA, CALSA, ATDLE.
- Student incentives for positive incentives.
- Instructional materials, supplies, equipment, leases, and general maintenance.
- Supplemental contracts for classified and certificated staff for tutoring, mentoring, and after school student engagement and family events.
- Professional learning on PLC+ and Teacher Clarity.
- *Extra Prep period for AD*
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

- Spanish Home School Liaison will help with parent communication and family engagement.
- Home visits by HSL, CWAS, and Attendance clerk
- Parent training on student engagement and how SEL impacts behavior and academics.
- CCT and ILT collaboration on student engagement using culturally responsive strategies and increasing the ratio of positive interactions.
- Translation and babysitting services will be provided.
- Professional learning on PLC+ and Teacher Clarity.

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days
- Supplemental contracts for classified staff to support after school and weekend events.
- Funds for parent engagement.

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

Students with Disabilities (SWD):

African American (AA):

- Fund two RCAs
- Provide PLC planning days

- Supplemental contracts for summer planning for PLCs
- Supplemental contracts for classified and certificated staff to support after school and weekend events.
- Professional learning opportunities for classified, certificated, and admin: conferences, consulting, coaching and training such as Taylor'd Consulting, PBIS, Safe and Civil, CADA, CALSA, ATDLE.
- Professional learning on PLC+ and Teacher Clarity.
- Extra Prep period for AD
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and SSTs/IEPs/504s

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

Students with Disabilities (SWD):

African American (AA):

- Academic counselors to meet with students and complete goal setting.
- Parent conferences and increase communication.
- Increase family activities and events.
- Culturally responsive activities and events.
- Increase mentorship opportunities.
- Continue with A4 Champions.
- Professional learning on PLC+ and Teacher Clarity.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspension rates compared monthly to last year. • Outcomes to be measured monthly to review/analyze suspension data by school, grade, teacher, and student groups. • Outcomes to be measured by admin, CCT, and TST.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspension rates compared by semester to last year. • Outcomes to be measured monthly to review/analyze suspension data by school, grade, teacher, and student groups. • Outcomes to be measured by admin, CCT, and TST.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspension rates compared by semester to last year. • Outcomes to be measured monthly to review/analyze suspension data by school, grade, teacher, and student groups. • Outcomes to be measured by admin, CCT, and TST.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Mileage reimbursement-Home visits	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ovr			HSL and Office Overtime	3,106.00
G3A1	LCFF: EL	Instruction	Direct Trans			Transportation- EL/DLI	3,000.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period for Athletic Director Gretchen Ward	13,957.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Student Incentives, Ethnic studies, CADA	13,572.00

\$35,135.00

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

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	96.6 %	85.9 %	2024-2025	87.5 %

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

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

- Staff participation in the Fall Climate & Culture Survey remained the same from 2023-2024.
- Need for Increase of teacher voice in PD development.
- Same CORE teachers are involved in CCT and ILT meetings.
- Elementary and Middle school teams have different challenges and needs.

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

- Challenges with teacher coverage to support classroom observations.
- Inequitable professional learning time (lack of differentiation) for elementary versus middle school.
- Limited professional development meeting time.
- Challenges in staffing CORE and SPED classrooms.

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

- We will continue to provide opportunities for all stakeholders to voice input through committees, surveys, feedback forms and open discussion meetings.
- We will continue to leverage leadership decisions utilizing our School Climate and Culture Team, ILT, CCT and SSC to identify areas where growth can occur.
- We will have the CC team survey staff so they have full buy in with the connectivity ideas.

- We will provide weekly updates sent to the entire staff by the principal to keep staff connected.

Section B: Investigation

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

Action 1: Improvement on Student Survey: Positive relationships

Partially Implemented

- All teachers will held weekly Class Meetings and Advisory Lessons on the first day of each week.
- SEL and Second Step lessons
- Focus on interacting positively with students and strive to provide a high ratio of positive interactions of 3:1
- Our SPED, AA and EL students will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.
- Targeted students will participate in mentoring activities with community professionals.
- Targeted students will participate in the African-American Conference.
- Targeted students will participate in the Si Se Puede conference
- Targeted students will participate in Academic Field trips.
- Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish, and Social Emotional
- Two 6 hour Resource Counseling Assistants will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills.
- RCAs will focus on identified students within Tier II and Tier III and focus on SEL competencies.
- Ethnic studies curriculum will be introduced along with fieldtrips and supplies needed to support the learning and family engagement opportunities.
- Climate and Culture team and Campus Culture Director will work collaboratively to implement positive behavior intervention strategies.
- Funding for CCD and Admin to attend the (CADA) California Association of Directors of Activities Conference
- Extra Salaries for certificated and classified to support student activities
- Supplemental contract for Transition Teacher to support during lunch time
- WEB activities and student leadership conference
- School wide rallies
- Cross age leadership activities
- Athletics, clubs and mentoring opportunities.
- Partnership with district departments: DPI, DEI, and A4

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

Action 1: Improvement on Student Survey: Positive relationships

Partially Effective

- Teacher retention in elementary increased.
- Middle ELA, Math and SPED staffing was inconsistent.
- K-8 collaboration via CCT and ILT.
- School wide staff appreciation acts: monthly and yearly

- Peer mentorship, coaching, and professional learning
- PLC+ training
- Teacher led Professional learning.

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

- Increase instructional feedback
- Create more leadership opportunities on campus for teachers and staff
- Create more opportunities for teachers to lead PL and coach each other.
- Create structures for teachers to engage peer observations and funding for substitutes.
- Development of Sunshine club.
- Monthly staff recognition awards.
- PLC+ training structures, protocols, and implementation.
- Academic Coach and PLUS teachers to supports PLCs.

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

SSC:

- Teacher appreciation acts
- Increase positive feedback from admin
- Concerns about teacher staffing in middle school.

ELAC:

- Strong connections between families
- Increase parent communication in primary language when possible.
- Concerns about teacher staffing in middle school.

Staff:

- Teacher appreciation acts
- Increase positive feedback from admin
- Concerns about teacher staffing in middle school.

Action 1 :

Increase Staff Sense of Belonging

Action Details:

New action for this Goal. By June 2025, Wawona staff survey results on Staff Sense of Belong will increase from 85.9 to 87.5%.

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

New action for this Goal.

- Staff socials/potlucks
- Staff recognition
- Staff surveys
- Staff involvement in spirit weeks, rallies, assemblies and cultural events.
- Include teachers in hiring process
- Teacher mentorship
- Staff needs assessment
- Peer to peer observations
- Professional Learning on PLC+ and Cultural proficiency strategies
- Teachers leading athletics, clubs, and cultural events.
- Staff attending sports events
- Staff attending CADA conference to develop engagement opportunities for staff, families and students.

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

- Provide instructional materials, supplies, equipment, leases, and general maintenance.
- Provide translation and babysitting services.
- PLC+ planning days
- Supplemental contracts for summer planning
- Supplemental contracts for tutoring and case management.
- Supplemental contracts after school planning.
- Substitutes for PLC planning
- Supplemental contracts for classified and certificated staff to support student and families after school and weekends.
- Professional learning, coaching, collaboration with consultants and district departments such as DPI, EL services, A4 and CIPL.

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

- Provide instructional materials, supplies, equipment, leases, and general maintenance.
- Provide translation and babysitting services.
- Supplemental contracts for classified staff to support student and families after school and weekends.
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

Students with Disabilities (SWD):

African American (AA):

- Provide instructional materials, supplies, equipment, leases, and general maintenance.
- Provide translation and babysitting services.
- PLC+ planning days
- Supplemental contracts for summer planning
- Supplemental contracts for tutoring and case management.
- Supplemental contracts after school planning.
- Substitutes for PLC planning
- Supplemental contracts for classified and certificated staff to support student and families after school and weekends.
- Professional learning on PLC+ and Teacher Clarity.
- Extra Prep period for AD
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

Students with Disabilities (SWD):

African American (AA):

- Provide instructional materials, supplies, equipment, leases, and general maintenance.
- Provide translation and babysitting services.
- PLC+ planning days
- Supplemental contracts for summer planning
- Supplemental contracts for tutoring and case management.
- Supplemental contracts after school planning.
- Substitutes for PLC planning
- Supplemental contracts for classified and certificated staff to support student and families after school and weekends.
- Professional learning, coaching, collaboration with consultants and district departments such as DPI, EL services, ~~A4~~ and CIPL.
- Professional learning on PLC+ and Teacher Clarity.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increase staff engagement and sense of belonging • Increase staff participation in extra curricular activities, professional learning, and summer planning. • Outcomes measured by surveys, needs assessment and monitored by admin, CCT, and ILT.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Increase staff engagement and sense of belonging • Increase staff participation in extra curricular activities, professional learning, and summer planning. • Outcomes measured by surveys, needs assessment and monitored by admin, CCT, and ILT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Increase staff engagement and sense of belonging • Increase staff participation in extra curricular activities, professional learning, and summer planning. • Outcomes measured by surveys, needs assessment and monitored by admin, CCT, and ILT.

2025-2026 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	Sup & Conc	Instruction	Bks & Ref			PL materials/supplies	5,000.00
G4A1	Sup & Conc	Instruction	Travel			PL/conferences	10,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Travel			PL/Conference- Admin	5,000.00

\$20,000.00

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

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

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	85.5 %	84.1 %	2024-2025	85.5 %

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

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

Lack of consistent parent participation in school activities and events: more elementary participation versus middle school.

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

- Limited outreach efforts by staff.
- Communication, cultural and language barriers
- Conflicting work schedules.
- Parents may have had previous negative experiences.

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

- Provide incentives for families to attend school events
- Increase positive contacts and relationship building opportunities.
- Increase family communication and promotion of school activities on various platforms.
- Support teachers with professional learning and resources to engage families.
- Increase family participation by scheduling events at different times of the day to accommodate diverse family schedules.

Section B: Investigation

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

Action 1: Family Engagement

Partially Implemented

- Updated and informative school website, social media platforms, and Parent Square messages.
- Weekly Principal message via ParentSquare
- Parent Sign ups on EduText
- Increased Office staff, HSL and Counselors support with family communication.
- Increased positive phone calls home by teachers and staff.
- Parent/teacher conferences
- Admin/parent conferences
- Home visits
- Parent engagement opportunities for AA, SWD, and EL students.
- Varied Parent meetings such as Family Engagement hour and 6th grade to 7th grade transition parent meetings
- Cultural family events

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

Action 1: Family Engagement

Partially Effective

- Updated and informative school website, social media platforms, and Parent Square messages.
- Weekly Principal message via ParentSquare
- Parent Sign ups on EduText
- Increased Office staff, HSL and Counselors support with family communication.
- Increased positive phone calls home by teachers and staff.
- Parent/teacher conferences
- Admin/parent conferences
- Home visits
- Parent engagement opportunities for AA, SWD, and EL students.
- Varied Parent meetings such as Family Engagement hour and 6th grade to 7th grade transition parent meetings
- Cultural family events

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

- Provide incentives for families to attend school events

- Increase positive contacts and relationship building opportunities.
- Increase family communication and promotion of school activities on various platforms.
- Support teachers with professional learning and resources to engage families.
- Increase family participation by scheduling events at different times of the day to accommodate diverse family schedules.
- Deliberate recruitment of our AA, SWD and EL families to participate in school events.

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

SSC:	ELAC:	Staff:
• Varied schedules of school events to meet the diverse needs of elementary and middle school families. • Increase family communication • Continue with weekly Principal messages. • Continue with social media updates.	• Increase family communication • Continue with translation services and babysitting • Continue with Family Engagement hour • Reinstate ESL classes	• Varied schedules of school events to meet the diverse needs of elementary and middle school families. • Continue with weekly Principal messages. • Continue with social media updates. • Increase positive contacts

Action 1 :

Family Engagement

Action Details:

Wawona will promote family engagement through positive relationships and frequent communication.

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

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

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

- Materials and supplies, equipment, leases, and general maintenance.

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

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

- RFEP progress monitoring will provide quarterly communication
- Individual and group goal-setting and positive identity building.
- 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 intervention aligned to both ELD and content standards.
- Funds will be provided for supplies and materials for the meetings.
- Babysitting
- Translation/Interpreters
- Professional learning for staff: conferences, coaching, collaboration with consultants and district departments such as EL services.

Student Groups

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

- **Students with Disabilities (SWD):**
African American (AA):
Translation and babysitting services
- Mileage reimbursement for classified staff for home visits
- Materials and supplies and technology
- Supplemental contracts for classified staff to support students and families after school or during lunch time.
- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

- **Students with Disabilities (SWD):**
African American (AA):
Materials and supplies, equipment, leases, and general maintenance.
- Babysitting services
- Materials and supplies and technology, equipment, leases, and general maintenance.
- Supplemental contracts for classified and certificated staff to support students and families after school or during lunch time.
- Professional learning for staff: conferences, coaching, collaboration with consultants and district departments such as EL services.
- PLC planning days
- PLC summer planning- supplemental contracts
- Professional learning on PLC+ and Teacher Clarity.
- Extra Prep period for AD

- Supplemental contracts for teachers for ILT
- Funding for substitute teachers for PL and Planning days

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

- **Students with Disabilities (SWD):**
 - African American (AA):**
 - Opportunities for intervention during lunch and after school
 - Collaboration with consultant Taylor'd Consulting, DPI, SPED and A4.
 - Parent training and engagement opportunities to reflect the diverse cultures of our school community.
 - Supplemental contracts for classified and certificated staff to support students and families after school or during lunch time.
 - Professional learning for staff: conferences, coaching, collaboration with consultants and district departments such as EL services.
 - PLC planning days
 - PLC summer planning- supplemental contracts
 - Increase positive phone calls home
 - Professional learning on building relationships with families
 - Parent/teacher and Admin/Parent Conferences
 - Professional learning on PLC+ and Teacher Clarity.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • An increase in use of our social media and school website visitors. • An increase in use of ParentSquare and Let's Talk • Increase in attendance at Back to School, Title 1 meeting, Open House and Parent conferences. • Outcomes measured by attendance rosters. • Outcomes monitored by admin, CCT, ILT, office staff and counselors.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • An increase from Fall Family Climate and Culture survey to Spring. (1.3%) • Increase in attendance at Back to School, Title 1 meeting, Open House and Parent conferences. • Outcomes measured by attendance rosters. • Outcomes monitored by admin, CCT, ILT, office staff and counselors.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • An increase from Fall Family Climate and Culture survey to Spring. (1.3%) • Increase in attendance at Back to School, Title 1 meeting, Open House and Parent conferences. • Outcomes measured by attendance rosters. • Outcomes monitored by admin, CCT, ILT, office staff and counselors.

2025-2026 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 for Parent Engagement	6,546.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for family engagement	1,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Parent engagement supplies	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials/supplies for EL/DLI family engagement	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage reimbursement- home visits	1,000.00

\$12,546.00

2025-2026 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-Supp			ILT/CCT contracts *No IEPs or 504s*	17,164.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Taylor'd Consulting : PL/Consulting- T. Howard: academics/SEL/Family	6,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning, PL, SSTs/IEPs, Data chats	8,947.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			PLC planning, Tutoring, intervention	6,131.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6 hr RCA for Academic and SEL support	60,904.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6 hr RCA for Academic and SEL support	63,017.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			PLC planning, PL, conferences	8,947.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELA/SLA Planning, Tutoring, intervention	8,214.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials/supplies for EL and DLI	14,127.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Student tech- EL/DLI	5,000.00
G1A1	LCFF: EL	Instruction	Travel			PL/Conferences: EL/DLI	10,000.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Travel			Admin PL/Conference - EL/DLI	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Planning, PL, conferences, Data chats *No IEPs or 504s*	32,800.00
G1A2	Title 1 Basic	Instruction	Mat & Supp			Instructional materials/supplies *No Food or Incentives*	442.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Instructional materials/supplies	894.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Student technology	5,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh lease/repair	7,500.00
G2A1	Sup & Conc	Instruction	Direct-Maint			General maintenance-tech/golf carts/facilities	5,000.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Awards, posters, banners	2,500.00
G2A1	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Overtime	2,070.00
G2A1	Sup & Conc	Security	Cls Sup-Ovr			CA support overtime	2,070.00
G2A2	Sup & Conc	Instruction	Direct Trans			Student field trips & real world experiences	3,000.00
G3A1	Title 1 Basic	Attendance & Social Work Services	Local Mileag			Mileage reimbursement-Home visits	1,500.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Ovr			HSL and Office Overtime	3,106.00
G3A1	LCFF: EL	Instruction	Direct Trans			Transportation- EL/DLI	3,000.00
G3A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Additional Period for Athletic Director Gretchen Ward	13,957.00
G3A3	Sup & Conc	Instruction	Mat & Supp			Student Incentives, Ethnic studies, CADA	13,572.00
G4A1	Sup & Conc	Instruction	Bks & Ref			PL materials/supplies	5,000.00
G4A1	Sup & Conc	Instruction	Travel			PL/conferences	10,000.00
G4A1	Sup & Conc	Instructional Supervision & Admin	Travel			PL/Conference- Admin	5,000.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for Parent Engagement	6,546.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for family engagement	1,000.00
G5A1		Parent Participation	Mat & Supp				2,000.00

G5A1	Sup & Conc	Parent Participation	Mat & Supp	Parent engagement supplies	2,000.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Materials/supplies for EL/DLI family engagement	2,000.00
G5A1	LCFF: EL	Attendance & Social Work Services	Local Mileage	Mileage reimbursement- home visits	1,000.00
					\$342,408.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,452.00
Sup & Conc	7090	\$220,668.00
LCFF: EL	7091	\$57,288.00
Grand Total		\$342,408.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$260,087.00
G2 - Expand student-centered and real-world learning experiences	\$14,640.00
G3 - Increase student engagement in their school and community	\$35,135.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$12,546.00
Grand Total	\$342,408.00