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 3, 2026

Table of Contents

Topic	Details
Cover Page	*CDS Code with Signature*
Table of Contents	*Listing of SPSA Contents and District Goals*
Centralized Services	*N/A*
School Site Council Assurances	*Consolidated Program Assurances*
School Site Council (SSC)	*Members list*
Required Signatures	*Principal and SSC Chairperson*
Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

District Goals

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

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Delia Nuno	X				
2. Chairperson - Sarah Sexton		X			
3. Vice-Chairperson- Angelica Butler		X			
4. Secretary-Margaret Riedinger			X		
5. Nancy Meza-Macias		X			
6. Mati Sanchez		X			
7. Alexandria Villarreal				X	
8. Veronica Santiago				X	
9. Savannah Ortiz- Student Body President					X
10. Julianna Moreno-Student Body Vice President					X
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Wawona Pk8			
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**	D Nuño	4-8-26
SSC Chairperson	**Sarah Sexton**	Sarah	4-5-26

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

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

FY 2026/27

Wawona - 0475

ON-SITE ALLOCATION

3010	Title I	$77,694	*
7090	LCFF Supplemental & Concentration	$221,184	
7091	LCFF for English Learners	$47,380	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$346,258**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,252
	Program Budget	$75,442
	Total Title I Allocation	$77,694

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Wawona K-8 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		19.9 %	2025-2026	**21 %**
Goal 1	ELPAC - percentage of students who scored 4		14 %	2024-2025	**15.1 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		47.9 %	2024-2025	**49 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)		46.2 %	2024-2025	**47.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		0 %	2025-2026	**1.1 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		71.4 %	2025-2026	**72.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		37.6 %	2025-2026	**38.7 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		46.4 %	2025-2026	**47.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		52.4 %	2025-2026	**53.5 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-44.4 pts	-62.1 pts	2024-2025	**-47.1 pts**
Goal 1	SBAC ELA - Average distance from standard (African American)	-83.2 pts	-111.3 pts	2024-2025	**-96.3 pts**
Goal 1	SBAC ELA - Average distance from standard (English Learner)		-81 pts	2024-2025	**-66 pts**
Goal 1	SBAC ELA - Average distance from standard (Long-Term English Learner)		-125.3 pts	2024-2025	**-110.3 pts**
Goal 1	SBAC ELA - Average distance from standard (Socioeconomically Disadvantaged)		-75.7 pts	2024-2025	**-60.7 pts**

Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		28.2 %	2024-2025	**33.2 %** ↑
Goal 1	SBAC Math - Average distance from standard (African American)	-134.7 pts	-175.6 pts	2024-2025	**-160.6 pts** ↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-79.4 pts	-94.9 pts	2024-2025	**-79.9 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Long-Term English Learner)		-153.4 pts	2024-2025	**-138.4 pts** ↑
Goal 1	SBAC Math - Average distance from standard (Socioeconomically Disadvantaged)		-112 pts	2024-2025	**-97 pts** ↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		21.1 %	2024-2025	**26.1 %** ↑
Goal 2	Chronic Absenteeism - (African American)		52.6 %	2024-2025	**52 %** ↓
Goal 2	Chronic Absenteeism - (English Learner)		21.1 %	2024-2025	**20.5 %** ↓
Goal 2	Chronic Absenteeism - (White)		35.4 %	2024-2025	**34.8 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	25 %	16.7 %	2025-2026	**16.1 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	85.5 %	89 %	2025-2026	**90.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	87.5 %	83 %	2025-2026	**84.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		85 %	2025-2026	**87 %** ↑
Goal 2	Suspension Rate - (White)		19.4 %	2024-2025	**19.07 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	10 %	5.8 %	2025-2026	**5.47 %** ↓

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

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

POP #1 ELA Proficiency & Language Development (with focus on ELs, LTELs, SED, and African American students)

Evidence of need. ELA outcomes remain below standard with persistent subgroup gaps: SBAC ELA average distance from standard is **−47.1 (ALL)** with larger gaps for **African American (−96.3)**, **SED (−60.7)**, and **LTEL (−110.3)**; overall **Meets/Exceeds = 33.2%**. ELPAC Level 4 is **15.1%**, and mid-year i-Ready ELA indicators show very low growth/proficiency in key entries (e.g., **1.1%**), signaling early-year implementation challenges.

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

POP #2 Mathematics Proficiency & Growth (with focus on African American, LTEL, and SED students)

Evidence of need. SBAC Math shows **−79.9 (ALL)** average distance from standard and **26.1% Meets/Exceeds**, with substantial subgroup gaps (**African American −160.6**, **SED −97**, **LTEL −138.4**). i-Ready shows momentum in some grades (e.g., **1st grade stretch 72.5%**) but uneven overall (**stretch 38.7%**, **typical 53.5%**, **D2 on/above 21%**).

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

POP #3 Attendance, Climate, and Behavior (with focus on disproportionality)

Evidence of need. While **Chronic Absenteeism (All, Sem 1) is 16.7%** with a tighter local target of **16.1%**, subgroup chronic absence remains high (**African American 52%**). **Student health & wellness favorable = 87%** and **Family engagement = 90.1%** indicate strengths, yet **Staff culture favorable = 84.1%** needs attention. Suspensions overall are **5.47%.**

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

POP #1 **Likely Causes**

1. Inconsistent Tier 1 structured literacy practices (K–5) and uneven small-group instruction aligned to current diagnostics.
2. Limited integration of designated **and** integrated ELD across content; insufficient SDAIE and academic discourse routines that accelerate language and literacy together.
3. PLC/data-cycle variability (frequency, use of claim/target analyses, and alignment of CFAs to standards).
4. Family literacy engagement not yet systematic for focal groups (EL/LTEL, African American, SED), constraining at-home practice and monitoring.

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

POP #2 **Likely Causes.**

1. Inconsistent implementation of problem-based, conceptually focused Tier 1 lessons (productive struggle, representations, discussion).
2. Small-group/acceleration blocks not tightly driven by current i-Ready domain gaps.
3. Math anxiety and limited use of formative checks (error analysis, exit tickets) to adjust instruction.
4. Intervention/tutoring not yet consistently targeted to the students >1 year behind.

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

POP #3 **Likely Causes.**

1. Early-warning and case-management systems for attendance are not fully proactive or integrated with family outreach/home visiting.
2. Tier 1 behavior expectations and positive recognition systems vary by classroom; restorative alternatives to suspension are inconsistently implemented.
3. Limited structures supporting staff wellness and belonging, affecting consistency of Tier 1 climate practices.

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.

POP #1 **Needs**

- Protect a daily ELA block anchored in the adopted curriculum with explicit phonics/word study (primary) and complex text, vocabulary, and writing routines (intermediate), with Tier 2/3 time built into the master schedule.
- Schedule designated ELD minutes with coaching cycles; integrate ELD in content (SDAIE, sentence frames, structured talk, language objectives); monitor progress with ELPI checkpoints.
- Tighten PLC cycles (every 2–3 weeks) using i-Ready diagnostic/standards-aligned CFAs; implement corrective instruction and re-teach plans; track *stretch* growth for students >1 year behind.
- Launch family literacy workshops (bilingual), at-home reading toolkits, and progress dashboards for EL/LTEL and African American/SED students, honoring the **Equitable Access** and **Community Engagement**

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.

POP #2 **Needs**

- Strengthen a coherent math block (number sense routines, task-based lessons, talk moves, multiple representations).
- Establish data-driven acceleration groups using i-Ready *domain* data; monitor weekly and adjust.
- Implement high-dosage tutoring (before/after school) focused on priority standards and unfinished learning for >1-year-behind students.
- Coaching cycles on task selection, error analysis, and checks for understanding—prioritizing classrooms serving African American, LTEL, and SED students to advance the **Equitable Access**

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.

POP #3 **Needs**

- Implement an MTSS-Attendance playbook (on-track dashboards, success mentors, home visits, interagency support) with clear escalation steps.
- Strengthen Tier 1 behavior (school-wide matrix, teaching/practice cycles, recognition), coupled with restorative practices and alternatives to suspension—advancing the **Health & Wellness**
- Launch a staff belonging & wellness plan (recognition routines, pulse checks, PLC norms) aligned to the **Effective Staff**

Section B:Investigation

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

ELA/ELD and SLA/ELD — **Partially Implemented**

Mid-year results show modest movement: SBAC ELA *Meets/Exceeds* rose to **33.2%**, and ELPAC Level 4 rose to **15.1%**; however, i-Ready ELA indicators in key entries remain very low (**≈1.1%**), suggesting early-implementation fidelity and progress-monitoring gaps.

Math

Partially Implemented

SBAC Math remains far below standard (**−79.9** ALL) though *Meets/Exceeds* improved to **26.1%**; i-Ready shows mixed progress—strength in **1st grade stretch (72.5%)** but overall **stretch 38.7%** and **typical 53.5%**.

College and Career Readiness and Exposure

Partially Implemented

(K–8 context) Exposure actions (STEM/AVID/CTE exploration) are in place; quantitative CCI isn't applicable at K–8—monitor via MS course success and enrichment participation (no district metric listed here yet). College and Career fair for middle school only. Move to all grades.

Building Character

Partially Implemented

Student health & wellness favorable at **87%** indicates positive student perceptions; continue SEL and recognition systems.

Reduce Chronic Absenteeism

Partially Implemented

All-student rate at **16.7%** (approaching **16.1%** target) reflects improvement; subgroup rates (e.g., **African American 52%**) require intensified tiered supports.

Increase Student Engagement

Partially Implemented

Student health & wellness **87%**; indicates strong engagement foundations to build on. **99%** of students are engaged in clubs, sports or activities.

Reduce school suspensions

Partially Implemented

Overall **5.47%** trending down vs. prior target. Trends for AA and SPED students have improved.

Increase Staff Sense of Belonging

Partially Implemented

Staff culture favorable **84.1%** remains below our desired threshold; needs explicit, school-wide strategies.

Family Engagement

Partially Implemented

Family engagement favorable **90.1**% Increase of 4%. indicates strong engagement foundations to build on.

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

ELA/ELD and SLA/ELD

Partially Effective

Partially effective overall**;** Some gains (SBAC ELA, ELPAC L4) but insufficient i-Ready growth and persistent subgroup gaps.

Why: Gains on SBAC and ELPAC show partial progress, but extremely low i-Ready ELA growth (≈1.1%) indicates inconsistent Tier 1 implementation and weak progress-monitoring routines.

Math

Partially Effective

Partially effective overall; **Effective** in select primary grades (1st grade stretch). Overall performance remains below standard with significant subgroup gaps.

Why: Strong improvement in specific grades (e.g., 1st grade stretch 72.5%) shows pockets of effective instruction, but inconsistent school-wide use of diagnostic data and Tier 1 routines caused uneven outcomes.

College and Career Readiness and Exposure

Partially Effective

Not yet rated (K–8; continue tracking course success and participation).

Why: No measurable K–8 outcome indicators are available, so effectiveness cannot be determined yet.

Building Character

Partially Effective

Partially to Fully effective (student wellness favorable **87**%).

Why: SEL practices positively impacted most students, but inconsistent Tier 1 behavior systems and disproportional suspension patterns limit full effectiveness.

Reduce Chronic Absenteeism

Partially Effective

Mixed effectiveness—Effective for overall reduction (All = **16.7%**, toward 16.1%); **Ineffective** for African American students (**52**%).

Why: Tier 1 strategies reduced absenteeism for many students, but Tier 2/3 systems were not consistently applied to high-need student groups.

Increase Student Engagement

Effective

Effective (student wellness **87%**). (Student engagement tool indicates **99**% of students engaged in sports, clubs, or activities)

Why: Engagement practices were consistently implemented and well-received by students.

Reduce school suspensions

Partially Effective

Partially effective (overall down) with inequitable subgroup outcomes (White 19.07%).

Why: Though overall suspensions decreased, restorative and Tier 1 systems were applied inconsistently across classrooms.

Increase Staff Sense of Belonging

Partially Effective

Partially effective (**84.1%**).

Why: Positive overall culture is present, but uneven collaboration norms and limited wellness structures prevented stronger outcomes.

Family Engagement

Partially Effective

Effective (family **90.**1%). **Why:** Engagement practices were consistently implemented and well-received by families and students.

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.

- **ELA/SLA/ELD:** Protected ELA + designated ELD minutes; quarterly learning walks; bi-weekly PLC data cycles; targeted Tier 2/3 blocks; intensive writing and vocabulary routines. Coaching prioritized for classrooms serving EL/LTEL and African American/SED students. . D/F reduction plan. Student growth goals and progress monitoring. Aligns to **Equitable Access**
- **Math**: Problem-based instruction with number-sense routines; weekly small-group acceleration using i-Ready domain data; tutoring for >1-year-behind students; coaching on task selection and discourse. Student growth goals and progress monitoring. D/F reduction plan
- **Attendance/Climate.** MTSS-Attendance (success mentors, home visits, on-track dashboards); restorative practices as first response; school-wide recognition systems; staff wellness & belonging plan; College and Career exposure for all grades. Aligns to **Health & Wellness** and **Effective Staff**.
- **Family Partnership.** Quarterly community engagement cycles (listen → plan → act → report back) per **Community Engagement** guardrail; bilingual workshops for literacy/math at home.

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 Tier 1 shifts in instruction and behavior supports, tutoring, and attendance MTSS.	Deep-dive on ELPI/ELPAC trends; designated ELD schedule and family literacy supports.	PLC and assessment calendar, coaching cycles, behavior matrix, and recognition systems; staff wellness supports; PLC planning days.

Action

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

ELA/SLA and ELD

Action Details

Literacy Intervention

At Wawona K–8, we will meet our ELA achievement goals by implementing a comprehensive, balanced literacy system supported by strong Tier 1 instruction, targeted interventions, and strategic use of data.

By June 2027, Wawona K-8 will decrease the distance from meeting standards in ELA from **-62.1** to **-47.1** as measured by the Smarter Balanced Summative Assessment (SBAC).

We will ground our work in the Teaching and Learning Cycle and the ELA/ELD Framework to strengthen foundational skills, academic language, vocabulary, and reading comprehension across both English and Spanish. Through consistent diagnostics, progress monitoring, data chats, and aligned assessments, we will ensure instructional decisions are responsive to student needs. Professional learning for teachers and staff combined with purposeful materials, technology, and intervention supports will build capacity, improve instructional coherence, and elevate students' language proficiency and literacy outcomes. Together, these actions create a unified, intentional approach that moves us toward closing the achievement gap and accelerating student growth by 2027.

Direct Instructional Services

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

- Tier 1
  - Balanced literacy approach.
  - Instructional focus on high leverage standards.
  - 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.
  - Teaching Fellows Early Literacy Tutors will provide additional Tier 1 literacy support in grades K–2 by assisting classroom teachers with small group instruction focused on foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary,
  - All students K-8 will participate in goal setting in reading/ELA and Math.
  - Use of iReady, FSA, FIAB, IABs
  - Implementation of site-based assessment calendar guides when the district and site assessments (iReady diagnostics, SBAC, CSA and ELPAC to ensure progress monitoring and timely data analysis during PLC data chats and instructional planning.
  - 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
- Data chats, Goal setting, progress monitoring
- 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
- Universal screener for early literacy intervention
- Small group instruction for identified students.
- Focus on increasing student literacy and student ownership, engagement and achievement

• Tier 2

- Response to Intervention to support within each students' classroom
- Use of iReady, FSA, FIAB, IABs 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 to identify students who may need intensive intervention.
- 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.

• 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 to identify students who may need intensive intervention.
- 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 9.7% increase of EL students making progress according to the CA Dashboard. However, The English Learner student population is 47.9% 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
- Supplemental contracts for teachers to provide tutoring
- 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.

- LIF (Language Intensive Focus) ELA class for ELs/LTELs
- 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 Proficient 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):

- Supplemental contracts for teachers to provide tutoring
- 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.
- Professional learning provided by Taylor Consulting

African American (AA):

- Provide instructional materials, supplies, equipment, babysitting and translation services.
- Supplemental contracts for teachers for ILT
- Supplemental contracts for teachers to provide tutoring
- 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.
- Professional learning provided by Taylor Consulting

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

Long Term English Learner (LTEL):

- 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

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):

- LIF (Language Intensive Focus) ELA class for ELs/LTELs
- 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.
- Professional learning for staff on Teacher clarity, positive relationships and student engagement.

African American (AA):

- Students to meet with counselors for academic monitoring and goal setting.
- Elementary teachers and TSAs to support with 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.
- Professional learning for staff on Teacher clarity, positive relationships and student engagement.

Family Engagement

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

- Weekly school Parent messaging
- Monthly School Calendar
- Engagement opportunities for families of ELs: Review ELPAC and how to support in the primary language.
- Back to School night, Open House, Title 1 Parent night, Parent Teacher conferences, Incoming Family nights.
- Engagement opportunities for DLI families in Prek-2 focused on early literacy: **Vocabulary Games:** Word bingo, charades with vocabulary words. **Writing Station:** Families write short stories together. **Take-Home Literacy Kits:** Provide books and activity ideas.
- Read Across America: families are invited to come and read to our students.
- Positive Communication With Families
- Collaboration with PTSA: monthly PTSA meetings, Goodies with grandparents, February Family Dance, Pastries with Parents

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on PLC+ and Teacher Clarity.
- Professional learning for teachers and admin on literacy development and ELD instruction.
- Professional learning for staff on culturally proficient engagement strategies.
- Professional learning to build leadership capacity for coaches, TSAs, administrators and lead teachers.
- Professional learning on identifying and using high leverage standards, appropriate instructional methods/strategies aligned to learning targets and criteria for success.
- Professional learning on TLC model for DLI teachers.
- Professional learning for teachers and admin on Teacher clarity, literacy development and ELD instruction.
- Professional learning for staff on culturally proficient engagement strategies.
- Professional learning on early literacy and literacy intervention across content areas/grades.
- Professional learning on writing across the curriculum and grades.
- Professional learning on building positive relationships with culturally proficient engagement strategies as a focus.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- 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.

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.

- CFAs, FIABs/IABs, 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

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.

SBAC Results- decrease in DFS in ELA **-62.1** to **-47.1** for grades 3-8 and an increase in iReady, FSAs and fluency assessments in grade K-2.

Outcomes measured by growth on DFS in grades 3-8 and iReady, FSAs and fluency assessments in grade K-2.

Outcomes measured by admin, teachers, and ILT.

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

Mathematics

Action Details

College & Career Readiness

At Wawona K–8, we will accelerate math achievement by implementing a comprehensive, standards-aligned instructional system grounded in conceptual understanding, the eight Mathematical Practices, and high-quality first instruction.

By June 2027, 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).

Through consistent use of Math Lesson Design, aligned assessments, PLC+ collaboration, and systematic instructional cycles, teachers will plan, teach, and monitor learning with clarity and purpose. We will use i-Ready, CFAs, FIABs/IABs, and multiple data sources to drive targeted support, goal-setting, and interventions. Professional learning, coaching, and culturally proficient practices will strengthen teacher expertise and ensure all students experience rigorous, engaging, and affirming math classrooms. By combining strong Tier 1 instruction, focused interventions, technology support, and ongoing reflection through PLCs and data chats, we create a coherent, equity-driven approach that will move every student toward proficiency and help us meet our 2027 math achievement goals.

Direct Instructional Services

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

- Tier 1
  - On-going emphasis related to Math Lesson Design with continued support from site and district math coaches and SWUN consultants
  - All students K-8 will participate in student growth 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.
  - Instructional focus on high leverage standards.
  - Data chats, Goal setting, progress monitoring
- 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 identified students
- 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.

Long Term English Learner student population are in the red.

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

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

- ILT/PLC work
- Materials and supplies
- Parent engagement, materials and supplies.
- Supplemental contracts for teachers for ILT
- Supplemental contracts for teachers to provide tutoring
- 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 identity building.
- 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 iReady/Interim assessments.

Student Groups

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

Long Term English Learner (LTEL):

- Identified students will receive intervention support focused on language and writing.
- Use instructional strategies to target skills and focus standards, vocabulary and language development and Teacher Clarity.
- Supplemental contracts for teachers for ILT
- Supplemental contracts for teachers to provide tutoring
- Funding for substitute teachers for PL and Planning days
- Professional learning provided by Taylor Consulting

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
- Supplemental contracts for teachers to provide tutoring
- Funding for substitute teachers for PL and Planning days
- Professional learning provided by Taylor Consulting

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

Long Term English Learner (LTEL):

- Identified students will receive intervention support focused on language and writing.
- Provide instructional materials, supplies and equipment
- Supplemental contracts for teachers to provide tutoring
- 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

African American (AA):

- Identified students will receive intervention support focused on vocabulary and writing.
- Provide instructional materials, supplies and equipment
- Supplemental contracts for teachers to provide tutoring
- 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):

- 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 iReady/Interim assessments
- 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.

African American (AA):

- 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 iReady/Interim assessments
- 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.

Family Engagement

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

- Weekly school Parent messaging
- Monthly School Calendar
- Positive Communication With Families
- Back to School night, Open House, Title 1 Parent night, Parent Teacher conferences, Incoming Family nights.
- Engagement opportunities for families in STEAM night: take home Math game kits; Building home math tool kits.
- Collaboration with PTSA: monthly PTSA meetings, Goodies with grandparents, February Family Dance, Pastries with Parents

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on PLC+ and Teacher Clarity.
- Professional learning on Data chats, Goal setting, progress monitoring
- Professional learning to build leadership capacity for coaches, TSAs, administrators and lead teachers
- Professional learning on identifying and using high leverage standards, appropriate instructional methods/strategies aligned to learning targets and criteria for success.
- Professional learning on math intervention.
- Professional learning on writing across the curriculum and grades.
- Professional learning on building positive relationships with culturally proficient engagement strategies as a focus.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- 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.

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.

- 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, FIABs/IABs 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

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.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			G1A2; Planning, PL, conferences, Data chats-**No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	39,990.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			G1A2; ILT/CCT; planning **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	20,860.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			G1A2 Instruct mat/supp **No Food or Incentives**	591.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Taylor'd Consulting:G1A2 PL on acad/SEL/Family engagement	6,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PL books/references G1A2; G2A1-5	3,695.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A1/2 G2A1-6 Incent, Ethnic Studies, CADA, mat/supplies	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			student tech G1A2	3,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin, G1A2; G2A1-5 **Budget lines for personnel include salaries and related benefits	4,775.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Travel			G1A2 PL/conferences for Admin	5,000.00
G1A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA 6 hrs to support student academics through SE support. **Budget lines for personnel include salaries and related benefits	65,279.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			PLC planning, PL, conferences, Data chats **Budget lines for personnel include salaries and related benefits	12,533.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELA/SLA/ELD Planning, Tutoring, intervention **Budget lines for personnel include salaries and related benefits	5,521.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials/supplies for EL and DLI	10,326.00
G1A1	LCFF: EL	Instruction	Travel			PL/Conferences: EL/DLI	10,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			Transportation- EL/DLI	3,000.00
G1A1	LCFF: EL	Instructional Supervision & Admi	Travel			Admin PL/Conference - EL/DLI	5,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			G1A1 PLC Planning, PL, Data chats, SSTs/504/IEPs **Budget lines for personnel include salaries and related benefits	7,759.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			G1A1 PLC planning, tutoring, intervention **Budget lines for personnel include salaries and related benefits	4,908.00
G1A2	Sup & Conc	Instruction	Travel			G1A1/-2; G2A1-5 PL/Conferences	10,000.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh Lease/repair/G1A1	7,500.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	Sup & Conc	Instruction	Direct-Maint			G1A1; Gen maintenance: golf carts/tech/facilities	5,000.00
G1A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA 6 hrs to support student academics through SE support. **Budget lines for personnel include salaries and related benefits	65,312.00

$308,049.00

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

Reduce Chronic Absenteeism

Action Details

Health & Wellness

At Wawona K–8, we will improve attendance by implementing a proactive, schoolwide system that combines incentives, strong relationships, and tiered support through our MTSS framework. By the end of semester 1 of 2026, the chronic absenteeism rate will decrease from 16.7% to 16.1%.

We will monitor data weekly, engage families through meetings, home visits, and ongoing communication, and partner with our TST, attendance team, and district agencies to remove barriers and support chronically absent students. Through SEL programs like Second Step, School Connect, and daily classroom routines, we will strengthen students' social-emotional skills and connection to school. Incentives, positive behavior systems, strategic student jobs, and a campus-wide culture of consistency will reinforce attendance and engagement. By aligning staff efforts, providing targeted counseling and SEL supports, and celebrating improved attendance, we will create a welcoming, predictable environment where students feel supported, valued, and motivated to come to school every day.

Direct Instructional Services

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

Tier 1:

- Behavior Expectations assemblies 2x/year
- 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 TK-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 RCA's 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?

English Learner (EL):

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

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, 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?

English Learner (EL):

- Fund two RCAS
- Professional instructional materials and supplies, equipment, and leases.
- Substitutes for PLC planning days
- Supplemental contracts for summer planning to focus on language development and writing
- 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
- Extra Prep period for AD
- Funding for substitute teachers for PL and Planning days

African American (AA):

-
- 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
- Fund two RCAs
- 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?

English Learner (EL):

- 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,El Services
- Partnership with Taylor'd Consulting

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

Family Engagement

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

- Weekly school Parent messaging
- Monthly School Calendar
- Back to School night, Open House, Title 1 Parent night, Parent Teacher conferences, Incoming Family nights.
- Restorative family/student/school conferences
- Parent Workshops on the importance of attendance
- Attendance meetings with families to identify barriers/needs.
- Family Listening Circles
- Positive Communication With Families
- Home Visits or Community Outreach
- Collaboration with PTSA: monthly PTSA meetings, Goodies with grandparents, February Family Dance, Pastries with Parents

- Incoming Parent Move Up nights

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on building positive relationships with culturally proficient engagement strategies as a focus.
- Partnership with Taylor Consulting for professional learning on student engagement, classroom culture and instruction focused on high leverage standards and progress monitoring.
- Professional learning on using 5 STAR to support PBIS systems.
- Professional learning on Trauma-Informed Practices

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- 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.

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.

- 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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- Decrease chronic absenteeism rate and monitor quarterly.
- Outcomes to be monitored by Admin team, Attendance team, TST, Office staff, and CCT.

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

Reduce School Suspensions

Action Details

Health & Wellness

At Wawona K–8, we will reduce school suspensions by implementing consistent Tier 1 systems, restorative practices, and social-emotional supports that foster belonging, connection, and positive behavior for every student. By the end of semester 1 of 2026, the suspension rate will decrease from 5.8% to 5.47%.

Through proactive onboarding, CHAMPS expectations, Second Step and School Connect lessons, and our Guidelines for Success, we will create predictable, caring environments where students feel valued and supported. Our MTSS team including RCAs, counselors, social workers, the Transition teacher, CWAS, HSL, and district partners will provide targeted interventions, mentoring, conflict mediation, and re-engagement strategies to keep students in class and help them build self-management skills. Leadership students, WEB mentors, and culturally proficient practices will further strengthen student voice and community. By using continuous improvement cycles, data-driven decision-making, staff professional learning, and schoolwide celebrations of culture and diversity, we will cultivate a unified, inclusive school community where students thrive socially, emotionally, and academically.

Direct Instructional Services

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

Tier 1:

- Behavior Expectations assemblies 2x/year
- Guidelines for Success, the Big Three, Student store, 5 STAR points
- Class Meetings/Morning Meetings/ School Connect 7/8
- 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.
- Maintenance/ease of/for copy machine, golf carts.
- Second Step and School Connect (7/8) 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
- ReEntry meetings for students returning from suspensions
- Parent/Admin/Student/Teacher conferences
- Planned discussions with Teacher/student
- 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, and assign a case manager.
- 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 students with IEPs
- 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?

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?

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?

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.
- Professional learning for staff on culturally responsive engagement strategies.

Family Engagement

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

- Weekly school Parent messaging
- Monthly School Calendar

- Back to School night, Open House, Title 1 Parent night, Parent Teacher conferences, Incoming Family nights.
- Restorative family/student/school conferences
- Parent Workshops on Student Behavior & Brain Development
- Family Listening Circles
- Positive Communication With Families
- Home Visits or Community Outreach
- Collaboration with PTSA: monthly PTSA meetings, Goodies with grandparents, February Family Dance, Pastries with Parents
- Incoming Parent Move Up nights

Professional Learning

Describe Professional Learning related to this action.

- Partnership with district departments such as EL Services, DPI, DEI, A4, Parent University and SPED.
- Professional learning for staff on culturally proficient engagement strategies.
- Partnership with Taylor'd Consulting for professional learning for certificated and classified staff and admin.
- Professional learning on Trauma-Informed Practices
- Professional learning including conferences

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

- 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.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

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

- Decrease in 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.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

- Decrease in 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.

- Outcomes to be measured by admin, CCT, and TST.

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

Increase Student Engagement

Action Details

Life Skills

At Wawona K–8, we will strengthen student engagement by expanding opportunities for involvement, building positive relationships, and creating an inclusive school climate that celebrates student success and their diversity.

Through weekly class meetings, SEL and Second Step/School Connect lessons, and intentional positive interactions, staff will foster strong connections and a sense of belonging. Students will be supported and encouraged to participate in clubs, athletics, arts, leadership, mentoring, cultural events, and academic field trips, with targeted outreach to ensure full inclusion of Students with Disabilities and African American students. Our RCAs, Climate and Culture Team, and community partners will provide restorative supports, SEL interventions, and leadership development, while continuous improvement cycles guide program refinement. With dedicated staff time, professional learning, and strategic partnerships, we will create a vibrant, supportive environment where all students feel connected, engaged, and motivated to contribute to our school community.

Direct Instructional Services

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

Tier 1:

- Behavior Expectations assemblies 2x/year
- 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 RCA's to support social and emotional needs of students. (Two 6 hours)
- AD to support with athletics K-8 through funding an additional teaching period
- Mentoring opportunities for identified students
- Supplemental classified and 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
- Move Up days for incoming students
- Red Ribbon Week
- Maintenance/ease of/for copy machine, golf carts.
- Onboarding of new students before 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):

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

- Babysitting services for family events.

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, 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):

- 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, A4, SPED, EI Services
- Babysitting services for parent events.
- Professional learning on PLC+ and Teacher Clarity

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):

- All students will meet with counselors for goal setting

- Identified students will meet with A4 champions.
- Parent conferences
- Peer mentoring
- Parent/family events and training
- Culturally responsive events and activities
- Professional learning on PLC+ and Teacher Clarity.

African American (AA):

- All students will meet with counselors for goal setting
- Identified students will meet with A4 champions.
- Parent conferences
- Peer mentoring
- Parent/family events and training
- Culturally responsive events and activities
- Professional learning on PLC+ and Teacher Clarity.

Family Engagement

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

- Restorative family/student/school conferences
- Parent Workshops on Student Engagement & Brain Development
- Family Listening Circles
- Positive Communication With Families
- Home Visits or Community Outreach
- Collaboration with PTSA: monthly PTSA meetings, Goodies with grandparents, February Family Dance, Pastries with Parents
- Back to School night, Open House, Title 1 Parent night, Parent Teacher conferences, Incoming Family nights.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning on building positive relationships with culturally proficient engagement strategies as a focus.
- Partnership with Taylor Consulting for professional learning on student engagement, classroom culture and instruction focused on high leverage standards and progress monitoring.
- Professional learning how to develop positive communication with families
- Professional learning on Trauma-Informed Practices

- Professional learning on how to use 5 STAR to support PBIS school wide systems

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

- Student engagement participation will be monitored quarterly.
- Outcomes to be monitored and measured through ATLAS reports.
- Outcomes monitored by admin, CCD, AD, and CCT.

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 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.

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.

- 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.

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

College and Career Readiness and Exposure

Action Details

College & Career Readiness

At Wawona K–8, we will build college and career readiness by providing students with meaningful exposure to future pathways, structured goal setting, and opportunities to develop essential workplace and life skills. Through our partnerships with community organizations, college and career fairs, campus tours, and parent workshops, we will ensure students and families understand academic expectations, graduation requirements, and post-secondary options.

Counselors will guide middle school student through individualized planning, career exploration, and monthly awareness activities, while staff provide mentoring, SEL support, conflict mediation, and tiered interventions to keep students connected and engaged. Students will also gain real-world responsibility through strategically assigned jobs, participation in arts, athletics, clubs, and leadership events, and activities that promote communication, collaboration, and responsible decision-making. By combining family engagement, targeted supports, and meaningful career exploration, we will equip all students with the character, confidence, and competencies needed to thrive in high school and beyond.

Direct Instructional Services

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

- 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
- Move Up Days for incoming students

- Parent nights for incoming families
- 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):

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):

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):

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.

Family Engagement

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

- Parent nights for incoming families
- Host College and Career Readiness family workshops to inform families about high school pathways, A–G requirements, graduation expectations, and post-secondary opportunities.
- Host College and Career Fair, families and community are invited to participate and attend.
- Offer parent informational sessions on Xello and other career exploration tools so families can support student goal setting and planning.
- Provide campus visit opportunities and career exploration events so families may participate when possible.
- Partner with Parent University to provide workshops that support families in understanding college preparation and career readiness.
- Provide career awareness materials, brochures, and resources in English and Spanish to ensure accessibility for all families
- Use ParentSquare and school events to communicate college and career readiness opportunities.

Professional Learning

Describe Professional Learning related to this action.

- Engage teachers in PLC collaboration that integrates college and career connections into instruction.
- Provide professional learning on strategies that support student goal setting, career exploration, and real-world learning experiences.
- Offer training on SEL practices that\ align with college and career readiness: communication, collaboration, and decision-making.
- Use ILT, CCT, and Staff Meetings meetings to analyze student engagement and participation data related to college and career readiness activities.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

- Xello and A-G 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.

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

Building Character

Action Details

Life Skills

At Wawona K–8, we will strengthen students' social-emotional skills and character by creating a schoolwide culture that promotes self-awareness, resilience, healthy behaviors, inclusivity, and readiness for future college and career success. Through restorative practices, conflict mediation, inclusive approaches, and purposeful celebrations like Kindness Week, Red Ribbon Week, and cultural awareness events, we will reinforce positive behaviors and strong moral character.

Students will engage in meaningful opportunities such as schoolwide jobs, leadership activities, career fairs, field trips, and academic competitions that cultivate responsibility, creativity, and workplace competencies. Staff will receive ongoing professional learning and provide targeted SEL supports, while incentive systems like Lancer Bucks and quarterly recognitions reinforce positive choices. By combining intentional SEL instruction, character-building experiences, and culturally responsive practices, we will help every student develop the confidence, habits, and social skills needed to thrive in school, career, and life.

Direct Instructional Services

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

Tier 1

- 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.

Family Engagement

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

- Provide parent education opportunities on: digital citizenship, conflict resolution, and positive student behaviors.
- Partner with Parent University to offer learning sessions that support families in reinforcing SEL skills at home.
- Promote family participation in schoolwide character-building events such as Kindness Week, cultural awareness events, and student recognition assemblies.
- Provide materials and resources in English and Spanish to support all families in understanding SEL and school behavior systems.
- Utilize ParentSquare and school communication systems to share SEL strategies, school expectations, and student recognition opportunities.
- Collaborate with the HSL to connect families with resources that support student well-being and engagement.

Professional Learning

Describe Professional Learning related to this action.

- Provide professional learning for teachers and staff on Social Emotional Learning strategies.
- Offer training on restorative practices, conflict resolution, and positive behavior supports to strengthen schoolwide culture.
- Provide professional learning on culturally responsive practices that promote inclusivity and positive student engagement.
- Engage teachers in professional learning focused on strategies that support SEL, student engagement, and positive classroom culture.
- Provide professional learning related to 5 STAR implementation and strategies that promote positive student behavior and engagement.
- Offer training on identifying and supporting students with social-emotional or behavioral needs through MTSS and TST processes.
- Provide opportunities for staff to attend professional conferences such as CADA and district SEL trainings to strengthen student leadership and engagement opportunities.
- Utilize ILT and CCT meetings to review student climate data and engagement indicators to guide improvement in character-building initiatives.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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.

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

Art and Music- Prop 28

Action Details

Equitable Access

At Wawona K–8, we will strengthen visual and performing arts by intentionally building a cohesive, schoolwide music and arts program that provides access and opportunity for every student.

Through collaborative planning, shared vision, and strong partnerships with families, community organizations, and arts professionals, we will expand arts experiences both inside and outside the classroom. Staff will work together to integrate the arts into school culture through performances, showcases, cultural events, and interdisciplinary learning. By securing sustainable resources, supporting teacher capacity, and elevating student creativity and expression, we will create a vibrant arts environment that enriches learning and empowers all students to thrive

Direct Instructional Services

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

- Salary for Extra Zero Period to allow for Middle school DLI student access to an additional elective such as art or music.
- Salaries to pay for Teacher Prep periods to add an additional period of Art and Music electives for all middle school students.
- Materials and supplies to support elementary music, art and dance curriculum and instruction.
- Materials and supplies to support elementary visual and performing arts performances and activities.
- Materials and supplies to support middle school art and music classes and performances or shows and activities.

English Learner Students

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

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

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

- Parent Workshops on VAPA opportunities
- Family Listening Circles
- Positive Communication With Families
- Home Visits or Community Outreach
- Collaboration with PTSA: monthly PTSA meetings, Goodies with grandparents, February Family Dance, Pastries with Parents
- Incoming Parent Move Up nights
- Evening Cultural arts or music performances.
- Back to School night, Title 1 meeting, Open House and Parent teacher conferences.

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

Elementary

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in movement-based learning.
- Measured by: teacher observations, attendance, and student surveys
- Monitored by: dance teacher and site administrator

Secondary

Increased Student Enrollment and Interest in the Arts:

- More students choose to participate in newly offered arts electives
- Measured by: course enrollment data and student interest surveys
- Monitored by: counselors, arts lead, and site administrator

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.

Elementary

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by: teacher observations, reduction in redirections or behavior incidents
- Monitored by: dance teacher and classroom teachers

Secondary

Improved Student Achievement and Focus:

- Students demonstrate stronger concentration, creativity, and problem-solving skills that carry over into academic classes
- Measured by: teacher feedback, grade trends, and student reflections
- Monitored by: arts teachers, and site administrator

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.

Elementary

Enhanced School Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
- Measured by: school climate surveys, student attendance, and family engagement data
- Monitored by: site administrators

Secondary

Stronger School Culture Centered on the Arts:

- The school develops a reputation for valuing creativity, expression, and innovation, fostering an inclusive and vibrant learning environment.
- Measured by: school climate surveys, parent/community feedback, and student engagement metrics
- Monitored by: site administrator

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Food for family engagement	1,500.00
G2A2	Title 1 Basic	Attendance & Social Work Servic	Local Mileag			Mileage -Home visits	1,500.00
G2A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ovr			HSL and Office overtime support **Budget lines for personnel include salaries and related benefits	2,072.00
G2A2	LCFF: EL	Attendance & Social Work Servic	Local Mileag			Mileage reimbursement- home visits	1,000.00
G2A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting for family engagement **Budget lines for personnel include salaries and related benefits	6,501.00
G2A3	Title 1 Basic	Parent Participation	Mat & Supp			: Parent mtgs, translation, communication **No Food or Incentives**	2,252.00
G2A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Middle School	0.1250	Increase student engagement to support academic progress. AD extra period **Budget lines for personnel include salaries and related benefits	13,740.00
G2A3	Sup & Conc	Instruction	Direct Trans			Field trips/ real world experiences	3,000.00
G2A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Overtime **Budget lines for personnel include salaries and related benefits	2,072.00
G2A3	Sup & Conc	Security	Cls Sup-Ovr			CSA support for student/family evening events. **Budget lines for personnel include salaries and related benefits	2,072.00
G2A4	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Awards, posters, banners, student agendas. Graphics Dept closing, moved from object 5725 to 5899.	2,500.00

$38,209.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0475 Wawona Middle School (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0475	1110	1000	1120	Teacher-Subs					G1A1	G1A2; Planning, PL, conferences, Data chats-**No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	39,990.00
060	3010	0475	1110	1000	1160	Teacher-Supp					G1A1	G1A2; ILT/CCT; planning **No IEPs or 504s** **Budget lines for personnel include salaries and related benefits	20,860.00
060	3010	0475	1110	1000	4300	Mat & Supp					G1A1	G1A2 Instruct mat/supp **No Food or Incentives**	591.00
060	3010	0475	1110	1000	5899	Cons Svc/Oth					G1A1	Taylor'd Consulting:G1A2 PL on acad/SEL/Family engagement	6,000.00
060	3010	0475	1110	2495	2960	Oth Cls-Supp					G2A3	Babysitting for family engagement **Budget lines for personnel include salaries and related benefits	6,501.00
060	3010	0475	1110	2495	4300	Mat & Supp					G2A3	: Parent mtgs, translation, communication **No Food or Incentives**	2,252.00
060	3010	0475	1110	3130	5211	Local Mileag					G2A2	Mileage -Home visits	1,500.00
030	7090	0475	1110	1000	1110	Teacher-Regu	Teacher, Middle School	T065	(New/Open Position)	0.1250	G2A3	Increase student engagement to support academic progress. AD extra period **Budget lines for personnel include salaries and related benefits	13,740.00
030	7090	0475	1110	1000	1120	Teacher-Subs					G1A2	G1A1 PLC Planning, PL, Data chats, SSTs/504/IEPs **Budget lines for personnel include salaries and related benefits	7,759.00
030	7090	0475	1110	1000	1160	Teacher-Supp					G1A2	G1A1 PLC planning, tutoring, intervention **Budget lines for personnel include salaries and related benefits	4,908.00
030	7090	0475	1110	1000	4200	Bks & Ref					G1A1	PL books/references G1A2; G2A1-5	3,695.00
030	7090	0475	1110	1000	4300	Mat & Supp					G1A1	G1A1/2 G2A1-6 Incent, Ethnic Studies, CADA, mat/supplies	12,000.00
030	7090	0475	1110	1000	4400	Nc-Equipment					G1A1	student tech G1A2	3,000.00
030	7090	0475	1110	1000	5221	Travel					G1A2	G1A1/-2; G2A1-5 PL/Conferences	10,000.00
030	7090	0475	1110	1000	5631	Off Eq Lease					G1A2	Ricoh Lease/repair/G1A1	7,500.00
030	7090	0475	1110	1000	5721	Direct Trans					G2A3	Field trips/ real world experiences	3,000.00
030	7090	0475	1110	1000	5723	Direct-Maint					G1A2	G1A1; Gen maintenance: golf carts/tech/facilities	5,000.00
030	7090	0475	1110	1000	5899	Cons Svc/Oth					G2A4	TBD : Awards, posters, banners, student agendas. Graphics Dept closing, moved from object 5725 to 5899.	2,500.00
030	7090	0475	1110	2100	1320	Crt Supr-Sub					G1A1	Admin, G1A2; G2A1-5 **Budget lines for personnel include salaries and related benefits	4,775.00
030	7090	0475	1110	2100	5221	Travel					G1A1	G1A2 PL/conferences for Admin	5,000.00
030	7090	0475	1110	2495	4300	Mat & Supp					G2A1	Food for family engagement	1,500.00
030	7090	0475	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Smith, Lisa	0.7500	G1A2	RCA 6 hrs to support student academics through SE support. **Budget lines for personnel include salaries and related benefits	65,312.00
030	7090	0475	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Diaz, Madison	0.7500	G1A1	RCA 6 hrs to support student academics through SE support. **Budget lines for personnel include salaries and related benefits	65,279.00
030	7090	0475	1110	3130	2240	Cls Sup-Ovr					G2A2	HSL and Office overtime support **Budget lines for personnel include salaries and related benefits	2,072.00
030	7090	0475	1110	8100	2240	Cls Sup-Ovr					G2A3	Custodial Overtime **Budget lines for personnel include salaries and related benefits	2,072.00
030	7090	0475	1110	8300	2240	Cls Sup-Ovr					G2A3	CSA support for student/family evening events. **Budget lines for personnel include salaries and related benefits	2,072.00

030	7091	0475	4760	1000	1120	Teacher-Subs	G1A1	PLC planning, PL, conferences, Data chats **Budget lines for personnel include salaries and related benefits	12,533.00
030	7091	0475	4760	1000	1160	Teacher-Supp	G1A1	ELA/SLA/ELD Planning, Tutoring, intervention **Budget lines for personnel include salaries and related benefits	5,521.00
030	7091	0475	4760	1000	4300	Mat & Supp	G1A1	materials/supplies for EL and DLI	10,326.00
030	7091	0475	4760	1000	5221	Travel	G1A1	PL/Conferences: EL/DLI	10,000.00
030	7091	0475	4760	1000	5721	Direct Trans	G1A1	Transportation- EL/DLI	3,000.00
030	7091	0475	4760	2100	5221	Travel	G1A1	Admin PL/Conference - EL/DLI	5,000.00
030	7091	0475	4760	3130	5211	Local Mileag	G2A2	Mileage reimbursement- home visits	1,000.00
									$346,258.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$77,694.00
Sup & Conc	7090	$221,184.00
LCFF: EL	7091	$47,380.00
Grand Total		**$346,258.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$308,049.00
G2 - The Whole Child (SEL and Engagement)	$38,209.00
Grand Total	**$346,258.00**