

**Wawona K-8**

10621660136150

Principal's Name: Kim Wong-Villescaz

Principal's Signature:

A handwritten signature in cursive script, appearing to read 'Villescaz', written in black ink.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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

<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
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**


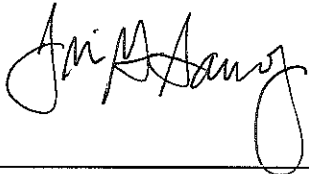
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Kim Wong-Villescaz</b>	X				
2. <b>Chairperson - Trina Sanchez</b>				X	
3. <b>Stephen Hale</b>		X			
4. <b>Anna Garza</b>		X			
5. <b>Jennifer Jones</b>		X			
6. <b>Christopher Clark</b>		X			
7. <b>Margaret Riedinger</b>			X		
8. <b>Kaylia Metcalfe-Armstrong</b>				X	
9. <b>Karina Aguilar</b>				X	
10. <b>Julius Battle</b>					X
11. <b>Apolinar Delgado</b>					X
12. <b>Victor Rodriguez</b>					X
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 3/13/19 .

**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		3/13/19
SSC Chairperson	TRINA SANCHEZ		3/13/19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Wawona - 0475

**ON-SITE ALLOCATION**

3010	Title I	\$46,154 *
7090	LCFF Supplemental & Concentration	\$161,562
7091	LCFF for English Learners	\$30,861
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$238,577</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,473
Remaining Title I funds are at the discretion of the School Site Council	\$44,681
Total Title I Allocation	\$46,154

## Wawona K-8 2019-2020 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	24.808 %	2.532 %	2017-2018	9.532 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.783 %	22.402 %	2017-2018	29.402 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	14.391 %	5.814 %	2017-2018	12.814 %
One D or F on Any Report Card (grades 2-12)	68.822 %	76.423 %	2017-2018	69.423 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

*Goal: 31.7% of 7/8th graders will met/exceed standards on the 2017-18 SBAC-ELA*

*Our actual percentage met/exceed standards on the SBAC-ELA was 22.4%.*

The ELA department worked on full implementation of Springboard, focused on lesson design to engage students in the learning of grade level standards. Full implementation of the curriculum by all teachers as observed on our daily IPG logs.

ELA Team split into two teams to focus their instructional planning on the specific grade level standards. One 7th and one 8th grade lead was put into place.

Instructional planning time through supplemental contracts were given to the teams in for summer and fall planning. Teachers created CFAs aligned to focus standards.

Development and analyzes of CFAs to determine re-teach lessons for students who needs it. Reteaching lessons and routines have not been established as part of Tier 1 instruction.

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

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Overall SBAC-ELA data shows the following:

AA students-increased 0.1%

Hispanic Students-decreased 4.6%

White Students-decreased 4.5%

English Learners did not show any gains at 0%.

8th Grade Low Performing Student Groups:

Asian Students dropped 9.6% and Hispanic Students dropped 6.4%.

Resource inequities:

Tier 1 supports in the classroom was not in place. Reteach lessons and intervention routines lacked

Social Science teams have integrated ELA standards into their lessons on a daily basis.

Academic Discourse was a focus for all classes. ELA and HSS classes committed to embedding academic discourse on a daily basis through strategies such as reciprocal teaching, think pair share, 4Ls structure, intentional questions targeting standards.

### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

*Goal: 14.39% of 7/8th graders will meet/exceed standards on the SBAC-Math*

*Our actual percentage was 6% met/exceed standards on SBAC-Math.*

All Math Teachers are participating in Swun Math to help focus on instruction. They are following a specific lesson plan based on the standards. They conduct lesson studies that includes planning with administration and District Administration around the lesson structure. They visit other sites to observe best practices. They attend Math PD within the region to support their learning of the standards. They also attend PD outside of the District to improve their knowledge of the standards and instruction. They visit regional elementary schools to support the math progression of our incoming 7th graders.

Math Teachers use CFA's and collect data to drive instruction and understand what students know and don't know and deliver next steps.

### **EL Reclassification Rate (All grade levels)**

Our ELA and Math Department had 100% 1st year teachers. Science had 66% long-term subs and Social Science had a first year, second year, and a third year teacher. There was a lack of effective mentoring of new teachers. Teachers are growing in the area of planning and implementing effective instruction.

As of last results of Interim 1 Wawona has had 13 students re-designate. Our goals for this this year is to improve by 15%.

One teacher was sent to ELPAC training during the 18-19 school, Students were pulled out of their PE class every Tuesday to re-enforce strategies to better their abilities in reading, writing, speaking, and listening. Students were re-enforced with testing taking strategies, vocabulary was explained, and technology skills were also re-enforced.

ELD was not re-enforced this year with grades TK-1st during the school day as our program requires us to provide instruction 90% of the time in Spanish and 10% in English. For students going into the 2nd grade it will change 80-20 ratio in 2019-20.

### **One D or F on Any Report Card (grades 2-12)**

1. Goal: Decrease percentage of students receiving a D or an F in one or more classes to 68.8% or below. Current data as of 2/25/19 shows 49.8% of students earned a D or F in one or more classes.

Teachers have committed to allowing students to make up assignments and tests for full, partial or half credit. Afterschool Tutorial on M, W, F offers one on one and small group help on assignments and test prep. Quarterly incentives were given to students meeting GPA and grade criteria- 2.0 GPA and C and above in ELA and Math.

structure and monitoring system. Therefore, not all students were able to connect what they were learning to their assessments.

There was also a lack of technology embedded lessons in the ELA classes to support students in the using technology for assessments.

### **SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

Overall SBAC-ELA data shows the following:

Asian Students-decreased 3.8%

White Students-decreased 12.4%

English Learners did not show any gains at 0%.

Sped Students-decreased 1.5%

7th Grade Student Groups data:

Asian Students -decreased 7.1%

Hispanic Students -decreased 3.8%

White Students -decreased 24.4%

8th Grade Sped Student Group-showed a decrease of 2.3%

Math teachers are increasing their development in Tier 1 instruction and then using RTI in the classroom to assist students who are not understanding the content in real-time.

Using additional supports to increase writing and oral supports to show understanding of the content.

### **EL Reclassification Rate (All grade levels)**

Need to better support EL's in MTSS. Need more academic vocabulary and productive partner talk to increase written and verbal skills.

Aschedule was created to only pull students out once a week. Aschedule needs to be created that allows for more pullout times without affecting elective classes participation.

The increase of parent participation in ELAC improved from last year, there was still a lack of parents from the middle school population. Parent University provided conversations and strategies that parents would have benefited to provide home support, but the lack of parent participation was very low also.

As a school we rewarded Attendance and High School Readiness Requirements. Wawona did not specifically did a reward system for EL students.

### **One D or F on Any Report Card (grades 2-12)**



1. Goal: Decrease percentage of students receiving a D or an F in one or more classes to 68.8% or below. Current data as of 2/25/19 shows 49.8% of students earned a D or F in one or more classes.

Teachers have committed to allowing students to make up assignments and tests for full, partial or half credit. Afterschool Tutorial on M, W, F offers one on one and small group help on assignments and test prep. Quarterly incentives were given to students meeting GPA and grade criteria- 2.0 GPA and C and above in ELA and Math.

**Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.**

\*Funds to pay for sub release -team planning with support from district departments.

\*Funds to pay for sub release-lesson studies, coaching

\*Funds to increase the amount of technology in our ELA and Math classes so students are able to become familiar with the delivery of the SBAC.

We saw a slight increase of our EL's but a decrease over 3 years. We continue to revamp and use what worked best to increase our ELs. Below are plans that will continue based on their effectiveness:

\*Funds for EL Camp implementation-before school starts did not happen this year.

(TSA to pulled students to review ELD standards to meet ELPAC assessments once a week during PE, started in Quarter 2. Delivered lessons for listening, reading, and writing strategies. Data chat with students of where they were at last year and where they need to improve.)

\*Funded ELPAC training for our TSA. TSA to support administration of ELPAC, giving students a more comfortable and familiar test proctor to respond to.

\*Rewards and incentives for students who made improvements in district Interim assessments and Grades.

**Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.**

ELA Instruction: Instructional planning for teams with Department support to implement good first instruction in Tier 1 in all ELA classes. Utilize CFA to drive RTI planning and implementation within ELA units. Planning days with sub release for HSS and Science departments for lesson planning embedding ELA standards.

Math Instruction:

Implementation of the Swun Lesson Design. Implementation will ensure that students are learning procedural and conceptual knowledge. Use CFA's and the Lesson Design to plan for RTI during instruction and to implement BTBF.

EL Reclassification: EL Academy for all students to target areas of growth in reading, speaking, listening, and writing. Academy will provide targeted instructions base on ELPAC results.

Grades: Professional learning opportunities for teachers to strengthen Tier 1 instruction through engagement strategies and class management strategies to increase students time on task and work completion.

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

**1 SSC:**

Parents:  
Needs: After School Tutorial, Saturday School, Academic counseling, clubs and enrichment programs, parents really like the DI program, parents feel welcomed.

**2 ELAC:**

Combined with SSC

**3 Staff:**

AC Time for planning, supplemental for tutorial, supplies, PL on EL strategies.

Conferences for staff: DI / engagement strategies

Continue with Resource Counseling Assistant as a support for students.

Tutorials, clubs, field trips

Multicultural events

Students:  
After school tutoring, KHAN Academy, more Academic counseling, more clubs, teachers giving note for students to study at home, academic study group :

Staff:  
PL days for teachers, build relationships with students, engaging strategies for students, Saturday School

## Action 1

**Title:** ELA, Math, English Learners

### Action Details:

ELASBAC Goal: At the end of 2019-20 school year, 30% or more of 7/8th grade students will score meets/exceeds on the SBAC-ELA assessment.

Math SBAC Goal: At the end of 2019-20 school year, 13% or more of our 7/8th grade students will score meets/exceeds on the SBAC-Math assessment.

Wawona School will provide a three tiered approach to literacy support for students in K, 1, and 7/8th ELA and Math. Tier One will include a focus on common core literacy skill in every classroom through professional learning and school wide literacy initiatives such as School Wide Write. Tier Two will be opportunities for strategic grouping of students based on assessments and will be given instruction through a variety of resources, such as technology, and co-teaching support. Tier 3 will include before, lunch and after school tutoring services through the use of technology and/or deployment.

\*ELA and Math classes will provide 7/8th grade students time to take the SBAC practice test in September to expose students to the SBAC test and its requirements. Teachers will use this data to identify areas of strengths and weaknesses and embed strategies within their units to address weaknesses.

\*Math Team will continue to use the SWJN lesson design to ensure students receive modeling and instruction of conceptual and procedural math practices. They conduct lesson studies that includes planning with administration and

District Administration around the lesson structure. They visit other sites to observe best practices. They attend Math PD within the region to support their learning of the standards. They also attend PD outside of the District to improve their knowledge of the standards and instruction. They visit regional elementary schools to support the math progression of our incoming 7th graders.

Math Teachers use CFA's and collect data to drive instruction and understand what students know and don't know and deliver next steps.

\*School will ensure that students making progress and demonstrate mastery of standards through CFA and data analysis every 2-3 weeks.

\*School will implement Accountable Talk Strategies in all classes to increase students' processing and understanding of the content using academic language to further decrease Ds and Fs. ELA and HSS Team will implement strategies from book, "Academic Conversations".

\*School will provide English Learners an EL Camp, prior to students taking the ELPAC to expose students to the skills necessary to pass the test, through setting goals, identifying areas of focus, and strategies students. TSA will administer reading/writing if not all parts of the assessments to our EL students.

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

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

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

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

District Interim Data ELA and Math

Owner(s):

Teachers, Administrators

Timeline:

Semester

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

CFA, Intervention Data, Pre/Post Data Reflection on strategies that work, Plan intervention lessons for reteaching identified essential standards, identify focus students, goal setting for all students in ELA and Math

Owner(s):

Lead Teachers, Teachers, Administrators  
TSA

Timeline:

Monthly

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

EL progress data-pull out EL Camp pre/post on focus areas

Owner(s):

TSA

Timeline:

Quarterly

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

Subs Supplemental Contracts Conference fees and materials/travel reimbursements for staff to attend conferences, workshops Laptops/technology/equipment/projectors Instructional and professional learning supplies (Professional books, charts, online resources, cameras) Instructional materials and supplies.

\*summer planning

\*tutorial will be offered during lunch and/or after school, study groups by content areas targeted at increasing grades in class and assessment scores

\*release time to plan around the GVC, observe on and off site classrooms /subs/ attend district and outside workshops and conferences, coaching and lesson study

\*AC, ILT will be provided resources and materials to strengthen engagement during lessons

\*technology to supplement classroom instruction, test practice

\*Site, Off-site, and District Professional Development.

Specify enhanced services for EL students:

EL students will be given the opportunity to participate in an English Learner Academy to receive instruction within

Specify enhanced services for low-performing student groups:

After-School Tutorial using Kahn Academy and Beyond The Basic Facts.

the EL/ELA standards, to expose the students to what is expected on the ELPAC test.

#### Explain the actions for Parent Involvement (required by Title I):

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Parent Conference will be held every quarter for teachers, parents and students to discuss grades, attendance and behaviors. 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.

Teachers post class notes and study guides on school website.

Group study sessions during lunch with focus students.

#### Describe Professional Learning related to this action:

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Professional learning around lesson planning to ensure the GVC is being taught daily and lessons include Classroom Foundations components. Teachers need to be clear what they are teaching, how they will deliver instruction, and how the objective will be measured.

Teachers will be provided with sub days to work with instructional coach to plan units and daily lesson plans to incorporate accountable talk strategies, structures and routines.

## Action 2

**Title:** TK-2nd Dual Immersion/Spanish

#### Action Details:

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Kindergarten:

Spanish Reading/Language Goal: By the end of the 2019-20 year students 90% of students will learn 50 or more of their required Sight Words.

Math Goal: By the end of the 2019-20 year students 90% of students will be able to solve addition and subtraction word problems within 1-10 and using objects and drawings to represent the problem.

1st Grade:

Math Goal: By the end of the 2019-20 school year 90% of 1st graders taking the Math Interim in Spanish will score meets/exceeds.

SLA Goal: By the end of 2019-20 school year, 70% of 1st graders taking the SLA Interim will score meets/exceeds.

2nd Grade:

Math Goal: By the end of the 2019-20 school year 95% of 1st graders taking the Math Interim in Spanish will score meets/exceeds.

SLA Goal: By the end of 2019-20 school year, 75% of 1st graders taking the SLA Interim will score meets/exceeds.

\*Wawona School will implement Accountable Talk Strategies in the Dual Immersion classrooms to increase student language development in Spanish and English.

\*Wawona School will provide a three tiered approach to literacy support for students in K, 1, and 2. Tier One will include a focus on common core literacy skill in every classroom through professional learning and school wide literacy initiatives such as School Wide Write. Tier Two will be opportunities for strategic grouping of students based on assessments and will be given instruction through a variety of resources, such as technology, Tier 3 will include before, lunch and after school tutoring services through the use of technology.

\*School will provide English Learners an EL Camp, prior to students taking the ELPAC to expose students to the skills necessary to pass the test, through setting goals, identifying areas of focus, and strategies students.

School will host a school wide K-1 challenge for students to increase motivation for students to master 50 Spanish High Frequency words.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

Elementary Teachers will administer CFA based on their pre-assessments of incoming students on the KAIG, Interim, and BAS expectations.

Owner(s):

Elementary Teachers (preK, TK, K, 1st grade, and 2nd grade)

GLA, VP, Principal

Timeline:

Monthly

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

Monthly site words assessments

Owner(s):

Elementary Teachers (preK, TK, K, 1st grade, and 2nd grade)

Timeline:

Monthly

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

Materials and supplies

Certificates of achievements/progress in academics

Quarterly Incentives will be provided for students who meet their Spanish HFW goals, reading, writing, listening and speaking not limited to certificates, prizes, t-shirts

Technology equipment to supplement classroom instruction in Maravillas and math instruction.

Materials and supplies to support classroom instruction.

Subs Supplemental Contracts Conference fees and materials/travel reimbursements for staff to attend conferences, workshops Laptops/technology/equipment/projectors Instructional and professional learning supplies (Professional books, charts, online resources, cameras) Instructional materials and supplies.

\*summer planning

\*tutorial will be offered during lunch and/or afterschool

\*release time to plan around the GVC, observe on and off site classrooms /subs/ attend district and outside workshops and conferences, coaching and lesson study

\*AC, ILT will be provided resources and materials to strengthen engagement during lessons

\*technology to supplement class room instruction, test practice

Specify enhanced services for EL students:

EL students will be given the opportunity to participate in an English Learner Academy at the beginning of the year and during winter break to receive instruction within the EL/ELA standards, to expose the students to what is expected on the ELPAC test.

EL students participating in the Dual Immersion program will be offered after school tutorial to increase English vocabulary, reading, writing and language experience.

Subs Supplemental Contracts Conference fees and materials/travel reimbursements for staff to attend conferences, workshops Laptops/technology/equipment/projectors Instructional and professional learning supplies (Professional books, charts, online resources, cameras) Instructional materials and supplies.

Specify enhanced services for low-performing student groups:

\*summer planning

\*tutorial will be offered during lunch and/or afterschool

\*release time to plan around the GVC, observe on and off site classrooms /subs/ attend district and outside workshops and conferences, coaching and lesson study

\*AC, ILT will be provided resources and materials to strengthen engagement during lessons

\*technology to supplement class room instruction, test practice

#### Explain the actions for Parent Involvement (required by Title I):

A Parent Interest survey will be administered to capture the topics that our parents would like to learn about. Choices offered on the interest survey will include, but not limited to:

\* how to support students in Dual Immersion instruction

\*understanding PreK, K, 1st grade standards

\*strategies to support student reading fluency and comprehension

Monthly parent coffee chats will provide parents an opportunity to collaborate with Admin staff.

Parents will be invited to participate in school wide events, fundraising, afterschool events, SSC, ELAC and parent teacher conferences.

Parents will be notified of students' progress every 9 wks and conferences will be held with parents of students who are identified as not meeting standards/identified as meeting retention criteria.

#### Describe Professional Learning related to this action:

Teachers will receive the opportunity to attend the Dual Immersion conference in the spring of 2019 to attend workshops on DI strategies, resources and networking opportunities.

Teachers will work with district DI coaches to ensure the ELA, Math, and Arts curriculum is being implemented on a daily basis. They will work creating learning centers to engage students in the Spanish language, that differentiates instruction based on their CFA data collection, and to increase students' social/emotional awareness.

# 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teacher planning, obs, workshops	1,999.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutorials, summer planning, obs	8,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology, equipment	20,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement supplies - No Food/Incentives	1,682.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning, workshops, obs	2,525.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts, tutorials, summer planning	35,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Inst. materials/supplies (ELA/Math)	20,316.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Professional Learning materials, supplies for staff	2,155.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Incentives and supplies for reaching academic goals	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Conference fees, travel reimbursement for teachers	5,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation	9,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment Maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Travel			Conference fees, travel reimbursement for Admin	4,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement materials, supplies	7,318.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL instructional materials/supplies	3,287.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL Camp/tutorials instructional materials	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Rewards, Incentives for EL students	2,575.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			EL technology, equipment	5,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			: EL Student Conferences-transportation	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	2,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement supplies	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning, obs, workshops	1,999.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts EL tutorials, summer planning	3,000.00
G1A2	LCFF: EL	Instruction	Travel			EL Conference fees, reimbursement for teachers	4,000.00
G1A2	LCFF: EL	Instructional Supervision & Admin	Travel			EL Conference fees, reimbursement for Admin	4,000.00

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

\$156,856.00



**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	93.047 %	2017-2018	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

As of 2/25/19 we have 96.2% engagement

Elementary students who engaged in school wide activities, arts, and clubs were entered onto ATLAS, however, not all students are calculated in the percentage.

Club advisors, Music Director, Afterschool Program staff, WEB leader and campus culture coordinators regularly enter student participation of students involved onto ATLAS.

Monthly email reminders to staff to input student participation data.

Posters and announcement of club meetings daily.

Monthly Campus Culture Events list goes out to staff, listing dates, times and events for students.

Librarian posts school wide events, sports, club meetings, after school program news on the school web site.

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

**Goal 2 Participation Rate**

Engagement data shows that our SPED and AA subgroups engagement in Activities is the lowest of all our subgroups.

Need more clubs that attract their interests and abilities. Cultural Proficiency training for the staff to include more items to reach all students.

Elementary students are not all involved in some activities.

We did not have students participate in the African American Leadership Conference.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We implemented more actions than what we had prescribed.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Support of a Mentoring Program for students to work with Professionals within the community as far as Academics and Social-Emotional Growth. The group uses basketball to motivate and discipline students to achieve and set goals.

Provide additional field trips for those leadership students who need additional emotional support.

Provide Cheer and Folklorico for elementary students.

Participation in Cultural Events.

Participation in the African American Leadership Conference.

Provide incentives for students encouraging participation in programs and/or club.

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

**1** SSC:

Parents:

Teaching of Diversity

Monthly Diversity Celebrations

Arts, Clubs, Multicultural Fair, Multicultural Food event

**2** ELAC:

Same as SSC

**3** Staff:

Students:

Culture building schoolwide events, cultural foods, adding new clubs, fieldtrips with life learning lessons, motivate student body and celebrate their achievements, and learning of different cultures

Staff:

PL's on celebrating diversity, diversity rallies, PL's on understanding each other in rallies, different opportunities for student involvement.

## Action 1

**Title:** Relationship Building, WEB, Mentoring, Transportation

### Action Details:

Wawona School will increase Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, and class sponsored activities. School will provide an inclusive school climate, focused on building relationships through celebration of successes, increased efforts to engage parents, and building in time and resources to enhance staff student and student to student relationships. School will engage in the cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.

\*All teachers will hold weekly class meetings on the first day of each week, where a variety of topics will be discussed to ensure that students feel safe at school. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1). Our SPED and AA will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.

\*Targeted students will be involved in weekly mentoring with the Bullard students.

\*Targeted students will participate in bi-weekly mentoring participation with community professionals.

\*Targeted students will participate in the African-American Conference.

\*Targeted students will participate in Academic Field trips.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

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

Engagement Data will be collected once a month and will be aggregated by subgroups

Owner(s):

Campus Culture Directors, VP, Principal

Timeline:

Monthly

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

Monitor engagement entries by club advisors

Owner(s):

Campus Culture Directors

Timeline:

Monthly

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

Buses will be provided for student participation/competition in music, arts, science, forensics, reading, but not limited to music, science, forensics, clubs.

Funds will be provided for students to participate in activities within the arts, activities, academics, and athletics.

Banners on campus to support students socially and emotionally.

Incentives for students to increase their involvement on campus and around the community.

Advertisement to encourage and to recognize students and parents and their accomplishments.

Specify enhanced services for EL students:

None.

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

Funds for materials and supplies for monthly newsletters to parents informing them of school wide events and activities happening on campus.

Newsletters and parent notices will also be sent out to parents in Spanish.

Monthly meetings to update parents regarding activities.

ELAC parents will organize parent volunteers of activities.

Specify enhanced services for low-performing student groups:

Describe Professional Learning related to this action:

Professional learning for staff around SEL competencies (growth mindset, social awareness, efficacy...) will be provided by the district Climate and Culture TSA to support and increase positive interactions among staff and students.

Campus Culture directors, district Climate and Culture TSA, and school Climate/Culture team to provide opportunities for the staff to review lessons around positive discipline in the classroom to deliver in their advisory classes.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

### G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Banners, recognition supplies, ID badges/materials for engagement	2,901.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for engagement	1,000.00

**\$3,901.00**

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 8th Grade	12.645 %	87.097 %	2017-2018	7 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 8th Grade**

As of 2/25/19, 99% of all 8th grade students participated in Xello (used to be Career Cruising). Some students were given the opportunity to visit colleges/universities. All GE/SDC 8th graders visited either Fresno State or Monterey State University. Our Men's Alliance and Leadership class went to visit Stanford. All students went no matter their behavior or academic grades. The idea is to support all students in being College and Career Ready.

We have numerous students participate in the technology and forensic elective. Our tech elective Project Lead the Way feeds into Bullard which promotes the regions STEM career pathway. Wawona also offers a Forensic Elective which allows students to participate in the Law career pathway at the high school.

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

**Exposure to Careers - 8th Grade**

Only three 8th graders did not complete the program. One is on home hospital instruction, one dropped and one just enrolled.

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

\*Funds will be used to support a school wide Career Day for K-8 students.

\*Elementary students will receive lessons in their classrooms in which they study a variety of careers. Teachers will facilitate a Career Dress Up Day where students get to share what they want to do in the future as a career.

\*Middle School students will participate in workshops where they will be able to hear from people in their career of interests.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

\*Aschool-wide career day Posters/Banners, Flyers

**Step 4: Stakeholder 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.

<p><b>1</b> SSC:</p> <p>During the 17/18 school year Wawona hosted the 1st annual Career Day. Students were exposed to a variety of pre-selected careers and colleges/universities around the Central Valley.</p> <p>College and Career workshops of A-G requirements.</p> <p>Lessons on skills needed to successfully complete an interview.</p>	<p><b>2</b> ELAC:</p> <p>No comments on College and Career they agreed with what was occurring with the College and Career day.</p>	<p><b>3</b> Staff:</p> <p>During the 17/18 school year Wawona hosted the 1st annual Career Day. Students were exposed to a variety of pre-selected careers and colleges/universities around the Central Valley.</p> <p>The elementary students visited the Young Chefs Academy to gain exposure to chef and cooking. Students also had teachers tell them about different occupations.</p>
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### Action 1

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

[Action Details:](#)

Wawona school will continue to partner up with community stake holders to increase the number participants of the annual Collage and Career Fair, which helps students to find an interest in colleges and careers at an early age. The school will work early on and throughout the year find students interest and provide those interest at the fair.

School will offer trips to selected, but not limited to, private/public colleges, universities for students.

School will implement a monthly college spirit day wear to increase college awareness.

School will offer parent events and workshops, but not limited to, information on college entrance requirements, A-G requirements, scholarship and financial aid opportunities, visitation opportunities.

School counselor and librarian will create a College/Career Corner in the library and implement monthly college awareness activities to motivate and create awareness.

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

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

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

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

Student Engagement Tool will be used to collect student participation data.

College/Career Day will be held annually for all students K-8 to ensure all students are exposed to a variety of colleges and careers.

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

Owner(s):

Climate/Culture Team  
Academic Counselor

Timeline:

Quarterly

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

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

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

Specify enhanced services for EL students:

Library will provide career literature, pamphlets, brochures in Spanish for our Spanish speaking families and students to view at the Career Corner.

Specify enhanced services for low-performing student groups:

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

Academic counselor will meet with every middle school student and have a one on one planning meeting as part of the 6-year planning process to ensure students receive information on high school graduation criteria, goal setting and planning for their future.

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

Parent College/Career Workshops

Materials for communications with parents.

College/Career Corner-materials for students and parents

Describe Professional Learning related to this action:

WEB Coordinator to attend WEB district trainings.

Academic counselor to attend district trainings and workshop opportunities with the state universities and city colleges.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

### G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts-coordinator for jobs on campus	2,000.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Yearly renewal for College/Career Day Software	150.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials for annual college/career day	500.00

**\$2,650.00**



**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	10.605 %	18.267 %	2017-2018	16.267 %
Suspensions Per 100	49.704 %	43.554 %	2017-2018	42.554 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

As of March 8, 2019, Wawona is at 18.4% chronic absenteeism rate. We did not meet our goal.

39% of our total population is on a transfer.

Reasons why students become chronically absent:

- \*Unable to commute to school
- \*Behavioral health needs
- \*Health needs
- \*Homeless
- \*Suspensions

**Suspensions Per 100**

- By the end of the 28th week of school the rate of suspension has dropped by 49% and weekly by 5%.
- There was a decrease in incidences involving students causing, attempting, or threatening physical injury from 78 to 39 incidences, force or violence 27-18 and class disruption from 28 to 13
- Different options such as mandatory after school tutorial and after school community service, parent support in coming to school and visiting classes with their student, teacher SEL strategies were used for relationship building between teachers and students.
- Advisory lessons were created for students to reflect on everyday actions that could lead to suspensions.

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

**Chronic Absenteeism**

Students groups:

Asian-22%....increased 19%...6/31 students

White-27%....increased 12%....12/47 students

African-American-31%....increased 17%.....17/61 students

Hispanics- 14%....decreased 5%...52/355 students

SPED -28%....increased by 6%....25/89 students

ELL-12%....decreased 2%....9/71 students

The numbers in this area were proportional to our demographics of the school.

**Suspensions Per 100**

Even though the number of suspension dropped, the number of AA and Hispanic students are still the highest percent of student suspensions at 33% and 45% respectively.

On a number of cases the same students were getting suspended even after various interventions, such as parent conferences, after school detention, community service and/ or conflict resolutions.

59% of suspensions were 8th graders compared to 41% 7th graders.

Support staff at different locations such as the bus pick up and drop off area was not available at all times.

- PL's on SEL strategies were provided

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Last year we focused on SEL instead of focusing directly on absenteeism. Based on the data more of a focus on absenteeism is needed.

16/17 Excused and Unexcused absences 5% and ADA 94%

17/18 Excused and Unexcused absences 6.38% and ADA 93.63%

We had the SESS and the Resource Counseling Assistant identify caseload of students who have below 90% attendance. Students are met with and they are directed to their necessary support. Some students need academic support and they are connected with the After School Program. Students received tutoring from the RCA to assist students on staying on track.

6 wks progress activities and assemblies were provided to students who received no N's or suspensions on their progress/report card in any classes.

Field trips not limited to colleges and universities for students who met High School Readiness Criteria, (no suspensions, 7 or fewer days of absences, maintained 2.5 GPA) for all 4 quarters.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

\*Resource Counseling Assistant will target a group of selected 7/8 th grade students below 90% attendance for weekly progress monitoring, grade checks, goal setting and provide incentives when goals are met.

\*7/8th graders who have one or more suspensions in the previous school year, will participate in Planned Conversation with an admin and support personnel to review school expectations, available supports, and create a plan to connect him/her to adults and clubs on campus.

\*Home School Liaison will assist in monitoring school-wide attendance. She will conduct home visits, create attendance incentive plans, plan and deliver attendance meetings with Admin team, and provide communication to families and students regarding attendance.

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

**1** SSC:

**2** ELAC:

**3** Staff:

Parents:  
Contracts and incentives for students and parents

Continue to increase the activities for parent involvement.

Staff:  
Increase parent involvement , home visits, teachers making phone calls if student is absent two or more days, create a welcoming environment for students, more elective choices, incentives monthly perfect attendance awards, special activities for perfect attendance, and increase engagement in classroom instruction

Students:  
Add rewards, start school later, more clubs, and sports,

### Action 1

**Title:** Reduce out of school suspensions

[Action Details:](#)

School will work on improving overall suspension rates as well as decrease the number of suspension rates for students who are disproportionately suspended at greater numbers than other students. The Climate and Culture Team will lead the work using the cycle of continuous improvement and building a system of proactive and positive ways to address student discipline.

School will provide 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. 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.

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 students of color within Tier II and Tier III.

Supplemental contracts will be offered to staff members on the Culture and Climate Team for collaboration, data analysis, planning and preparation of materials to deliver site professional learning in the areas of need based on SEL, staff, parent, and student surveys. Subs, conference fees and accommodations will be provided for classified, certified and Administrative staff members to attend workshops and conferences in the areas of behavior management, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.

Campus Culture directors will devise monthly school wide events to celebrate diversity and cultural heritage.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

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

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

Weekly monitoring of students' suspensions

Owner(s):

GLA, VP, Principal

Timeline:

Weekly data meetings

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

Weekly student behavior referral data

Owner(s):

Transition Teacher, GLA

Timeline:

Weekly

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

Focus Students and Intervention plans for Tier 2 and 3 students

Owner(s):

COST (Targeted Support Team)-VP, Social Worker, Academic Counselor, Transitional Teacher, HSL)

Timeline:

Monthly

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

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

Materials and supplies for RCA

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

Subs, conference fees and accommodations will be provided for classified, certified and Administrative staff members to attend workshops and conferences in the areas of behavior management, behavior interventions, building relationships, and positive interactions to reduce negative behaviors inside and outside of class.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

COST team will target low performing groups of students who have had 1 or more suspensions for services and intervention.

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

Parent Orientation for incoming 7/8th graders before the start of the school year. Regularly parent communications throughout the year informing parents of school wide programs and events.

Describe Professional Learning related to this action:

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

## Action 2

**Title:** Reduce Chronic Absenteesim/HSL

Action Details:

Administration will conduct weekly data meeting to review and monitor attendance data in grades K-8 to identify students who are below 89.99% of attendance. Parent contact will be made through phone calls, home visits, and student conferences.

Administration will provide incentives for students with less than 7 unexcused absences for the year, given per quarter.

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

A Home School Liaison will provide parent workshops on ways to support student attendance and communicate the importance of attendance. The HSL will communicate with parents regarding the importance of attendance, grades and behavior through the following but not limited to parent workshops, phone communication, newsletters, and organization of school wide events.

Saturday Academy-will be calendared and communicated to parents and students.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

Weekly attendance data meetings using PowerBI, to review attendance rate and progress of selected focus students.

Owner(s):

Social Worker, RCA, HSL  
VP

Timeline:

Weekly data meetings

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

Quarterly Incentives Middle School and Elementary Students

Owner(s):

TSA, Academic Counselor

Timeline:

Quarterly

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

Parent Workshops

Owner(s):

HSL, GLA

Timeline:

Quarterly

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

School Wide Events

Owner(s):

WEB leaders  
WEB coordinators

Timeline:

Monthly

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

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

Materials and supplies for homeroom activities, ID badges, student incentives for perfect attendance. All students will be provided school agendas as a tool to keep track of students' attendance, school calendar, important information and homework throughout the school day.

Specify enhanced services for EL students:

HSL will assist with communication to parents of EL students.

Specify enhanced services for low-performing student groups:

\*Weekly lunch time and after school tutorials

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

\*Saturday Academy

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

Remind will be used to communicate the importance of attendance and to encourage parents to make Dr. Appts after school hours. social worker, RCA, HSL, and academic counselor will schedule parent meetings quarterly 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 Professional Learning related to this action:

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.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: materials for leadership activities, school wide events	1,536.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Maria Banuelos - Spanish Home School Liaison-increase attendance	14,473.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Targeted support for Tier 2 behaviors	55,661.00
G4A3	Sup & Conc	Instruction	Mat & Supp			: Incentives for attendance and behavior	1,500.00

**\$75,170.00**

# 2019-2020 Budget for SPSA/School Site Council

## State/Federal Dept 0475 Wawona Middle School (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for teacher planning, obs, workshops	1,999.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for tutorials, summer planning, obs	8,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology, equipment	20,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement supplies - No Food/Incentives	1,682.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for teacher planning, workshops, obs	2,525.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts, tutorials, summer planning	35,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Inst. materials/supplies (ELA/Math)	20,316.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Professional Learning materials, supplies for staff	2,155.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Incentives and supplies for reaching academic goals	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Conference fees, travel reimbursement for teachers	5,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			Transportation	9,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Equipment Maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			Conference fees, travel reimbursement for Admin	4,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement materials, supplies	7,318.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL instructional materials/supplies	3,287.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: EL Camp/tutorials instructional materials	2,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Rewards, Incentives for EL students	2,575.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			EL technology, equipment	5,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			: EL Student Conferences-transportation	1,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	2,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement supplies	2,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for teacher planning, obs, workshops	1,999.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts EL tutorials, summer planning	3,000.00
G1A2	LCFF: EL	Instruction	Travel			EL Conference fees, reimbursement for teachers	4,000.00
G1A2	LCFF: EL	Instructional Supervision & Admir	Travel			EL Conference fees, reimbursement for Admin	4,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Banners, recognition supplies, ID badges/materials for engagement	2,901.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for engagement	1,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts-coordinator for jobs on campus	2,000.00
G3A1	Sup & Conc	Instruction	Bks & Ref			: Yearly renewal for College/Career Day Software	150.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials for annual college/career day	500.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: materials for leadership activities, school wide	1,536.00

G4A1		Instruction	Mat & Supp			events	1,536.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Maria Banuelos - Spanish Home School Liaison-increase attendance	14,473.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts	2,000.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	Targeted support for Tier 2 behaviors	55,661.00
G4A3	Sup & Conc	Instruction	Mat & Supp			: Incentives for attendance and behavior	1,500.00
							<b>\$238,577.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$46,154.00
Sup & Conc	7090	\$161,562.00
LCFF: EL	7091	\$30,861.00
<b>Grand Total</b>		<b>\$238,577.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$156,856.00
G2 - All students will engage in arts, activities, and athletics	\$3,901.00
G3 - All students will demonstrate the character and competencies for workplace success	\$2,650.00
G4 - All students will stay in school on target to graduate	\$75,170.00
<b>Grand Total</b>	<b>\$238,577.00</b>