

**Wawona K-8**

10621660136150

Principal's Name: Kimberly Villescaz

Principal's Signature:



The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

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

Consolidated Program Assurances


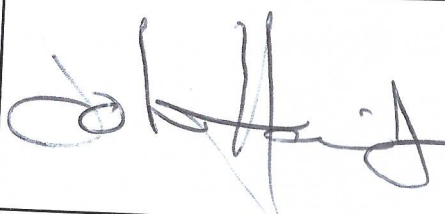
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family Engagement 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 School 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 - Kimberly Villescaz	X				
2. Chairperson - John Harris, Teacher					
3. Bill Harris, Teacher		X			
4. Brian Lohse, Teacher		X			
5. Lauren Childs, Teacher		X			
6. Maria Banuelos, Classified Staff		X			
7. Chris Eiland, Student			X		
8. Gabriel Wells, Student					X
9. Giovanni Nava, Student					X
10. Javan Childs, Parent					X
11. Gabriel Ruiz De Chavez, Parent				X	
12.				X	
13.					
14.					
15.					

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

Required Signatures

School Name: Wawona K-8			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kimberly Villescaz		3/26/2021
SSC Chairperson	John Harris		3/26/2021

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 2021/22

Wawona - 0475

**ON-SITE ALLOCATION**

3010	Title I	\$53,705 *
7090	LCFF Supplemental & Concentration	\$174,966
7091	LCFF for English Learners	\$42,930
7099	School Opening Support <i>(New! One-time funds)</i>	\$19,762
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$291,363</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	\$1,401
	Remaining Title I funds are at the discretion of the School Site Council	\$52,304
	Total Title I Allocation	\$53,705

## Wawona K-8 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate		5.36 %	2019-2020	12.36 %
One D or F on Any Report Card (Grades 02-12)		62.56 %	2020-2021	55.56 %
I-Ready ELAD2 On Level		32.45 %	2020-2021	30 %
I-Ready Math D2 On Level		21.52 %	2020-2021	24.49 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

#### I-Ready ELA D2 On Level

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

#### I-Ready ELA D2 On Level

##### Grade 7 Reading Assessment Data i-Ready Diagnostic 2 2020-2021

African American students on or above grade level: 0%

African American students one grade level below: 33%

Asian students on or above grade level: 0%

Asian students one grade level below: 100%

Filipino students on or above grade level: 100%

Hispanic students on or above grade level: 24%

Hispanic students one grade level below: 11%

Native American students on or above grade level: 0%

Native American student two or more grade levels below: 100%

Two or more races students on or above grade level: 33%

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.

**IReady**

iReady data shows the following for the 2020-2021 school year:

Student on or above grade level in Literature: 33%

Students on or about grade level in Informational Text: 31.4%

Students on or above grade level in Vocabulary: 34%

Areas of Growth: Understanding how texts are organized and how the ideas flow together; increased vocabulary knowledge; being able to answer on the surface, inferential, and higher level questioning around text

2021-2022 goals: 5% growth in iReady for students at or above grade level standard in the areas of Literature, Informational Text, and Vocabulary

During intervention SPED students will be assessed to determine what category of intervention is needed. Students who are accelerating in literacy will be placed in accelerating science literacy class according to iReady scores.

**I-Ready Math D2 On Level**

Two or more races students one grade level below: 0%

White students on or above grade level: 0%

White students one grade level below: 43%

English Learners on or above grade level: 14%

English Learners one grade level below: 0%

RFEP students on or above grade level: 63%

RFEP students one grade level below: 0%

Female students on or above grade level: 17%

Female student one or more grade level below: 34%

Male students on or above grade level: 19%

Male students one grade level below: 7%

**Grade 8 Reading Assessment Data i-Ready Diagnostic 1 2020-2021**

African American students on or above grade level: 0%

African American students one grade level below: 20%

Asian students on or above grade level: 11%

Asian students one grade level below: 11%

Hispanic students on or above grade level: 12%

Hispanic students one grade level below: 17%

Pacific Islander students on or above grade level: 0%

Pacific Islander student two or more grade levels below: 100%

Two or more races students on or above grade level: 17%

Two or more races students one grade level below: 0%

White students on or above grade level: 19%

White students one grade level below: 13%

English Learners on or above grade level: 0%

English Learners one grade level below: 0%

RFEP students on or above grade level: 7%

RFEP students one grade level below: 46%

Female students on or above grade level: 11%

Female student one or more grade level below: 24%

Male students on or above grade level: 12%

Male students one grade level below: 10%

For Grade 7 and 8 students, the data reveals that White students are performing at higher and much higher



**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

levels than African American and Hispanic students. There needs to be intentional attention to the reading needs of African American and Hispanic students. Generally redesignated students outperform all other subgroups. Female students are performing at higher levels than male students. Notably, the 7th grade cohort generally shows higher literacy levels per iReady than the 8th grade cohort. Additionally, White students are not performing mostly at the grade level. They also continue to need focused attention to their literacy development.

**Grade 1 data Diagnostic 2 English**

Hispanic students on or above grade level: 48%

Hispanic students one grade level below: 52%

**Grade 2 data Diagnostic 2 English**

Hispanic students on or above grade level: 28%

Hispanic students one grade level below: 58%

African American students on grade level below: 0%

African American students on grade level below: 100%

**Grade 3 data Diagnostic 2 English**

Hispanic students on or above grade level: 55%

Hispanic students one grade level below: 20%

African American students on grade level below: 50%

African American students on grade level below: 0%

Two or more Races students on grade level: 100%

For the elementary age students, the data reveals higher performance levels for Hispanic and Two or more Races students as compare with African-American students.

**I-Ready Math D2 On Level**

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 together.

ELA and Math: We are not pulling small groups as often as we needed. Making those adjustments along the

f 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 CFA's. 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%.

7<sup>th</sup> and 8<sup>th</sup> grade teachers will use IAB's for their CFA. Will also use classwork and observations to monitor progress for students mastering standards.

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 data students will be placed in intervention groups for the first semester 21-22 school year.

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**

Per the Spring 2021 EL Redesignation and Goal Setting Report:

Total ELs: 103

Past due redesignation: 43% of total EL population

ELs at grade 7 who are one level below grade level in iReady (for redesignation purposes): 14%

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**

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 02-12)**

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.

Redesignation goal for 2021-2022: 12.36%

Number of middle school ELs with a redesignation date of 2020-2021 or before: **44**

Number of middle school ELs: 53

Number of LTELs at middle school: 44

Number of elementary school ELs: 49

Number of elementary school ELs with a redesignation date on or before 2020-2021: 0

**One D or F on Any Report Card (Grades 02-12)**

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

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

7th graders decreased by 2%

8th graders decreased by 14%

---

**Step 2:** For the current year, 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 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. Funds for custodial to sanitize throughout the time staff is planning.

---

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 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 continues to meets as a PLC, ILT, and CCT to determine the goals and in progress.

**2** ELAC:

Same as SSC

**3** Staff:

Staff: PLC Time for planning, supplemental contracts for tutorial, supplies, PL on EL strategies, conferences for staff of DI of engagement strategies, continue with Resource Counseling Assistant as a support for students. Tutorials, clubs, field trips, PL days for teachers, build relationships with students, engaging strategies for students, Saturday School and continue work with Cultural Proficiency.

Parent/Students: Afterschool tutoring, more academic counseling, more clubs, academic study group, more sports, multicultural events and field trips.

## Action 1

**Title:** Grades 7-8 ELA, Math, English Learners

### [Action Details:](#)

2021-2022 goals: 5% growth in iReady ELA for students at or above grade level standard in the areas of Literature, Informational Text, and Vocabulary

**ELASBAC 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.

The main approach for Tier I instruction is to craft learning units with a clear, standards-based outcome and sequenced learning activities that lead to the outcome tasks. This approach will be applied in ELA, Science, and History/Social Science courses so that in all of these courses, end of unit tasks reflect the grade level writing expectations. Identified reading strategies will continue to grow and be applied as appropriate for different disciplinary classes and the texts students read in those classes. All core classes and electives will continue to apply rigorous vocabulary development which will include but is not limited to providing student friendly definitions, engaging follow up, and application to writing and speaking tasks. ELD standards and teaching methodologies will continue to be incorporated to all core and elective area instruction to strengthen Integrated ELD and provide the benefits to all students, regardless of language status.

For students not meeting the standards-based expectations through Tier I instruction alone, Tier 2 and Tier 3 support will be provided in 3-6 week increments and target the identified need through a dedicated afterschool program where student participation runs in 6 week cycles and students are re-evaluated for continued or reduced support. Students identified for Tier 2 needs will stay for an allotted time and the students identified with Tier 3 needs will stay for a longer time to increase the time and intensity for their interventions.

Tutorial and regular afterschool program may also add to Tiers 2 and 3 support, but will additionally help with work completion for students. The school will also increase Tutor.com participation for general student support needs.

Students will foundational skills development needs (Kinder-grade 4 skills) will receive dedicated support during a portion of their ELA coursework and will be offered additional support outside of regular school hours. In addition to this, all core and elective teachers will be trained in methods to increase fluency in small groups for students in their courses needing this support and administration will support teacher by providing the training and necessary data sets.

Importantly, the school's continued work on culturally proficient teaching and mastery learning will support our focus on helping students to develop needed skills and knowledge through affirming classroom environments.

**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 SWUN 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.

Math Intervention class to assist in developing foundational skills, while providing goal-setting, and leadership students. The class with focus on both the academic and socio emotional supports for targeted students.

K-4 teachers will receive support from Math Coaches to assist in the Math Lesson Design. Coaches and teachers will meet to discuss implementation and assist in conceptual and procedural understanding and connection.

All K-8 Math Teachers will use tasks to support student learning and adjust instruction, assessment to support standard based grading. Standard-based grading will allow students, families, and teachers to focus on the learning and provide targeted support around specific skill sets. Professional Learning around grading to support the equities and cultural responsiveness to provide coaching to teachers to engage all students.

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.

2-8 grade content areas excluding PE will continue with Standards-based grading to assist students in targeted Literacy and Math Standards. Standards-based grading in Science, Social Science, and ELA will focus on Literacy Standards as the focus of their content standards.

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.

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

Consultants will work with staff in growing their repertoire in ELA, Math, Spanish, Social Emotional, and Cultural Proficiency.

<b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input checked="" type="checkbox"/> 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](#)

**Owner(s):**

**Timeline:**

District iReady Data in ELA and Math

Teachers, Administrators

2-4 times monthly

EL data aligned to ELD Standards

Foundational Skills Diagnostic Assessments

Standards-based writing outcomes for Science, ELA, and History

Oral presentations in ELA, Mathematics, Science, and History

foundational skills diagnostic assessments for selected learners

Standards-based grades in all classes

Weekly Gradebook Monitoring

IABs are used for their frequent CFAs

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

All data will be used to provide ongoing feedback to teachers and administrators and improve Tiered instruction through all coursework.

i-Ready, student writing, and oral presentations will be used to monitor student literacy performance in specified areas

Foundational skills assessments (3 per year) for identified students will assist in monitoring progress with instruction

Standards-based grades will be used to determine the percentages of students who are deemed to be partially, fully, or not at all meeting standards expectations

EL data will be used to determine needs for push-in or other additional support for students as needed and to increase the effectiveness of Integrated ELD in all content areas and electives

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.

Ongoing professional learning including regular meetings with lead administrator to continue instructional improvements.

Continued collaboration with district coaches in improving teacher expertise and practice

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 curricular units, 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

Exposure to format of standardized assessments for students

Continued Cultural Proficiency work to be applied to instructional and assessment practices

Site/Off-site and District Professional Development

Consultant will work with staff in growing their repertoire

Incentives for students to support goal-setting and progress.

Materials and supplies to assist in modelling with students the mathematical concepts.

Transportation for students for Academic Support.

Specify enhanced services for EL students:

RFEP Mentoring program will provide weekly individual and group mentoring to English Learners by high school RFEP students from Bullard High School.

Individual and group goal-setting and positive identity building.

Interpreters based on need for families.

Owner(s):

Lead Teachers, Teachers, Administrators

TSA

Timeline:

2-4 times monthly

Specify enhanced services for low-performing student groups:

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

Teachers post class notes and study guides on school website.

Teacher lunch tutorial

Math intervention class that focuses on targeted standards, social emotional supports, and leadership skills.

Newcomer temporary support through EL Services.

Enhanced attention to ELD standards throughout all school classes.

EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.

## Action 2

**Title:** TK-4th English and Spanish Literacy, Math, English Learners

### [Action Details:](#)

Pre-Kindergarten-Grade 4 DLI

By the end of the year, in Kindergarten through Grade 3, 90-100% of students will be decoding at the following levels in Spanish:

Pre-Kinder: N/A Phonemic Awareness and Early Print and Phonics Exposure

TK: B-C

Kinder: D

Grade 1: J

Grade 2: M

Grade 3: P

By the end of the year, in Grades 2-3 90-100% of students will be decoding at the following levels in English:

Grade 2: M

Grade 3: P

Grades 1-4 students will continue to work on fluency development in Spanish and Grades 2-4 students will additionally work on fluency in English.

For grades 3 and 4, 2021-2022 goals: 5% growth in iReady ELA for students at or above grade level standard in the areas of Literature, Informational Text, and Vocabulary

In 2021-2022, students will be assessed through the ISIP (i-Station) and/or MAP Spanish assessment for the first time; 2021-2022 will be a baseline year for this assessment

The main approach for Tier I instruction is to craft learning units in both English and Spanish with a clear, standards-based outcome and sequenced learning activities that lead to the outcome tasks. This approach will be applied in ELA, Science, and History/Social Science content and tasks reflect the grade level writing expectations. Identified reading strategies will continue to grow and be applied as appropriate for different disciplinary classes and the texts students read in those classes. Teachers will continue to apply rigorous vocabulary development which will include but is not limited to providing student friendly definitions, engaging follow up, and application to writing and speaking tasks. ELD standards and teaching methodologies will continue to be incorporated to all instruction in both English and Spanish.

For students not meeting the standards-based expectations through Tier I instruction alone, Tier 2 and Tier 3 support will be provided in 3-6 week increments and target the identified need through a dedicated afterschool program where student participation runs in 6 week cycles and students are re-evaluated for continued or reduced support. Students identified for Tier 2 needs will stay for an allotted time and the students identified with Tier 3 needs will stay for a longer time to increase the time and intensity for their interventions.

Tutorial and regular afterschool program may also add to Tiers 2 and 3 support, but will additionally help with work completion for students. The school will also increase Tutor.com participation for general student support needs.

Students who are not at grade level goals for early reading development will be given more time in small groups with their teacher to speed up phonological decoding learning.

Grades 2-3 teachers will work with efficiency to teach students non-congruent patterns in English decoding and transfer matched decoding skills from Spanish.

Spanish learners will receive increased support in phonological awareness by increasing the classroom resources available to teachers for instruction in this area.

Importantly, the school's continued work on culturally proficient teaching and mastery learning will support our focus on helping students to develop needed skills and knowledge through affirming classroom environments.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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](#)

Pre-K Phonemic Awareness Assessment

Pre-K DRDP

Kindergarten FSA

Maravillas Phonics Diagnostic (3 times per year grades TK-2 and for intervention with older students as needed)

Formal student writing pieces in different text types (stories, info reports, opinion pieces, biographies, etc...)

Daily student writing

ISIP Spanish OR MAP Growth Assessment Spanish

MAP Growth Mathematics

i-Ready ELA and Mathematics grades 2 (end of year), 3, and 4

ELPAC

Standards-based grades, grades 2-4

All data will be used to provide ongoing feedback to teachers and administrators and improve Tiered instruction through all coursework.

i-Ready, student writing, and oral presentations will be used to monitor student literacy performance in specified areas

Foundational skills assessments (3 per year) for identified students will assist in monitoring progress with instruction

Standards-based grades will be used to determine the percentages of students who are deemed to be partially, fully, or not at all meeting standards expectations

EL data will be used to determine needs for push-in or other additional support for students as needed and to increase the effectiveness of Integrated ELD in all content areas and electives

**Owner(s):**

Elementary Teachers, Adminsitrators, EL TSA

**Timeline:**

Depending on assessment: monthly, quarterly, daily, annually

[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.

Ongoing professional learning including regular meetings with lead administrator to continue instructional improvements.

Continued collaboration with district coaches in improving teacher expertise and practice

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 curricular units, 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

Exposure to format of standardized assessments for students

Continued Cultural Proficiency work to be applied to instructional and assessment practices

Site/Off-site and District Professional Development

Specify enhanced services for EL students:

Individual and group goal-setting and positive identity building.

Culturally responsive texts used in instruction.

Interpreters based on need for families.

Enhanced attention to ELD and SLD standards throughout all school classes along with aligned instructional practice.

EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.

Specify enhanced services for low-performing student groups:

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for planning, observations, and conferences. ** NO IEPS **	5,269.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts: Tutorial, Summer Planning, Staff PLs ** NO IEPS **	9,577.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			PLs Supplies and books.	2,392.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning, observations and conferences.	4,683.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts: Tutorial, Summer Planning, Staff PLs	28,732.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Incentives for Meeting Academic Goals	2,500.00
G1A1	Sup & Conc	Instruction	Travel			Conferences: Teacher Fees and Reimbursements /Travel Reimbursements for PLs	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Equipment	2,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Dr. Hollie : Dr. Hollie professional support PL.	21,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Nc-Equipment			Admin and office technology	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Travel			Admin Conference Reimbursement Travel and Fees	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,999.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials ad Supplies	8,001.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			: After School Transportation EL Tutorial	619.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Transportation for academic field trips	1,000.00
G1A1	LCFF: EL	Instructional Supervision & Admin	Travel			Admin Conference Reimbursement Fees and Travel	4,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	19,762.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics Materials and Supplies	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for planning, observations, and conferences.	2,927.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts: Tutorial Summer Planning, Staff PLs	6,584.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Incentives for meeting Academic Goals	2,000.00
G1A2	LCFF: EL	Instruction	Travel			Conferences Teachers fees and travel	6,000.00

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2		Instruction	Travel			reimbursements/ Travel reimbursements for PLs	6,000.00

**\$195,545.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	75 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Student-centered real world learning experience - Site Defined**

7<sup>th</sup> & 8<sup>th</sup> grade students complete an online assessment called Xello that offers interactive career, exploration, job, employer, personality, and learning style information with the goal of helping students better understand their unique interests, skills, and strengths. 8<sup>th</sup> graders will also complete lessons on high school transition, and self-advocacy. Each engaging assessment encourages reflection, helps students connect who they are with relevant career, college and vocational options. They will also participate in the Wawona Virtual College & Career Day this spring and will have an opportunity to engage with professionals from the community and become involved in work-based hands-on learning and talk to college representatives. 8<sup>th</sup> grade students participated in a virtual college campus tour at Fresno State in the fall and also participated in the district organized virtual School of Choice Expo where they had an opportunity to interact and engage with the various FUSD Career Technical Education programs. Through these various activities, students are exposed and given opportunities to participate in their future planning. They will also learn A-G, high school and college entrance requirements and soft skills. In the fall we held a Parent Informational Night that provided information about expectations and student transition and 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 as it relates to this goal.

**Student-centered real world learning experience - Site Defined**

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 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

For the 2020-21 school year, adjustments were necessary to accommodate for distance learning and lack of access to physical or social activities. All activities were conducted virtually.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

For the 2021-22 school year, students will have full access and will be able to participate and attend all scheduled events and activities. It is important that students receive experiential learning opportunities to inspire and help prepare them for college, career and beyond. Exposing students and providing access to the real-world outside of their community will open their minds, and imaginations to possibilities beyond what they know and could ever dream. They will receive these experiences through community partnerships by participating in on-the-job training at various job sites and will learn about technology, creativity, collaboration skills, problem-solving skills, social skills, communication skills, advocacy, and inquiry skills-asking questions. College campus tours.

For the 2021-22 school year, budget allocations will include buses (charter for out of town and school for in-town) for offsite career/business exposure and engagement activities for the fall and spring semesters. College campus tours outside the central valley area for the fall and spring semesters. Discovery centers for the spring semester.

When activities are conducted throughout the year materials and supplies will need to be provided, we will need funds for custodial staff and CAS supervision.

**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 continues to meet as a PLC, ILT, and CCT to determine the goals and in progress.

**2** ELAC:

Same as SSC

**3** Staff:

Continue to build our annual College and Career Fair. Budget allocations will include buses (charter for out of town and school for in-town) for offsite career/business exposure and engagement activities for the fall and spring semesters. College campus tours outside the central valley area for the fall and spring semesters. Discovery centers for the spring semester.

### 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 of participants of the annual College and Career Fair, which helps students to find an interest in colleges and careers at an early age. The school will work early on and throughout the year to find student interests and provide those interests 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 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.

Transportation college, career, and real world activities and events.

Supplies to support classroom instruction and events that promote real-world learning experiences.

Funds for custodial and CAS for all events at Wawona.

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.

Activities infused in classroom instruction to expand real-world learning experiences.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

### G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Study Field trips	5,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and Supplies for College and Career Day	2,000.00

**\$7,000.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		13.23 %	2020-2021	11.23 %
Suspensions students with 1 or more		0 %	2020-2021	0 %
Chronic Absenteeism (Students with Disabilities)		20.48 %	2020-2021	18.48 %
Chronic Absenteeism (Homeless)		100 %	2020-2021	98 %
Chronic Absenteeism (African American)		21.15 %	2020-2021	19.15 %
Chronic Absenteeism (Hispanic)		11.94 %	2020-2021	9.94 %
Chronic Absenteeism (White)		23.68 %	2020-2021	21.68 %
Chronic Absenteeism (English Learner)		3.81 %	2020-2021	1.81 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Chronic Absenteeism**

Chronic absenteeism for all students is 13.23%.

The goal for 2021-2022 for all students is 11.23%.

**Chronic Absenteeism (African American)**

Chronic absenteeism for African American students is 21.15%.

The goal for 2021-2022 is 19.15%.

**Chronic Absenteeism (English Learner)**

Chronic absenteeism for English Learner students is 3.81%.

For 2021-2022, English Learner chronic absenteeism will reduce to 1.81%.

**Chronic Absenteeism (Hispanic)**

Chronic absenteeism for Hispanic students is 11.94%.

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

**Chronic Absenteeism**

Since the beginning of online learning, access to stable internet has been a source of inequity for some students who have not been able to log on to class consistently. A further source of inequity has been that some students have consistent supervision and tutoring from a parent or other adult in the home while others do not. Some students have been in the role of supervising younger siblings during school hours. The extent to which our classrooms are engaging and culturally responsive is reflected in students' desire to want to be at school at every day. Additionally, mental health factors are preventing some students from engaging fully in school on a daily basis. Furthermore, appropriate dental and vision care as well as access to other healthcare resources impact school attendance. LGBTQ+ students face barriers in engaging fully in the school community and the more that LGBTQ+ acceptance and visibility increases in all aspects of the school, the more they will attend and engage.

**Chronic Absenteeism (African American)**

Working on culturally responsive pedagogy continues to be needed in order to engage our African-American students in learning and make the daily schooling experience relevant to them. An increased engagement with African-American families is needed in order to find viable solutions.



The goal for 2021-2022 is 9.94%.

**Chronic Absenteeism (Homeless)**

Chronic absenteeism for homeless students is 100%.

The goal for 2021-2022 is 98%.

**Chronic Absenteeism (Students with Disabilities)**

Chronic absenteeism for students with disabilities is 20.48%.

The goal for 2021-2022 is 18.48%.

**Chronic Absenteeism (White)**

Chronic absenteeism for White students is 23.68%.

The goal for 2021-2022 is 21.68%.

**Suspensions students with 1 or more**

Data shows a decline in suspension rate from last year 14.81% to 13.92 % to 0% for the 2020-2021 school year. There was a sharp decline in misbehavior incidences this year from 353 in 2019-2020 to 6 for the 2020-2021 school year. As we return to in person learning with the possibility that misbehaviors will rise,

**Chronic Absenteeism (English Learner)**

Increased attention to Integrated and Designated ELD through professional learning and providing material resources to students can create a learning context that is motivating for students and that has the affect of reducing absenteeism. An increased engagement with English Learner parents and families through ELAC and through other avenues will be important to elevating attendance rates for English Learners. Last, making sure that interpretation resources are available to appropriately engage with families will continue to be important.

**Chronic Absenteeism (Hispanic)**

Working on culturally responsive pedagogy continues to be needed in order to engage our African-American students in learning and make the daily schooling experience relevant to them. An increased engagement with Hispanic families is needed in order to find viable solutions.

**Chronic Absenteeism (Homeless)**

Continuing to work with project Access as well as parents and families regarding the attendance of homeless students is critical. Ensuring that students continue to have access to internet and computing resources, transportation, and needed personal items contribute to the student's ability to attend school daily.

**Chronic Absenteeism (Students with Disabilities)**

Students with disabilities are in three settings: SDC, Co-Teach, or Mainstream. For all three settings, it's important for students to continue to receive the academic support needed in early reading development as well as grade-level content instruction with the appropriate accommodations and modifications. With our ED program, we recognize that some of our students face critical emotional needs that the school has to address in order to keep students attending.

**Chronic Absenteeism (White)**

White students have the highest chronic absenteeism rate of the demographic subgroups. Spending time to understand the source of absenteeism, whether it be disengagement with school or lack of access to resources (internet and computers) needed for engagement.

**Suspensions students with 1 or more**

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 using Second Step will deliver curriculum to teach students character, making good choices, and develop social/emotional learning skills.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

**Chronic Absenteeism:**

Suspension Rate: Due to distance learning all discipline was conducted through parent calls or home visits and support was provided for all students through either mentoring groups, invited to join different clubs, RCA support or Social Worker support for students or families. Second Step Curriculum was used in PE classes to ensure all students were receiving SEL lessons. For elementary school students, the school has worked to bring in culturally responsive texts into the SEL curriculum. On Mondays advisory lessons were provided to students at all grade levels using either Second Step or Student Connect to promote engagement and developed

Data shows a decline in suspension rate from last year 14.81% to 13.92% to 0% for the 2020-2021 school year. There was a sharp decline in misbehavior incidences this year from 353 in 2019-2020 to 6 for the 2020-2021 school year. As we return to in person learning with the possibility that misbehaviors will rise,

Student Engagement: Due to the rapid transition into distance learning student opportunities for schoolwide activities, arts, clubs was at a minimum. As sports become available to students in the 2021-2022 year, the school will work to engage as many students as possible, whether it be through competitive teams, lunch time intermurals, or other opportunities.

The school is working on an activities room to serve as a place for students to use to socialize or engage in projects with one another. Creating a green screen area with audio equipment will serve to engage students further by helping them to make videos.

The After School Program provides opportunities for students to receive student support in academics and enrichment activities were also provided for students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

During the 2021-2022 school we will continue to engage students in clubs, arts, music, and as permitted in sports. We will provide support for a mentoring program for students to work with professionals in the community regarding academics and social-emotional growth. If the health and safety regulations permit, A non-profit has partnered with our school to provide Saturday basketball camps to motivate and engage students to achieve and set goals. We will provide fieldtrips to leadership conferences for students in need of SEL support. We will continue to work with the After School Program in providing a cheer team and Folklorico dancing club for elementary students. Various cultural event will be celebrated throughout the year. For all of this we will provide incentives to encourage participation.

We will continue to use RCAs and our social workers to support individuals and small groups of students.

The Afterschool program will continue as will the student mentoring programs (EQCA, RFEP/EL, and iMentor) and these programs might need contracts, supplies, custodial, and funds for dedicated activities.

Incentives will be given after every progress report and quarter grading to promote attendance, academic success, and High School Readiness.

**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

**2** ELAC:

Same as SSC

**3** Staff:

Staff: PLC Time for planning, supplemental contracts for tutorial,

staff and provided any additional support that they may need as parents. Staff continues to meet as a PLC, ILT, and CCT to determine the goals and in progress.

supplies, PL on EL strategies, conferences for staff of DI of engagement strategies, continue with Resource Counseling Assistant as a support for students. Tutorials, clubs, field trips, PL days for teachers, build relationships with students, engaging strategies for students, Saturday School and continue work with Cultural Proficiency.

Parent/Students: Afterschool tutoring, more academic counseling, more clubs, academic study group, more sports, multicultural events and field trips.

## 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 using Second Step will deliver curriculum to teach students character, making good choices, and develop social/emotional learning skills.**

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

Two 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, and RCAs

Timeline:

Monthly

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

Materials and supplies, t-shirts, poster boards, incentives and rewards, transportation to academic study trips.

Fund two RCAs one 6 hours and one 3.5 hours and materials and supplies for RCAs.

Second Step Curriculum will be used to create weekly advisory lessons.

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

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

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 mentor meetings

After school tutorial

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

Saturday Academy as needed

## 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.

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

### Action 3

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

Action Details:

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

\*All teachers will hold weekly class meetings 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 of 3:1

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

\*Targeted students will participate in 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 of strategies in ELA, Math, Spanish and Social Emotional

\* Equity California (EQCA) Mentor Corps Program will provide lessons for one hour a week to support in mentoring in positive identity, mindfulness, stress reduction, and leadership and diversity.

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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, Academic Coounselor, GLA 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, AD

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 and forensics.

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

Fund Consultant will work with staff in growing their repertoire of strategies in ELA, Math, Spanish and Social Emotional Material and Supplies for support of student engagement

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 in 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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		42,687.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,853.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	13,967.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Incentives for meeting engagement goals	2,000.00
G3A3	Sup & Conc	Instruction	Direct-Graph			Recognition materials, banners, ID Badges	3,000.00
G3A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr			Custodial Supplemental Overtime	2,076.00
G3A3	Sup & Conc	Security	Cls Sup-Ovr			CSA Supplemental Overtime	1,557.00

**\$77,140.00**



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	85 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Staff Goal - Site Defined**

During distance one of focus for staff was how to virtually engage students in class. Staff attended various PL's with Doug Fisher and started using some of the strategies to engage their students as many students had a difficult time with turning on their cameras and wanting to speak during class. Staff learned and used different strategies to build trusting relationships with students.

Cultural Proficiency training throughout the year has been provided to staff to continue the work of understanding and helping all students be successful in different aspects such as academics, building self-esteem, building self efficacy, and building student-staff relationship.

The staff volunteered to pilot a new grading policy that allows for students to have more opportunities to demonstrate mastery of all standards.

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

**Staff Goal - Site Defined**

As staff attended PLs around cultural proficiency and learned strategies for student engagement and relationship building it was still difficult for the the staff to develop and maintain a high engagement rate of students. Students do not feel comfortable in showing their surrounding. More and more students did start turning on cameras as we began our SEL lessons the second semester. Students had many technology issues so often they would not participate. We created a technology center where parents and student could bring their devices and we would give them another one so we could troubleshoot it. We provided hot spots for those that needed it.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This goal is new to the SPSA, however, based on our planning we implemented several new supports for teacher retention. The new teachers were given on-site peer mentoring. We allowed for sub days and supplemental contracts for planning and support. The teachers attended professional learning together and planned with district content managers.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Supported teachers with technology to increase their productivity with student learning. Planning by departments to support the implementation good first instruction in Tier 1 and continued to provide PLs around cultural proficiency.

**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 continues to meet as a PLC, ILT, and CCT to determine the goals and in progress.

**2** ELAC:

Same as SSC

**3** Staff:

Continue with PLs on building relationships, continue with cultural proficiency training, create clubs and opportunities for students to engage with adults outside the classroom.

## Action 1

**Title:** Improvement on Student Survey: Caring Adult

### Action Details:

Goal : By the spring of 2022 we will increase the favorable response to the panorama student answer "There is a teacher or some other adult at my school who cares about me" from 72% to 82%. School will continue providing PLs around Cultural Proficiency and providing as many resources/ opportunities for staff-student relationship building. Second Step will be used to guide staff in lessons to support this goal.

**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

Panorama Data Survey twice a year

Quarterly Wawona Student Survey

Owner(s):

Culture and Climate Team

Timeline:

Quarterly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

• **Student Academics:**

PL for Second Step Curriculum to be used to create weekly advisory lessons.

Fund two RCAs one 6 hours and one 3.5 hours and provide Materials and supplies for RCAs to create strategies on building relationships and self esteem with in the students.

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

Subs, 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.

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

• **Student Centered and Real-World Learning:**

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 to find student interests and provide those interest at the fair.

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

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

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

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.

• **Student Engagement:**

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

\*All teachers will hold weekly class meetings 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 of 3:1

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

\*Targeted students will participate in 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 of strategies in ELA, Math, Spanish and Social Emotional

\* Equity California (EQCA) Mentor Corps Program will provide lessons for one hour a week to support in mentoring in positive identity, mindfulness, stress reduction, and leadership and diversity.

Specify Professional Development or Staff Services to support EL students:

PL for Second Step Curriculum to be used to create weekly advisory lessons.

Fund two RCAs one 6 hours and one 3.5 hours and provide Materials and supplies for RCAs to create strategies

Specify Professional Development or Staff Services to support low-performing student groups:

Staff PLs for Second Step Curriculum to be used to create weekly advisory lessons.

Fund two RCAs one 6 hours and one 3.5 hours and provide Materials and supplies for RCAs to create strategies

on building relationships and self esteem with in the students.

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

Subs, 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.

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

on building relationships and self esteem with in the students.

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

Subs, 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.

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

### G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Bks & Ref			Books and other References	1,078.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	2,000.00

**\$3,078.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	80 %

**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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

**Family Goal - Site Defined**

Due to the rapid transition into distance learning parent/student opportunities for schoolwide activities, and events was at a minimum.

Online learning support survey for parents was created to create different parent presentations throughout the year in supporting parents concerns with technology and most of all students academic learning.

The Joyful Reading Project was created to get parents and community members to read books for our students. A green screen area with audio equipment will served as place for parents to come and record themselves with the reading.

Weekly Coffee /Tea chat was created to present different topics such as technology, community cultural events, academics, Social Emotional Learning.

The school is working on an activities room to serve as a place for students to use to socialize or engage in projects with one another. Creating a green screen area with audio equipment will serve to engage students further by helping them to make videos.

The After School Program provides opportunities for students to receive student support in academics and enrichment activities were also provided for students.

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

**Family Goal - Site Defined**

The most common resource that did not allow for the parent to participate was the lack of know -ledge of technology usage.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

This goal is new to the SPSA, Wawona implemented various support systems for the parents, Trainings were conducted on the usage of technology and how parents would be able to support their students. A parent connect group was created to support parents with new ideas on parent involvement.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Communication with parents will be conducted through Remind, School Messenger, Wawona FB, Monthly News Letters, and Instagram.

Funds will be provided to increase to promotion parental involvement SSC, ELAC, DAC, and LCAP meetings.

Funds will be provided for resources and materials to increase the opportunities of more meaningful and inclusive opportunities for families to engage in their student's education (i.e., social emotional and academic development), build relationships and collaborate with staff.

**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:

Strengthen the communication with ELAC to support their needs.  
Continue with relationship building the ELAC community and and strengthen the support for EL students involvement in clubs, academic study group, sports, multicultural events, and field trips.

**2** ELAC:

Continue communication to create parent groups and more training for ELAC parents regarding EL student support.

**3** Staff:

Will continue to 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.  
Parent/Students: Afterschool tutoring, more academic counseling, more clubs, academic study group, more sports, multicultural events and field trips.  
Parents: Technology Training to increase the participation rate for different meeting.

**Action 1**

**Title:** Parent Involvement

[Action Details:](#)

Goal: Support parents with technology to increase their productivity of how to help students with their learning and increase the school meetings/events participation.

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

Support parents with technical concerns.

Continue with weekly coffee/tea chats

Parent University Cycles will be provided

Owner(s):

HLS, RCS, GLA, and Librarian

VP, GLA

GLA

Timeline:

Weekly

Weekly

Every 8 weeks

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

**Parental training will be conducted for the for the following topics throughout the year :**Parent Portal, Edutex, Parent University

Funds for communication with parents will be conducted through Remind, School Messenger, Wawona FB, Monthly News Letters, and Instagram.

Funds will be provided to increase to promotion parental involvement SSC, ELAC, DAC, and LCAP meetings

Funds will be provided for resources and materials to increase the opportunities of more meaningful and inclusive opportunities for families to engage in their student's education (i.e., social emotional and academic development), build relationships and collaborate with staff.

Specify Direct Service and Opportunities for parents and families to support EL students:

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

1) RFEP Mentoring program will provide weekly individual and group mentoring to English Learners by high school RFEP students from Bullard High School.

2) Individual and group goal-setting and positive identity building.

3) Interpreters based on need for families.

4) Newcomer temporary support through EL Services.

5) Enhanced attention to ELD standards throughout all school classes.

6) EL students will be given the opportunity to participate in after school tutorial to receive additional instruction aligned to both ELD and content standards.

Funds will be provided for supplies and materials for the meetings.

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Parents will be informed and presented with the following goals for all Students.

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

2) Teachers post class notes and studyguides on school website.

3) Teacher lunch tutorial

4) Math intervention class that focuses on targeted standards, social emotional supports, and leadership skills.



## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

### G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Supplies for Parent Meetings/Workshops/Communication ( REMIND ) ** NO FOOD OR INCENTIVES **	2,500.00
G5A1	Sup & Conc	Parent Participation	Direct-Food			Food/Parent involvement through food services	2,300.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent Involvement: Supplies for meetings and workshops	3,800.00

**\$8,600.00**

# 2021-2022 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 planning, observations, and conferences. ** NO IEPS **	5,269.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts: Tutorial, Summer Planning, Staff PLs ** NO IEPS **	9,577.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			PLs Supplies and books.	2,392.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	20,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for planning, observations and conferences.	4,683.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental Contracts: Tutorial, Summer Planning, Staff PLs	28,732.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Incentives for Meeting Academic Goals	2,500.00
G1A1	Sup & Conc	Instruction	Travel			Conferences: Teacher Fees and Reimbursements /Travel Reimbursements for PLs	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of Equipment	2,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Dr. Hollie : Dr. Hollie professional support PL.	21,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Nc-Equipment			Admin and office technology	10,000.00
G1A1	Sup & Conc	Instructional Supervision & Adm	Travel			Admin Conference Reimbursement Travel and Fees	12,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,999.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials ad Supplies	8,001.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	5,000.00
G1A1	LCFF: EL	Instruction	Direct Trans			: After School Transportation EL Tutorial	619.00
G1A1	LCFF: EL	Instruction	Direct Trans			: Transportation for academic field trips	1,000.00
G1A1	LCFF: EL	Instructional Supervision & Adm	Travel			Admin Conference Reimbursement Fees and Travel	4,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	19,762.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	9,000.00
G1A2	Sup & Conc	Instruction	Direct-Graph			: Graphics Materials and Supplies	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Subs for planning, observations, and conferences.	2,927.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts: Tutorial Summer Planning, Staff PLs	6,584.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Incentives for meeting Academic Goals	2,000.00
G1A2	LCFF: EL	Instruction	Travel			Conferences Teachers fees and travel reimbursements/ Travel reimbursements for PLs	6,000.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for Study Field trips	5,000.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and Supplies for College and Career Day	2,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		42,687.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750		11,853.00
G3A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	Title I funded HSL cannot translate mandatory items (i.e. ELAC, IEP, etc.)	13,967.00

G3A2	Sup & Conc	Instruction	Mat & Supp	: Incentives for meeting engagement goals	2,000.00
G3A3	Sup & Conc	Instruction	Direct-Graph	Recognition materials, banners, ID Badges	3,000.00
G3A3	Sup & Conc	Plant Maintenance & Operations	Cls Sup-Ovr	Custodial Supplemental Overtime	2,076.00
G3A3	Sup & Conc	Security	Cls Sup-Ovr	CSA Supplemental Overtime	1,557.00
G4A1	Sup & Conc	Instruction	Bks & Ref	Books and other References	1,078.00
G4A1	Sup & Conc	Instruction	Mat & Supp	: Materials and Supplies	2,000.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Supplies for Parent Meetings/Workshops/Communication ( REMIND ) ** NO FOOD OR INCENTIVES **	2,500.00
G5A1	Sup & Conc	Parent Participation	Direct-Food	Food/Parent involvement through food services	2,300.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	: Parent Involvement: Supplies for meetings and workshops	3,800.00

\$291,363.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$53,705.00
Sup & Conc	7090	\$174,966.00
LCFF: EL	7091	\$42,930.00
One-Time School	7099	\$19,762.00
<b>Grand Total</b>		<b>\$291,363.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$195,545.00
G2 - Expand student-centered and real-world learning experiences	\$7,000.00
G3 - Increase student engagement in their school and community	\$77,140.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$3,078.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$8,600.00
<b>Grand Total</b>	<b>\$291,363.00</b>