


Wawona Middle

10621666057350

Principal's Name: Kim Wong-Villescaz

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kim Wong-Villescaz	X				
2. Chairperson - Jesus Jimenez					X
3. Lauren Childs		X			
4. Carole Guerrero					X
5. Alan Cruz					X
6. Lindsey Rogers				X	
7. Michelle Flores				X	
8. Jason Coleman		X			
9. Emily Fairless		X			
10. Catherine Almanza		X		X	
11. Alex Coffman		X			
12. Lori Davis			X		
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kim Wong-Villescaz		10-4-17
SSC Chairperson	Kaylia Metclafe-Armstrong		10-4-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Wawona - 0475

ON-SITE ALLOCATION

3010	Title I	\$26,953 *
7090	LCFF Supplemental & Concentration	\$92,997
7091	LCFF for English Learners	\$20,193
TOTAL 2017/18 ON-SITE ALLOCATION		\$140,143

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$628
Remaining Title I funds are at the discretion of the School Site Council	\$26,325
Total Title I Allocation	\$26,953

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	12/17	N/A ³	13.90%	20.15%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	15/17	N/A ³	6.28%	7.35%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	14/17	0.00% ⁴	66.31%	73.00%	65.18%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	10/17	N/A ⁷	N/A ⁷	17.56%	22.35%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	N/A ^{8*}	N/A ⁸	N/A ⁸	0.00%	9.18%	•LCAP Dashboard - 4PupilAchievement

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English	16/16	7.50%	27.69%	10.20%	3.45%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL

								Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
		Learner students redesignated (current progress).						
		Annual Measurable Achievement						
		Objective 2:						
<input type="checkbox"/>	863	Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	13/17*	35.00%	0.00%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	14/16	51.35%	70.21%	72.73%	61.82%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	9/17	92.96%	93.49%	94.44%	94.70%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	13/17	19.75%	20.95%	17.45%	12.80%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	12/17	N/A ¹⁰	N/A ¹⁰	57.51%	48.20%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	14/17	47.76%	52.52%	23.24%	7.86%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	13/17	35.55%	47.48%	37.56%	25.48%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input checked="" type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	7/17	0.72%	0.27%	0.23%	0.64%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	1299	Number and percentage of 7th-8th grade students who dropped out	6/17	0.18%	0.53%	0.94%	1.06%	•LCAP Dashboard - 5PupilEngagement
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	11/17	84.02%	69.23%	79.81%	88.54%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture -

<input type="checkbox"/>	7137	Number and percentage of positive responses on the Growth Mindset construct of the secondary student survey.	14/17	N/A ¹³	N/A ¹³	53.79%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7136	Number and percentage of positive responses on the Self-Management construct of the secondary student survey.	12/17	N/A ¹³	N/A ¹³	67.26%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7139	Number and percentage of positive responses on the Social-Awareness construct of the secondary student survey.	13/17	N/A ¹³	N/A ¹³	53.94%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year
8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: may.her - 03/01/2017

Save

Wawona Middle 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	17.45	15	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Title: Chronic Absenteesim—

- * Weekly data meetings within Admin Team to review and monitor attendance data K-8. Identify students in the purple and red zones, students who are below 89.99% of attendance rate. Parent contacts will be made through phone calls, home visits, and student conferences with SESS personnel.
- Offer incentives for weekly perfect attendance K-8.
- Quarterly incentives are offered to students who make progress, moving from one color zone to another.
- The importance of attendance, will be delivered in a class meeting by the academic counselor, SESS personnel, Resource Counseling Assistant, and/or Home School Liaison.
- Goal setting for attendance will be done through PLUS teachers in grades 7/8 during their weekly data/grade progress check.
- Supplemental Contracts offered for staff members to make connections with students in the purple and red zones. Staff members will be able to "Check and Connect" with assigned students weekly.
- * Provide a Spanish speaking Home School Liaison to connect with our Spanish speaking students and parents about good attendance in K-8. Home School Liaison will make phone calls, home visits and translate for parent events related to attendance and school wide events.

SMART Goals

- By December of 2017, the percentage of chronically absent students will decrease from 17.45% to 16.0% as measured by SQII Index Indicator.
- By June of 2018, the percentage of chronically absent students will decrease from 16% to 15 % as measured by SQII Index Indicator.

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

Weekly attendance data meetings using EISS (Early Identification and Intervention System) to review attendance rate and progress of individual students in the purple, red and yellow zones.

Owner(s):

SESS Personnel
Academic Counselor

Timeline:

Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Monthly School Messengers will be sent out to parents reminding them of the importance of attendance and to encourage parents to make Dr. Appts after school hours.

SESS and academic counselor will schedule parent meetings 2 times a year to provide attendance data and resources for parents to increase student attendance.

Title I Parent Meeting will address the benefits of daily school attendance.

Describe Related Professional Learning:

Professional Learning will be provided to staff in the first quarter on how to take accurate attendance.

Professional Learning will be provided to staff in building relationships with students in order to increase student connectivity.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Rewards and Incentives for perfect attendance and improved attendance.

Materials and supplies for homeroom activities.

All students will be provided school agendas as a tool to keep track of students' attendance, school calendar, important information and homework throughout the school day. PLUS teachers will review students' attendance during data chats every other week.

Supplemental Contracts offered for staff members to make connections with students in the purple and red zones. Staff members will be able to "Check and Connect" with assigned students weekly.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Wawona Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators/babysitting for parent meetings	\$	482.00	
1	1	Sup & Conc	Parent Participation	Materials & Supplies				Parent Meeting supplies/materials/refreshments	\$	1,000.00	
Total									\$	1,482.00	

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	37.56	35	
2001 - In school suspension rate	23.24	15	
528 - Expulsion rate	0.43	0.23	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Title: Reduce Suspensions--

Provide CLEAR, Center for Leadership Equity and Research, mentoring program to male students of color, who meet criteria in attendance, grades and/or behavior. The program will build leadership skills in 7th grade students through mentorship and various leadership activities and guest speakers. The program intends to nurture and build leadership qualities within incoming 7th graders who will be paired with a one on one trained 8th grade mentor.

Climate and Culture Team will provide professional learning to increase student connectivity, build positive relationships with staff, and engagement strategies. Weekly class meetings will deliver Second Step and OLWEUS curriculum to teach students character, making good choices, and develop social/emotional learning skills.

WEB-Where Everybody Belongs program will be implemented to increase student belonging, school safety, and enhance anti-bullying efforts and reduce discipline issues by creating an improved school climate and greater sense of connection for the school.

Re-Engagement Center will provide social-emotional learning (SEL) skills lessons to targeted students assigned to on-campus suspension in an effort to decrease negative student behaviors and choices which can lead to suspensions through the intentional teaching of skills and behavior expectations.

Resource Counseling Assistant will provide interventions to decrease negative behavioral incidents through the implementation of restorative practices, mediation, and group lessons on social-emotional skills. The RCA will focus on identified Tier II and Tier III students.

Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent and student surveys.

Subs will be provided for 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.

SMART Goals

By the end of June 2018, the out of school suspension rate will decrease from 37.56% to 35% as measured by the SQII Index Indicator.

By the end of June 2018, the in school suspension rate will decrease from 23.24% to 15% as measured by the SQII Index Indicator.

By the end of June 2018, the expulsion rate will decrease from .43% to .23% as measured by the SQII Index Indicator.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Weekly monitoring of students' suspensions, grades, and attendance rates.

Owner(s):

SESS, GLA, Academic Counselor

Timeline:

Weekly

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

School Wide Behavior Referral Data

Owner(s):

VP, Principal

Timeline:

Weekly

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

On and off campus suspension data

Owner(s):

GLA, VP

Timeline:

Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent Orientation held before school starts and regularly parent communications throughout the year informing parents of school wide programs and events.

Describe Related Professional Learning:

Professional Learning for all staff to effectively use CHAMPS, STOIC, and best teaching strategies to reduce negative behaviors and engage all students in learning.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Materials and supplies for CLEAR mentoring program, such as the 7 Habits of Highly Effective Teens and Leading by Character, t-shirts, poster boards, technology and equipment to deliver the "Why Try" curriculum (projector, DVD player, laptop) incentives and rewards, transportation to academic study trips and colleges.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Materials and supplies for RCA and Re-Engagement Center for instruction of social skills lesson and supplemental curriculum.

Wawona Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
2	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	1.0000					\$ 49,495.00
2	2	Sup & Conc	Other Pupil Services	Classified Support-Supplemental				CLEAR Mentor/Facilitator/Classified			\$ 4,820.00
									Total		\$ 54,315.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	88.51	90	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Title: Goal 2-Arts, Activities and Athletics--
 Funds will be provided for study trips, performances, and competitions to increase student participation in the arts and provide opportunities for students to build positive relationships with other students and staff.
 Clubs, school wide activities, rallies, assemblies and events will be scheduled throughout the year to increase student engagement.
 WEB Coordinator(s) will ensure all 7th grade students are involved in engagement activities throughout the year (clubs, sports, After and Before School programs, rallies, school wide events)

SMART Goals

By the end of June 2018, the percentage of students engaged in any Goal 2 activities will increase from 79.81% to 90% as measured by the SQII Index Indicator.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Goal 2 Report on ATLAS- weekly monitoring of students engaged in athletics, VAPA, Tournament of Technology, Forensics, MathORama, lunch time clubs, after school program, student leadership programs.

Owner(s):

Principal, Campus Culture Teacher, WEBB Coordinator

Timeline:

Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Monthly home/school newsletter will share with parents upcoming events and activities for students. The school website will house all calendared events such as sports, parent meetings, clubs, and educational program information.

Describe Related Professional Learning:

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Funds for transportation.
 Funds for materials and supplies to host school wide events and engagement activities.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Incentives and Awards for students engaged in Goal 2 activities such as certificates, plaques, lunches, t-shirts, etc.

Wawona Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation for Study Trips	\$ 5,000.00
3	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$ 5,000.00
Total									\$ 10,000.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10.2	20	Other - Please specify within action

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Title: Increase EL Re-designation rate--

English Learner Camp will support incoming 7th grade ELs and Long term 8th grade students in obtaining proficiency in reading, writing, listening and speaking at grade level standards. Instruction will be provided by a certificated staff using EL strategies aligned to Common Core EL/ELD standards at the beginning of the school year.

Mango Languages Computer Software and Licenses will be used in the EL After School Tutorial Program. Laptops will be provided for students to access the program online supervised by an after school tutorial classified staff. Parent meeting will be held prior to the start of EL Tutorial for the distribution of information about the program.

Professional Learning and EL conferences will be offered to staff in order to increase engagement techniques and reading, writing, listening and speaking strategies used with ELs in the classroom. On site PL will develop staff understanding of the ELA/ELD Common Core State Standards, and the implementation of designated and integrated EL instruction within all CORE content areas.

Provide opportunities for EL students to attend off site conferences and workshops.

Subs and Supplemental contracts will be provided to staff members in order for them to receive training on the administration of the new ELPAC assessment. These staff members will administer the ELPAC during the testing window.

Staff members will participate in professional learning opportunities on and off site to build deeper understanding of the ELD/ELA standards and ELD Frameworks.

PLUS Teachers will support EL instruction in the core content areas during FLEX week.

SMART Goals

By the end of June 2018, the percentage of English Learner Re-designation rate will increase from 10.2% to 20% as measured by SQII Index Indicator.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target Long Term English Learners will be monitored by the GLA through quarterly data chats and set goals.	Owner(s): GLA	Timeline: Quarterly
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Details: Explain the data which will specially monitor progress toward each indicator target

After School Tutorial data and progress will be collected on Mango Languages Program.

Owner(s):

GLA Tutor

Timeline:

Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Quarterly parent letter will update families of English Learners on programs and individual student academic progress towards re-designation.

ELAC monthly informational meetings will be held to share school wide programs and EL data.

Describe Related Professional Learning:

EL Department to provide professional learning to increase opportunities for students to engage in reading, writing, speaking, listening activities.

Staff members will be provided time during staff meetings to review EL goals and data.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Mango Languages Computer licences and softward

Rewards, Incentives such as certificates, lunches, student coupons.

Materials and supplies for class instruction and implementation of EL strategies.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Wawona Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				After School Tutorial for EL students	\$ 3,018.00
								Awards for EL students	
4	1	LCFF: EL	Instruction	Materials & Supplies				Materials and supplies for EL tutorial	\$ 3,493.00
4	1	LCFF: EL	Instruction	Non Capitalized Equipment				Laptops/projectors/tech.equipment for EL Tutorial	\$ 10,000.00
4	1	LCFF: EL	Instruction	Books & Other Reference				Mango Language, license/software	\$ 1,000.00
4	1	LCFF: EL	Instruction	Travel				Conference fees for staff/EL instruction	\$ 2,000.00
4	1	LCFF: EL	Parent Participation	Materials & Supplies				Refreshments for EL parent meetings	\$ 200.00
								Total	\$ 19,711.00

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	20.15	24	

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Title: SBAC ELA--

The English Department will create a SMART goal based on the CAASPP 2017 assessment results.

Students will be given the Practice SBAC Interim Assessment to identify learning gaps at the beginning of the school year.

Teachers will do summer planning around the SpringBoard curriculum, focus standards, pre/post assessments aligned to the Common Core State Standards.

In AC meetings, teachers will identify students who did not meet the standards on the Practice SBAC Interim and develop intervention lessons to address the gaps. PLUS teachers will provide intervention every other week on basic foundational reading and math skills. Students who have met the standards will be provided with additional challenge work or projects.

Accountable Community Teams will utilize the district's IPG tool quarterly to reflect on their planning and instructional delivery. Teams will ensure all students receive engaging and rigorous instruction aligned to the Common Core State Standards where all students are taking ownership of their thinking and learning on a daily basis.

PL/subs/books-AC Teams and leadership team will be provided professional learning resources, such as books, online resources, materials, to strengthen student engagement during lessons.

Subs will be provided to teachers and administration staff to attend district and outside workshops/conferences, class observations, collaborations, coaching, and data analysis to strengthen lesson planning and student engagement in the delivery of lessons..

3 week progress reports-All students will receive progress notes every 3 weeks from the school. Students who earned a C or better in ELA and Math will be rewarded every progress check period.

Lunch and After School Tutorials supplemental. contracts-Struggling students will be identified every beginning of each quarter and offered lunch and/or after school tutorial.

Technology, equipment, supplies for Laptop Programs in ELA and Math. Tablets and laptops will strengthen student engagement in the classroom by providing hands on learning and online resources.

SMART Goals

By the end of June 2018, the percentage of students meeting or exceeding standards in ELA will increase from 20.15% to 24% as measured by the SBAC assessment.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

CFA, Intervention Data, Pre/Post Data

Reflection on strategies that work

Plan intervention lessons

Owner(s):

AC teams, Lead Teachers, PLUS and Co-Teachers

Timeline:

Bi-weekly

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

Weekly instructional practice walks data

Owner(s):

Principal, VP, GLA

Timeline:

weekly

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

Interim Data

Goal setting

Owner(s):

Principal, VP, Lead Teachers, AC teams

Timeline:

Semester

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be notified of student progress after every 3 weeks of instruction.

Parents will be invited to parent meetings and workshops to learn about the adopted ELA and math curriculum and how they can support students at home. Parent meetings will provide training on how to log on and access Edutext to monitor their child's grades.

Monthly School Site Council meetings will be held to share school wide assessment data and intervention plans.

Describe Related Professional Learning:

Use of Illuminate to plan and collect student assessments in ELA and Math.

PLUS, AC meetings and PL time designated for data analysis, collaboration, and planning.

Training of IPG

Conferences to support student engagement, best teaching practices, use of technology, and interventions.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Subs

Supplemental Contracts

Conference fees and materials/travel reimbursements

Laptops/technology/equipment/projectors

Instructional and professional learning supplies (Professional books, charts, online resources, cameras)

Instructional materials and supplies

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Wawona Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for teacher PL	\$ 2,962.00
5	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for after school tutorial Supplemental contracts for Staff preparation for PL/Culture and Climate/Leadership team members	\$ 9,473.00
5	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental contracts for teachers (leads, AC, c/climate) to prepare for PL	\$ 2,959.00
5	1	Title 1 Basic	Parent Participation	Materials & Supplies				NO FOOD, NO INCENTIVES/supplies for Parent Meetings	\$ 2,000.00
5	1	Sup & Conc	Instruction	Materials & Supplies				Instructional materials and supplies Academic/Culture and Climate ID scanner badges, ink cartridges, IDs awards, incentives	\$ 12,247.00
5	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				FUSD Maintenance/Repair	\$ 2,000.00
5	1	Title 1 Basic	Instructional Library, Media & Technology	Books & Other Reference				MobyMax software/license/subscription	\$ 1,200.00
5	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology and equipment for laptop programs in content classes	\$ 10,000.00
5	1	Title 1 Basic	Instruction	Travel				Conference/Training/Workshop fees for Teachers	\$ 2,000.00
5	1	Title 1 Basic	Instruction	Materials & Supplies				instructional supplies/materials	\$ 7,794.00
5	1	Sup & Conc	Instruction	Other Equip Maintenance				Equipment Maintenance/Repair/Replacement	\$ 1,000.00
5	1	Title 1 Basic	Instruction	Travel				Travel Conference/training/workshop for Site Admin.	\$ 1,000.00
								Total	\$ 54,635.00

Action # 6

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	7.35	10	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

SBAC Math--The Math department will

The Math Department will create a SMART goal based on the CAASPP 2017 assessment results.

Students will be given the Practice SBAC Interim Assessment to identify learning gaps at the beginning of the school year.

Teachers will do summer planning around the GoMath curriculum, focus standards, pre/post assessments aligned to the Common Core State Standards.

In AC meetings, teachers will identify students who did not meet the standards on the Practice SBAC Interim and develop intervention lessons to address the gaps. PLUS teachers will provide intervention every other week on basic foundational reading and math skills. Students who have met the standards will be provided with additional challenge work or projects.

Accountable Community Teams will utilize the district's IPG tool quarterly to reflect on their planning and instructional delivery. Teams will ensure all students receive engaging and rigorous instruction aligned to the Common Core State Standards where all students are taking ownership of their thinking and learning on a daily basis.

PL/subs/books-AC Teams and leadership team will be provided professional learning resources, such as books, online resources, materials, to strengthen student engagement during lessons.

Subs will be provided to teachers and administration staff to attend district and outside workshops/conferences, class observations, collaborations, coaching, and data analysis to strengthen lesson planning and student engagement in the delivery of lessons..

3 week progress reports-All students will receive progress notes every 3 weeks from the school. Students who earned a C or better in ELA and Math will be rewarded every progress check period.

Lunch and After School Tutorials supplemental. contracts-Struggling students will be identified every beginning of each quarter and offered lunch and/or after school tutorial.

Technology, equipment, supplies for Laptop Programs in ELA and Math. Tablets and laptops will strengthen student engagement in the classroom by providing hands on learning and online resources.

SMART Goals

By the end of June 2018, the percentage of students meeting or exceeding standards in Math will increase from 6.28% to 10% as measured by the SBAC assessment.

[Explain the Progress Monitoring using the Cycle of Continuous Improvement model:](#)

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

CFA, Intervention Data, Pre/Post Data
Reflection on strategies that work
Plan to implement interventions

Owner(s):

AC teams, Lead Teachers, PLUS and Co-Teachers

Timeline:

Bi-Weekly

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

Weekly instructional practice walks data

Owner(s):

Principal, VP, GLA

Timeline:

Weekly

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

Interim Data
Goal Setting

Owner(s):

Principal, VP, Lead Teachers, AC Teams

Timeline:

Semseter

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parents will be notified of student progress after every 3 weeks of instruction
Parents will be invited to parent meetings and workshops to learn about the adopted ELA and math curriculum and how they can support students at home
Monthly School Site Council meetings will be held to share school-wide assessment data and intervention plans

Describe Related Professional Learning:

Use of Illuminate to plan and collect student assessments in ELA and Math
PLUS, AC meetings and PL time designated for data analysis, collaboration, and planning.
Training on IPG
Conferences to support student engagement, best teaching practices, use of technology, and interventions.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Subs
Supplemental Contracts
Conference fees and materials/travel reimbursements

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3158 - Students with a D or F on their report card	73	50	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Decrease Ds/Fs--

Wawona School will utilize the COST Model and create a team consisting of an Admin, SESS counselor, and support teachers, to review students who received a D/F on their most current report card. The team will review the student's assessment data, attendance and behavior history, teachers' input, and any other special factors that might be hindering the students learning. Based on the findings, the team will make recommendations of strategies for the teachers to implement in class, make referrals for social/emotional support, and/or request for a Student Success Team meeting.

On a quarterly basis, Professional Learning time will be designated for teachers to identify students who received a D/F in their classes. Teachers will also chart data for each student in the following areas if applicable; EL status, IEP accommodations and collaborate with their department and PLUS teachers to identify action steps and strategies to support the learning of each student.

Parent Teacher Conferences will be held prior to the end of each Quarter for Parents to meet with teachers.

Subs will be provided to release teachers to participate in data chats with Administration to review student grades, set goals and identify action steps to improve classroom instruction.

Peer Mentor Leader Program will provide mentoring to identified 7th graders in the areas of work habits, organization, homework help, and social skills.

Mentoring Wawona students by Bullard High students to promote academic success.

Design training to support good first instruction.

Advisory lessons that address study skills.

PLUS teachers will provide foundational skills intervention lessons to students who are struggling academically during FLEX weeks.

3 week progress reports-All students will receive progress notes every 3 weeks from the school. Students who earned a C or better in ELA and Math will be rewarded every progress check period.

Lunch and After School Tutorials supplemental. contracts-Struggling students will be identified every beginning of each quarter and offered lunch and/or after school tutorial.

Technology, equipment, supplies for Laptop Programs in ELA and Math. Tablets and laptops will strengthen student engagement in the classroom by providing hands on learning and online resources.

SMART Goals

By the end of the of the first Quarter, the percentage of students with a D/F will decrease from 73% to 50%

By the end of the of the second Quarter, the percentage of students with a D/F will decrease from 73% to 50%

By the end of the of the third Quarter, the percentage of students with a D/F will decrease from 73% to 50%

By the end of the of the fourth Quarter, the percentage of students with a D/F will decrease from 73% to 50%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Weekly monitoring of grades

Owner(s):

Principal, VP, GLA

Timeline:

Weekly

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

Weekly instructional practice walks data

Owner(s):

Principal, VP, GLA

Timeline:

weekly

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

Quarterly monitoring of student grades

Owner(s):

Teachers

Timeline:

Quarterly

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

Bi-Weekly grade checks and goal setting

Owner(s):

PLUS Teachers

Timeline:

Bi-Weekly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Parent Teacher Conferences

Parents will be notified of student progress after every 3 weeks of instruction.

Parents will be invited to parent meetings and workshops to learn about the adopted ELA and math curriculum and how they can support students at home.

Describe Related Professional Learning:

Conferences to support student engagement, best teaching practices, use of technology, and interventions.

Response to Intervention and implementation of good first teaching strategies

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Provide supplies for students to be prepared for instruction

Supplemental Contracts

Subs to release teachers for data chats, Professional Learning and instructional planning, attend Workshops/conferences

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0475 Wawona Middle School (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Parent Participation	Mat & Supp			Parent Meeting supplies/materials/refreshments	1,000.00
1	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators/babysitting for parent meetings	482.00
2	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.000		49,495.00
2	2	Sup & Conc	Other Pupil Services	Cls Sup-Sup			CLEAR Mentor/Facilitator/Classified	4,820.00
3	2	Sup & Conc	Instruction	Direct Trans			transportation for Study Trips	5,000.00
3	2	Sup & Conc	Instruction	Direct-Graph			Graphics	5,000.00
4	1	LCFF: EL	Instruction	Teacher-Supp			After School Tutorial for EL students	3,018.00
4	1	LCFF: EL	Instruction	Bks & Ref			: Mango Language, license/software	1,000.00
4	1	LCFF: EL	Instruction	Mat & Supp			Awards for EL students Materials and supplies for EL tutorial	3,493.00
4	1	LCFF: EL	Instruction	Nc-Equipment			Laptops/projectors/tech.equipment for EL Tutorial	10,000.00
4	1	LCFF: EL	Instruction	Travel			: Conference fees for staff/EL instruction	2,000.00
4	1	LCFF: EL	Parent Participation	Mat & Supp			: Refreshments for EL parent meetings	200.00
5	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers (leads, AC, c/climate) to prepare for PL	2,959.00
5	1	Title 1 Basic	Instruction	Mat & Supp			: instructional supplies/materials	7,794.00
5	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology and equipment for laptop programs in content classes	10,000.00
5	1	Title 1 Basic	Instruction	Travel			: Conference/Training/Workshop fees for Teachers	2,000.00
5	1	Title 1 Basic	Instruction	Travel			: Travel Conference/training/workshop for Site Admin.	1,000.00
5	1	Title 1 Basic	Instructional Library, Media & Tei	Bks & Ref			: MobyMax software/license/subscription	1,200.00
5	1	Title 1 Basic	Parent Participation	Mat & Supp			NO FOOD, NO INCENTIVES/supplies for Parent Meetings	2,000.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher PL	2,962.00
5	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for after school tutorial Supplemental contracts for Staff preparation for PL/Culture and Climate/Leadership team members	9,473.00
5	1	Sup & Conc	Instruction	Mat & Supp			Instructional materials and supplies Academic/Culture and Climate ID scanner badges, ink cartridges, IDs awards, incentives	12,247.00
5	1	Sup & Conc	Instruction	Oth Equ Mnt			: Equipment Maintenance/Repair/Replacement	1,000.00
5	1	Sup & Conc	Instruction	Direct-Maint			FUSD Maintenance/Repair	2,000.00

\$140,143.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$26,953.00
Sup & Conc	7090	\$92,997.00
LCFF: EL	7091	\$20,193.00
Grand Total		\$140,143.00

Domain Totals	Budget Totals
Academic	\$75,346.00
SEL / Culture & Climate	\$64,797.00
Grand Total	\$140,143.00