

**Wawona K-8**

10621660136150

Principal's Name: Kim Wong-Villescaz

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Willescaz', written over the printed text 'Principal's Signature:'.

The Fresno Unified School District Board of Education approved this plan on:

Title I SWP

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School Site Council (SSC)	<i>Members list</i>
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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**


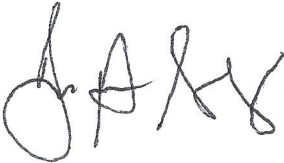
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Kim Wong-Villescaz	X				
2. Chairperson - Trina Sanchez				X	
3. Steven Means				X	
4. Karina Aguilar				X	
5. Christopher Clark		X			
6. Anna Garza		X			
7. Brian Lohse		X			
8. Lauren Childs		X			
9. Margaret Riedinger		X			
10. Victor Rodriguez			X		
11. Arlet Santiago-Benitez					X
12. Bertha Bautista					X
13.					X
14.					
15.					
16.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. Do to school closure meeting was cancelled
<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
<b>Principal</b>	Kim Wong-Villescaz		2/26/2020
<b>SSC Chairperson</b>	Trina Sanchez		2/26/2020

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 2020/21

Wawona - 0475

**ON-SITE ALLOCATION**

3010	Title I	\$56,074 *
7090	LCFF Supplemental & Concentration	\$173,208
7091	LCFF for English Learners	\$41,910
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$271,192</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	\$1,587
Remaining Title I funds are at the discretion of the School Site Council	\$54,487
Total Title I Allocation	\$56,074

## Wawona K-8 2020-2021 - 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)	9.532 %	12.222 %	2018-2019	19.222 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.402 %	26.328 %	2018-2019	33.328 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	12.814 %	15.242 %	2018-2019	22.242 %
One D or F on Any Report Card (grades 2-12)	69.423 %	60.294 %	2018-2019	53.294 %

**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)

ELA: iReady target goal 10% of students reading below grade level would show an increase of one or more grade level by the second administration of *iReady*. Out of 442 middle school students tested, there was an increase of 34% of students who moved up one or more grade levels. Each week students are spending time working on iReady during their advisory. ELA teachers also allow students to get onto iReady when students complete their work in class.

SLA: Interim 2 data shows 24% of 2<sup>nd</sup> graders met grade level standards, 37% nearly met, and 47% not meeting standards. Out of 43 students tested only 7 students met standards.

Areas of Growth: Depth of Knowledge skills and concepts, Passage

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

MATH: For the 19/20 school year we had a target goal of 12% of our students being proficient in Math. We achieved this goal by having 15% of our students being proficient or advanced in math. Based on these scores we continue to implement Swun Lesson Design to incorporate academic discussion, student presentation, and consensus. Teachers were involved in lesson studies with one another to learn a variety

**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 3% Hispanic Students- increased 6% White Students-increased 6% 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%.

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

Overall SBAC- Math data shows the following: AA students-increased 8%, Asian Students-increased 16% White Students-increased 15% English Learners did not show any gains at 0%. Sped Students-decreased 1.5%

Thus far, what is not working is the Beyond the Basic Facts within the 8<sup>th</sup> grade classes. Students are not showing improvement in their growth in the iReady assessments. We are still identifying why students are not progressing as much as we would like. We are increasing in our scores but understand that we are not where we want to be yet. We are addressing the organization of the curriculum and the concepts that flow

of strategies and to increase small group instruction when needed. Math teachers went to a regional elementary school to see the academic language that was being taught and to help connect the academic language through all grade-levels.

Teachers used Frequent Common Formative Assessments on a daily basis and make adjustments based on the students learning. Data is collected on Sharepoint and students are identified as whether they improved on their CFAs. There is an average of 72% of the students that are passing the CFA. Based on the iReady assessment we had a 5% decrease in students in Tier 3 (61% to 56%), Tier 2 remained constant (33% to 33%), and Tier 1 increased 4% (6% to 10%). Teachers worked with students in building self-efficacy and creating goals. Within our 7<sup>th</sup> and 8<sup>th</sup> grade we had 28% increase among the 7<sup>th</sup> graders and 24% increase among 28%.

Each week students are spending time working on iReady during their advisory. A targeted group of math students have been placed in their math teacher's advisory class for more in depth instruction on Beyond the Basic Facts. All 7<sup>th</sup> grade students, we have seen an increase in the targeted students.

Based on the iReady data we have the following data:

1<sup>st</sup> grade: Tier 3 10%, Tier 2 77%, and Tier 1 10% The students are struggling most in Geometry and Measurement and Number and Operations.

In one class there are 14% of the students on or above grade level in math and in the second class there are 10% of the students on or above grade level.

2<sup>nd</sup> grade: Tier 3 14%, Tier 2 76%, and Tier 1 10%. The students are struggling in Geometry and Measurement and Data.

In one class there are 14% of the students on or above grade level in math and in the second class there are 5% of the students at or above grade level

We implemented 2<sup>nd</sup> grade this year and have not had any formalized lesson design created.

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

Number of elementary EL's: 42

Number of middle school EL's: 63

Last year's redesignation rate: 11/81 or 13.6 %

Thus far for, this year's redesignation rate: 5/102 or 4.9%

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

There was a decrease of 8% of 7<sup>th</sup> and 8<sup>th</sup> grades having at least one D or F.

7<sup>th</sup> graders decreased by 2%

8<sup>th</sup> graders decreased by 14%

together.

ELA and Math: We are not pulling small groups as often as we needed. Making those adjustments along the way and how to identify and create small groups on the spot. 7/8<sup>th</sup> Grade ELA teachers are currently working with Alison Moseley to integrate Reading Apprenticeship reading strategies through a lesson study model (strategic planning, coaching, observations and feedback).

Elementary Teachers are enrolled into Lab School with EL Services. They will begin Onboarding in January 2020.

Based on our iReady data our SPED and African American students are the majority of the students that are 6 or 7 grade levels below in our middle school.

Based on our data and iReady data our ELA teachers will be using a once a week small group tier 2 in class intervention. Teachers are still trying out different routines to ensure that students are getting the differentiated instruction they need.

As a math team we have found that Swun Lesson Design allows students to understand the concepts and procedures at a greater level. Based on the data collected we will continue to administer the lesson design.

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

Need more academic vocabulary and productive partner talk to increase written and verbal skills. A schedule was created to only pull students out once a week. A schedule 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 60% or below. Current data as of 2/20 shows 52.7% 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.



\*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.

**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:

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

**2** ELAC:

Same as SSC

**3** Staff:

PLC 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: Afterschool tutoring, 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:](#)

**ELA SBAC Goal:** At the end of 2020-21 school year, 34% or more of 7/8th grade students will score meets/exceeds on the SBAC-ELA assessment.

Wawona School will provide a three tiered approach to literacy support for students in K-3, and 7/8th in 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. Tier Two will be opportunities for strategic grouping of students based on assessments iReady and will be given instruction through a variety of resources, such as technology and co-teaching support. Tier 3 will include after school tutoring services through the use of technology and/or deployment. Math will intergrate IABs, questions throughout their instructions

\*ELA and Math classes will provide 7/8th grade students time to take the I-Ready diagnostics. Teachers will use this data to identify areas of strengths and weaknesses and embed strategies within their units to address weaknesses.

**Math SBAC Goal:** At the end of 2020-21 school year, 22% or more of our 7/8th grade students will score meets/exceeds on the SBAC-Math assessment.

\*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 will visit other sites to observe best practices. They will also attend PD outside of the District to improve their knowledge of the standards and instruction. They will visit regional elementary schools to support the math progression of our incoming 7th/8th graders.

During designated week each department will administer either the ELA or Math iReady tool to students. Advisory will be used to set goals around the tool and incentives will be provided.

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

\*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".

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

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

**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 iReady Data in ELA and Math

**Owner(s):**

Teachers, Administrators

**Timeline:**

3 Testing Periods

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

CFA, Intervention Data, Pre/Post Data Reflections on strategies that work in helping students learn, 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 for 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 throughout the year, supplies (Professional books, charts, online resources, cameras) Instructional materials and supplies.

\*summer planning as PLCs

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

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

\*PLC/ILT will be provided with resources and materials to strengthen student engagement during lessons.

\*technology to support classroom instruction, test practice

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

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

#### Specify enhanced services for EL students:

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**EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to EL/ELA standards.**

#### 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 6 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 iReady and Edutext to monitor their ELA/Math improvement and child's grades. Quarterly School Site Council meetings will be held to share school wide assessment data and intervention plans.**

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

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

Teachers post class notes and studyguides 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-3rd Dual Immersion/Spanish

#### Action Details:

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Kindergarten:

Spanish Reading/Language Goal: By the end of the 2020-2021 year, 90% of students will learn 50 or more of their required Spanish High Frequency Words.

Math Goal: By the end of the 2020-2021 year, 90% of students will be able to solve addition and subtraction word problems within 1-10 by using objects and drawings to represent the problem.

**1st Grade:**

**Math Goal: By the end of the 2020-2021 school year 90% or more of 1st graders taking the iReady Test 3 and Interim will score meets/exceeds.**

**SLA Goal: By the end of 2020-2021 school year, 70% or more of 1st graders taking the iReady Test 3 and Interim will score meets/exceeds.**

**2nd Grade:**

**Math Goal: By the end of the 2020-2021 school year 95% or more of 2nd graders taking the iReady Test 3 and Interim will score meets/exceeds.**

**SLA Goal: By the end of 2020-2021 school year, 75% or more of 2nd graders taking the iReady Test 3 and Interim will score meets/exceeds.**

**3rd Grade:**

**Math Goal: By the end of the 2020-2021 school year 95% or more of 3rd graders taking the iReady Test 3 and Interim will score meets/exceeds.**

**SLA Goal: By the end of 2020-2021 school year, 75% or more of 3rd graders taking the iReady Test 3 and 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 -3rd grade. Tier One will include a focus on common core literacy skill in every classroom through professional learning and school wide literacy initiatives. Tier Two will provide 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 after school tutoring services through the use of technology.

School will host a school wide Kindergarten challenge for students to increase motivation for students to master 50 Spanish High Frequency Words.

Wawona will implement MLD (Math Lesson Design) to support students in Math content.

Wawona will transition into becoming a LAB School in the academic school year 20-21.

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

<b>Reasoning for using this action:</b>	<input type="checkbox"/> Strong Evidence	<input checked="" 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**

Monthly high frequency words assessments

**Owner(s):**

Elementary Teachers (preK, TK, K, 1st grade, 2nd grade, and 3rd grade)

**Timeline:**

Monthly

**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 (Kinder) / 1st-3rd Interim/SLA Scores

**Owner(s):**

Elementary Teachers (preK, TK, K, 1st grade, 2nd grade, and 3rd grade)

GLA, VP, Principal

**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.

iReady implementation

Materials and supplies to support classroom instruction.

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

\*Summer Planning for grade levels

\*Tutorial will be offered afterschool to TK-3rd grade students.

\*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

\*ILT will be provided resources and materials to strengthen engagement in the lessons during PLC time.

\*technology to support class room instruction/test practice

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

#### Specify enhanced services for EL students:

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EL students participating in the Dual Immersion program will be offered 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.

\*summer planning

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

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

\*technology support for classroom instruction/test practice

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

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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 at Wawona or Dual Immersion instruction.

\*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 6 weeks and conferences will be held with parents of students who are identified as not meeting standards/identified as meeting retention criteria.

iReady Parent support training

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

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After School Tutoring

Saturday Academy if needed

focus on common core literacy skill in every classroom

Provide Classroom Technology to support student learning .

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

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Teachers will receive the opportunity to attend the Dual Immersion District PLs and 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.

# 2020-2021 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 conferences, release for planning/obs.	2,970.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Tutorials, Summer Planning , Staff PLs	37,641.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: PL Supplies and books	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for conferences, release for planning/obs.	9,507.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutorial, summer planning, staff PLs	13,592.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials and supplies	22,240.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	13,500.00
G1A1	Sup & Conc	Instruction	Travel			Conferences: Teachers fees and reimbursements - Travel for PL	8,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Study fieldtrips	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Dr. Hollie : Dr. Hollie for PL for Teachers	7,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Nc-Equipment			: Admin & Office Technology	7,000.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Travel			Conference Reimbursement: Admin Travel - PL	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for conferences, release for planning/obs.	2,377.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Tutorial, summer planning	4,879.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies	8,910.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	8,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,744.00
G1A1	LCFF: EL	Instructional Supervision & Admi	Travel			Confernece Reimbursement: Admin	4,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Parental Involvement Supplies for meetings and workshops	3,000.00
G1A2	LCFF: EL	Instruction	Travel			Conferences: Teachers fees and reimbursement - Travel for PL	8,000.00

**\$187,860.00**

**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 %	85.529 %	2018-2019	92.529 %

**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 2/20 we have 80% 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**

120 out of 592 students have not engaged in any activities, sports, arts, or athletics.

1 student is a first grader.

48 students are 7<sup>th</sup> graders.

71 students are 8<sup>th</sup> graders.

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

We have not implemented actions that 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.

<p><b>1</b> SSC:</p> <p>Parents: Teaching of Diversity Monthly Diversity Celebrations Arts, Clubs, Multicultural Fair even</p>	<p><b>2</b> ELAC:</p> <p>Same as SCC</p>	<p><b>3</b> Staff:</p> <p>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</p> <p>Staff: PL's on celebrating diversity, diversity rallies, PL's on understanding each other in rallies, different opportunities for student involvement.</p>
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**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.

Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).

Our SPED and AA will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.

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

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

\*Targeted students will participate in Academic Field trips.

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

**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

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

Self reflection on SE Skill

Goal Setting

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, AD, and AS Tutoring staff.

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:

weekly class meetings on the first day of each week.

Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).

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

\*Targeted students will participate in Academic Field trips.

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

Specify enhanced services for low-performing student groups:

\*All teachers will hold weekly class meetings on the first day of each week.

Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).

Our SPED and AA will be sought out and encouraged to participate in arts, athletics, clubs, extra-curricular activities, and school wide events.

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

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

\*Targeted students will participate in Academic Field trips.

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

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 coffee hour to update parents regarding activities.

ELAC parents will organize parent volunteers of activities.

Parental workshops regarding curriculum resources

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.

## 2020-2021 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	Direct Trans			: Transportation for field trips and competitions	1,500.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Recognition material. banners, ID badges, Planners, etc.	2,900.00

**\$4,400.00**

**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	7 %	91.964 %	2018-2019	98.964 %

**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**

7<sup>th</sup> & 8<sup>th</sup> grade students complete an online assessment called Xello that offers interactive career, personality, and learning style assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options. Students will also participate in the 3<sup>rd</sup> annual College & Career Day in the Spring, where they will have an opportunity to engage with professionals from the community and be involved in work-based hands-on learning and talk to college representatives. 8<sup>th</sup> grade students participated in a college campus tour at Fresno State in September 2019 and they will visit another college campus in Spring 2020. 8<sup>th</sup> grade students also participated in the district CTE "Ticket to the Future" event at the Selland Arena November 2019. Through these various activities, students are provided exposure and opportunities to engage in their future planning. Students will also learn A-G, high school and college requirements and in the Spring 2020 we will host a Parent Informational Night that will provide information about student transition. Our parents also receive college and career information through the Parent University workshops.

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

**Exposure to Careers - 8th Grade**

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

Students are given various opportunities to discover what they may want to pursue as a career. There is no right or wrong answer.

Through survey and assessment data results, this allows staff to help students synthesize, and guide students toward a future path.

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

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

**Step 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.

7<sup>th</sup> & 8<sup>th</sup> grade students will complete quarterly assessments that will measure their progress on Wawona's 2019-20 school goals. The data will be reviewed in the Spring of 2020.

**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:

Need of more Parent University Classes

Spring 2020 we will host a Parent Informational Night that will provide information about student transitions. Our parents also receive college and career information through the Parent University workshops.

### Action 1

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

[Action Details:](#)

Wawona school will continue to partner up with community stakeholders to increase the number 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 offer parent events and workshops, but not limited to, information on college entrance requirements, A-G requirements, scholarship and financial aid opportunities, visitation opportunities.

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

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

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

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

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

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

College/Career Day will be held annually for all students 7-8th to ensure all students are exposed to a variety of colleges and careers.

Primary will read and watch videos to experience a variety of career.

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

Owner(s):

Climate/Culture Team  
Academic Counselor

Timeline:

Quarterly

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

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

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

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.

## 2020-2021 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	Mat & Supp			: Incentives for HSR Academics, Attendance, and Behavior	3,000.00
G3A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting during school wide events for parent trainings.	632.00

**\$3,632.00**

## 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	16.267 %	21.552 %	2018-2019	19.552 %
Suspensions Per 100	42.554 %	23.372 %	2018-2019	22.372 %

**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

Attendance percentage declined from 95% to 94.46%.

According to PowerBI data:

51 students are in the Chronically Absent category. 19 students are 7<sup>th</sup> graders and 24 students are 8<sup>th</sup> graders.

4 students are in the Severely Chronic category.

103 students are in the Manageable category and 409 students are in the Good Attendance category.

As of Feb /2020, Wawona is at 16.5% chronic absenteeism rate.

Kindergarten are at 13%

8th Graders are 22%

Reasons why students become chronically absent: \*Unable to commute to school \*Behavioral health needs \*Health needs \*Homeless \*Suspensions

#### Suspensions Per 100

As of 12/13/19, data shows a decline in suspension rate from last year 14.81% to 13.92 %. There is an increase in incidents within Ed Code 48900 a1- from 34 incidences to 53 incidences. Out of the 53 incidences this year, 15 of them were students of AA background.

The district Climate and Culture team came to Wawona and observed classes during a classmeeting. They found that 75% of students in the math classes were highly engaged in the learning during their observations.

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

#### Chronic Absenteeism

Students groups: Asian-9.4% decrease of 7%

White-31%....increased of 7%

African-American-25%....decrease of 17%

Hispanics- 14%....decreased 3%

SPED -28%....decrease of 7%

ELL- 8%....decreased of 3%

#### Suspensions Per 100

Even though the number of suspension dropped, the number of AA students are still the highest percent of student suspensions at 47% . 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. 22% of suspensions were 7th graders compared to 19% 8th graders.

There was a decrease of classroom suspensions.

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

Increase of SEL support.

**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.

- \* Two Resource Counseling Assistants for Tk-3rd students and 7th-8th students that will target for weekly progress monitoring, grade checks, goal setting, provide social emotional support. Award 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:

Parents: Contracts and incentives for students and parents

**2** ELAC:

Continue to increase the activities for parent involvement

**3** Staff:

Report attendance data in the newsletter, add parent/student educational tips and strategies to newsletter and announcements.  
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 mentoring program who meet criteria in attendance, grades and/or behavior. The program will build leadership skills in 7th grade students through mentorship and various leadership activities and guest speakers. The program intends to nurture and build leadership qualities.

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

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

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

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

Cencal Mentoring program will be continued.

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

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

**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), RCA

**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 RCAs.

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

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

Specify enhanced services for EL students:

Spanish Home School Liaison will help with parent communication.

Specify enhanced services for low-performing student groups:

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

Weekly lunch time after school tutorial

Weekly progress reports for targeted students through academic counselor, HSL, and RCA

Saturday Academy as needed

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.

The HSL will communicate with parents regarding the importance of attendance, grades and behavior through the following but not limited to parent workshops, phone communication, newsletters, and organization of school wide events.

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

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

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

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.

## 2020-2021 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	Bks & Ref			Resources for SEL	300.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6hrs	45,466.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Will attend to grades TK-3rd 3hrs.	11,571.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home visits, contacting parents re attendance & Translation **HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP.**	12,963.00
G4A2	Sup & Conc	Parent Participation	Mat & Supp			: Parent Involvement	2,500.00
G4A2	Sup & Conc	Parent Participation	Direct-Food			: Food Services for Parent Involvement/Parent Meetings	2,500.00

**\$75,300.00**

# 2020-2021 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 conferences, release for planning/obs.	2,970.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Tutorials, Summer Planning , Staff PLs	37,641.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			: PL Supplies and books	2,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for conferences, release for planning/obs.	9,507.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Tutorial, summer planning, staff PLs	13,592.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional Materials and supplies	22,240.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	13,500.00
G1A1	Sup & Conc	Instruction	Travel			Conferences: Teachers fees and reimbursements - Travel for PL	8,000.00
G1A1	Sup & Conc	Instruction	Direct Trans			: Transportation for Study fieldtrips	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of equipment	4,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Dr. Hollie : Dr. Hollie for PL for Teachers	7,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Nc-Equipment			: Admin & Office Technology	7,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Travel			Conference Reimbursement: Admin Travel - PL	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for conferences, release for planning/obs.	2,377.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Tutorial, summer planning	4,879.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional materials and supplies	8,910.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	8,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	2,744.00
G1A1	LCFF: EL	Instructional Supervision & Adm	Travel			Confrence Reimbursement: Admin	4,000.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			: Parental Involvement Supplies for meetings and workshops	3,000.00
G1A2	LCFF: EL	Instruction	Travel			Conferences: Teachers fees and reimbursement - Travel for PL	8,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			: Transportation for field trips and competitions	1,500.00
G2A1	Sup & Conc	Instruction	Direct-Graph			Graphics: Recognition material. banners, ID badges, Planners, etc.	2,900.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for HSR Academics, Attendance, and Behavior	3,000.00
G3A1	Sup & Conc	Parent Participation	Oth Cls-Supp			Babysitting during school wide events for parent trainings.	632.00
G4A1	Sup & Conc	Instruction	Bks & Ref			Resources for SEL	300.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	6hrs	45,466.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	Will attend to grades TK-3rd 3hrs.	11,571.00
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Home visits, contacting parents re attendance & Translation **HSL duties from Title I cannot be used for translation of mandatory items such as ELAC and IEP.**	12,963.00

G4A2	Sup & Conc	Parent Participation	Mat & Supp	: Parent Involvement	2,500.00
G4A2	Sup & Conc	Parent Participation	Direct-Food	: Food Services for Parent Involvement/Parent Meetings	2,500.00
					<b>\$271,192.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,074.00
Sup & Conc	7090	\$173,208.00
LCFF: EL	7091	\$41,910.00
<b>Grand Total</b>		<b>\$271,192.00</b>

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$187,860.00	
G2 - All students will engage in arts, activities, and athletics	\$4,400.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$3,632.00	
G4 - All students will stay in school on target to graduate	\$75,300.00	
<b>Grand Total</b>		<b>\$271,192.00</b>