


Wawona Middle

106216660573501

K-8

Principal's Name: Kim Wong-Villescaz

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

Table of Contents	
Topic	Details
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>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

Consolidated Program Assurances

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



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Kim Wong-Villescaz	X				
2. Chairperson – Kaylia Metcalfe-Armstrong				X	
3. Frankie Espinoza				X	
4. Anna Anaya				X	
5. Emily Fairless		X			
6. Candace Cano		X			
7. Stephen Hale		X			
8. Jennifer Jones		X			
9. Lori Davis			X		
10. Safiyah Cooley					X
11. Elana Henderson					X
12. Sarah Vang					X
13.					
14.					
15.					

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

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Kim Wong-Villescaz		4/5/18
SSC Chairperson	Kaylia Metcalfe-Armstrong		4/5/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Wawona - 0475

ON-SITE ALLOCATION

3010	Title I	\$41,480 *
7090	LCFF Supplemental & Concentration	\$166,129
7091	LCFF for English Learners	\$28,575
TOTAL 2018/19 ON-SITE ALLOCATION		\$236,184

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$976
Remaining Title I funds are at the discretion of the School Site Council	\$40,504
Total Title I Allocation	\$41,480

Wawona K-8 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	17.808	24.808
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	24.783	31.783
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	7.391	14.391
One D or F on Any Report Card (grades 2-12)	75.822	68.822

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

Release time to plan with the instructional coach

GVC implementation consistency

Development and analyzes of CFAs to determine re-teach lessons for students who needs it.

24.9% of 7th/8th graders scored meets or exceeds standards

7th Grade: increased from 19.1% to 23.9%

8th Grade: increased from 20.7% to 25.8%

The ELA department worked on full implementation of Springboard, focused on lesson design to engage students in the learning of grade level standards. Plus teacher supported the reteaching of essential standards students did not master on the Interim assessments during the FLEX weeks.

Our ELA had 100% 1st year teachers. There was a lack of effective mentoring of new teachers. Teachers are growing in the area of planning and implementing effective instruction.

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

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

24.9% of 7th/8th graders scored meets or exceeds standards

8th Grade African American students subgroup dropped from 28% to 12.9% meeting or exceeds standards. English Learners showed a 0% meets or exceeds standards. According to our suspension/misbehavior data, there is a higher amount of students from lower performing subgroups referred and suspended leading to increased missed instructional time. 20 out of 30 AA students suspended for the year were 8th grade AA students. There is also a lack of systematic response to intervention for all struggling students contributes to the "dis-proportionality" of our significant subgroups.

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

7.4% of 7th/8th graders scored meets or exceeds standards

There is a lack of systematic response to intervention for all struggling students contributes to the "dis-proportionality" of our significant subgroups. Instruction was not provided by certificated teacher credentialed in math due to the high number of substitute teachers covering math classes.

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

7.4% of 7th/8th graders scored meets or exceeds standards

7th Grade: increased from 9.2% to 9.9%

8th Grade: increased from 3.9% to 5.0%

The Math Department has not had consistent certified teachers in place to provide full implementation of the math curriculum. Students had not had consistent practice of math standards at grade level. There was a lack of effective mentoring of new teachers. Teachers are growing in the area of planning and implementing effective instruction.

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

The numbers of students earning one or more D/F in a class has been reduced from 73% to 56% as of end of quarter 3 data. Our ELA and Math Department had 100% 1st year teachers. Science had 66% long-term subs and Social Science had a first year, second year, and a third year teacher. There was a lack of effective mentoring of new teachers. Teachers are growing in the area of planning and implementing effective instruction.

EL Reclassification Rate (All grade levels)

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

The numbers of students earning one or more D/F in a class has been reduced from 73% to 56% as of end of quarter 3 data.

EL Reclassification Rate (All grade levels)

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

Step 2: 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:

Suggestions:

Discussed Interim data during our SSC Meeting. There was a .6% growth overall in Math from last year to this year; .7% growth in 7th grade; and 1.1% growth in 8th. School wide in ELA there was a growth 5.1% increase; 4.8% in 7th grade; and 5.1% growth in 8th grade.

Discussed the goals:

Increase Student Achievement in ELA from 24% to 30%

Increase Student Achievement in Math from 7% to 15%

Increase Student Engagement from 91% to 100%

Site 6 week progress report

Teachers 3 week progress reports

2 ELAC:

Combined with SSC

3 Staff:

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

Conferences for staff: DI / engagement strategies

Continue with Resource Counseling Assistant as a support for students.

Teach parent how to use Atlas.

Student feedback:

decrease of D/F: Focus on individual students, Staff updated weekly,
increase SBAC math and ELA proficiency by practice tests, extra
days of studying, More individual learning, tutoring

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

There was a focus of the PLC and growing content and instruction through collaboration. There has been a growth in our ELA and Math SBAC over three years; the growth in Math has been less than 1% but there continues to be an increase. We have used 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 have used funds for planning with content areas so that all our first year teachers are receiving additional support. Overall we have seen a slight increase in the school-wide Interim for both Math and ELA, however, we have yet to see a growth in all sub content areas (i.e Algebra, 7th grade Accelerated, etc.). 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:

EL Camp implementation using PLUS teacher to pull out students to review ELD standards to meet ELPAC assessments. 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.

We will have PLUS teacher be the designated ELPAC assessor, and will need to attend training: By assessing student with a familiar teacher as their assessor, this will create a testing environment of low (MOTIVATE)

ELA and Math:

Planning days for teacher to work with coaches and lesson plans around GVC. Included more Lesson Studies

WHY: Students engagement increased, all students accessing grade level standards

Math Tutoring:

Provides opportunities for student to learn foundation skills

Students are able to make up work with individual teacher support which improves their grades

Action 1

Title: ELA, Math, English Learners

[Action Details:](#)

At the end of 2018-19 school year, 32% of 7th and 8th grade students will score meets/exceeds on the SBAC.

Wawona School will provide a three tiered approach to literacy support for students in K, 1, and 7/8th ELA and Math. Tier One will include a focus on common core literacy skill in every classroom through professional learning and

school wide literacy initiatives such as School Wide Write. Tier Two will be opportunities for strategic grouping of students based on assessments and will be given instruction through a variety of resources, such as technology, PLUS teacher intervention, and co-teaching support. Tier 3 will include before, lunch and after school tutoring services through the use of technology, PLUS intervention and/or deployment.

School will provide English Learners an EL Camp, prior to students taking the ELPAC to expose students to the skills necessary to pass the test, through setting goals, identifying areas of focus, and strategies students. PLUS teacher will attend ELPAC teacher administration training and will give all parts of the assessments to our students.

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

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

*School will implement Accountable Talk Strategies in all classes to increase students' processing and understanding of the content using academic language to further decrease Ds and Fs.

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

CFA, Intervention Data, Pre/PostData Reflection on strategies that work, Plan intervention lessons for reteaching identified essential standards

Owner(s):

Teachers, Administrators, PLUS Teachers

Timeline:

Monthly

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

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

*summer planning

*tutorial will be offered during lunch and/or afterschool

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

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

*technology to supplement class room instruction, test practice

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

Parent Conference will be held every quarter for teachers, parents and students to discuss grades, attendance and behaviors. Parents will be notified of student progress after every 3 weeks of instruction. Parents will be invited to parent meetings and workshops to learn about the adopted ELA and math curriculum and how they can support students at home. Parent meetings will provide training on how to log on and access Edutext to monitor their child's grades. Monthly School Site Council meetings will be held to share school wide assessment data and intervention plans.

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

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

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

Action 2

Title: K-1 Dual Immersion/Spanish

Action Details:

By the end of 2018-19 school year, 60% of 1st graders taking the Spanish Interim will score meets/exceeds.

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

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

*School will provide English Learners an EL Camp, prior to students taking the ELPAC to expose students to the skills necessary to pass the test, through setting goals, identifying areas of focus, and strategies students. PLUS teacher will attend ELPAC teacher administration training and will give all parts of the assessments to our students.

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

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

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

Owner(s):

Elementary Teachers (preK, TK, K, 1st grade)
GLA VP, Principal

Timeline:

Monthly

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

Materials and supplies

Certificates of achievements/progress in academics

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

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

Materials and supplies to support classroom instruction.

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

*summer planning

*tutorial will be offered during lunch and/or afterschool

*release time to plan around the GVC, observe on and off site classrooms /subs/ attend district and outside

Specify enhanced services for EL students:

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

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

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

*summer planning

*tutorial will be offered during lunch and/or afterschool

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

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

workshops and conferences, coaching and lesson study

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

*technology to supplement class room instruction, test practice

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

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

* how to support students in Dual Immersion instruction

*understanding PreK, K, 1st grade standards

*strategies to support student reading fluency and comprehension

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

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

Parents will be notified of students' progress every 6 wks and conferences will be held with parents of students who are identified as not meeting standards/identified as meeting retention criteria.

*technology to supplement class room instruction, test practice

Describe Professional Learning related to this action:

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

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			subs for teachers	1,001.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers	4,998.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials/supplies for inst **NO FOOD, NO INCENTIVES**	8,489.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Teschnology/proj/equipment	20,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement/materials**NO FOOD, NO INCENTIVES**	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			subs for teachers	1,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts for teachers	19,990.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated-tutorials (am, lunch, afterschool)	14,963.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials supplies for inst	25,011.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Awards, certificates, incentives	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: Conference fees for teachers/travel reimbursement	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			direct maitenance	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			Admin conference fees/travel reimbursement	4,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement/materials/refreshments	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			subs for teachers	1,001.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for teachers	2,992.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			EL Camp/tutorial	1,999.00
G1A2	LCFF: EL	Instruction	Mat & Supp			materials/supplies	5,008.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Awards, certificates, incentives for ELs	2,575.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			EL Tech/supplies/equip	5,000.00
G1A2	LCFF: EL	Instruction	Travel			teacher conference fees/travel reimbursement	4,000.00
G1A2	LCFF: EL	Instructional Supervision & Admir	Travel			: Admin conference fees/travel reimbursement	4,000.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent Involmt/Dual Immersion Prog/EL	2,000.00

\$149,028.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	93.249	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>Elementary students who engaged in school wide activities, arts, and clubs were entered onto ATLAS, however, not calculated into the overall percentage.</p> <p>Club advisors, Music Director, Afterschool Program staff, WEB leader and campus culture coordinators regularly enter student participation of students involved onto ATLAS.</p> <p>Monthly email reminders to staff to input student participation data.</p> <p>Posters and announcement of club meetings daily.</p> <p>Monthly Campus Culture Events list goes out to staff, listing dates, times and events for students.</p> <p>Librarian posts school wide events, sports, club meetings, after school program news on the school school web site.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Engagement data shows that our Hispanic subgroups engagement in Activities is the lowest of all our subgroups.</p> <p>Hispanics: Language barrier, multicultural clubs need to be implemented</p> <p>Elementary students in the Dual Immersion Program participation rates not calculated in the overall percentage.</p> <p>Having more staff involved in sponsoring culturally diverse clubs.</p>
---	---

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>We shared that we have a goal of 100% engagement of all students based on last year's data.</p> <p>Student Feedback</p> <p>Students enjoyed sports, noontime activities, teachers, support staff, ASP</p>	<p>2 ELAC:</p> <p>Same as SSC</p>	<p>3 Staff:</p> <p>We identified a goal with the staff in having 100% engagement of all students based on last year's data.</p> <p>Continue lunch time activities and clubs, sport's transportation, WEB implementation</p> <p>Ensure that Wawona's programs are aligned with that of Bullard High School.</p>
---	--	---

Increase Participation by providing additional clubs for the elementary students.

Posters across campus, survey students for interests, more variety, extra credit for participating in events,

Prepare for the Athletics and Music program for the elementary students.

Action 1

Title: Relationship Building, WEB, Mentoring, Transportation

Action Details:

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

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Campus Culture Directors

Club advisors, athletic coaches, music director

VP, Principal

Timeline:

Monthly

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

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

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

Specify enhanced services for EL students:

None.

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

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

Describe Professional Learning related to this action:

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

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

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: ID badges, ink cartridges, scanners, lanyards	4,558.00
G2A1	Sup & Conc	Instruction	Travel			: Conference fees/travel reimbursement	2,500.00

\$7,058.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 8th Grade	5.645	12.645
Seal of Biliteracy Count	0	7

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 8th Grade</p> <p>94% of all 7th and 8th grade students participated in Career Cruising.</p> <p>Some students were given the opportunity to visit colleges/universities. All GE/SDC 8th graders visited either Fresno State or Monterey State University. Our Men's Alliance and Leadership class went to visit Stanford. All students went no matter their behavior or academic grades. The idea is to support all students in being College and Career Ready.</p> <p>We have numerous students participate in the technology and forensic elective. Our tech elective Project Lead the Way feeds into Bullard which promotes the regions STEM career pathway. Wawona also offers a Forensic Elective which allows students to participate in the Law career pathway at the high school.</p> <p>Seal of Biliteracy Count</p> <p>This was the first year of implementation and therefore we do not have any data.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 8th Grade</p> <p>There were some students who did not participated based on their cognitive levels. The ALPS students as well as some of the SDC students did not participated in the Career Cruising.</p> <p>The ALPS students did not participate in the College field trips.</p> <p>Seal of Biliteracy Count</p> <p>This was the first year of implementation and therefore we do not have any data.</p>
---	--

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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

Action 1

Title: College and Career Readiness and Exposure

Action Details:

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

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

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

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

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

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

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

Owner(s):

Climate/Culture Team
Academic Counselor

Timeline:

Quarterly

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

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

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

Specify enhanced services for EL students:

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

Parent College/Career Workshops

Materials for communications with parents.

College/Career Comer-materials for students and parents

Describe Professional Learning related to this action:

WEB Coordinator to attend WEB district trainings.

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Direct Trans			transportation	8,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00

\$10,500.00

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	12.605	10.605
Suspensions Per 100	50.704	49.704

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

Suspensions Per 100

Suspension rate has increased from 31.14% to 37.43% which increased our rate of suspension by 20% for 2017.

62% of our suspensions were Hispanic students.

26% of our suspensions were African-American students.

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

There was an increase in incidences involving students causing, attempting, or threatening physical injury from 70 to 95 incidences.

Chronic Absenteeism

39% of our total population is on a transfer.

Our 12% is made in part of several categories:

1. There are 39% of our students are on a transfer. Some of the 12% that are chronic are on a transfer and unable to commute to school.
2. We have approximately 5 students of the 12% that are chronic due to behavioral health needs.
3. We have approximately 3 students on HHI for most of the year and this is contributing to most of our
4. 4 Homeless Youth that are not consistent with attendance.
5. Several students due to suspensions.

Suspensions Per 100

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

There were 19 students that were below 80% attendance.

Asian-1

White-1

African-American-2

Hispanics- 15

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

Suspensions Per 100

24% of the students suspended were students who were identified as SPED/SDC/RSP students.

18% of the SPED students suspended were Hispanic students.

The increased in suspensions therefore increased the number of days missed in school attendance.

Chronic Absenteeism

Suspensions Per 100

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Provide additional progress reports every three weeks from teachers and 6 weeks from the school</p>	<p>2 ELAC:</p> <p>The were in agreement with all items.</p>	<p>3 Staff:</p> <p>Provide three week progress reports from teachers. Continue with incentives for HSR.</p>
---	--	--

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

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

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

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

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

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

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

Action 1

Title: Reduce D/Fs in grades 7/8

Action Details:

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

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

Subs will be provided to release teachers to participate in data chats with Administration to review student grades, set goals and identify action steps to improve classroom instruction. Peer Mentor Leader Program will provide mentoring to identified 7th graders in the areas of work habits, organization, homework help, and social skills. Mentoring Wawona students by Bullard High students to promote academic success.

All students will receive progress reports every three weeks from the school. Students who earned a C or better in ELA and Math will be rewarded every progress check period. Lunch and After School Tutorials through the use of

supplemental contracts to support struggling students using technology, equipment, supplies for Laptop Programs in ELA and Math.

Tablets and laptops will strengthen student engagement in the classroom by providing hands on learning and online resources.

Study trips and incentive trips will be provided for students meeting Lancer Scholars criteria grade point average. School will implement an incentive program that at the end of every six weeks incentives will be awarded for those students that are maintaining a 2.5 or above GPA. Every three weeks a progress report will be printed and given to student which will be used during advisory period to complete a reflection and goal sheet.

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

Percentage of Ds and Fs data, aggregated by subgroups, grade level, content classes.

Owner(s):

Academic Counselor

GLA, VP, Principal

Timeline:

Weekly data meetings

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

Provide supplies for students to be prepared for instruction Supplemental Contracts Subs to release teachers for data chats, torig, Professional Learning and instructional planning, attend Workshops/conferences Subs, conference fees and accommodations will be provided for staff to attend conferences and workshops

Specify enhanced services for EL students:

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

Parent Teacher Conferences Parents will be notified of student progress after every 3 weeks of instruction. Parents will be invited to parent meetings and workshops to learn about the adopted ELA and math curriculum and how they can support students at home.

Describe Professional Learning related to this action:

Conferences to support student engagement, best teaching practices, use of technology, and interventions. Response to Intervention and implementation of good first teaching strategies

Action 2

Title: Reduce out of school suspensions

Action Details:

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

School will provide CLEAR, Center for Leadership Equity and Research, mentoring program to male students of color, who meet criteria in attendance, grades and/or behavior. The program will build leadership skills in 7th grade students through mentorship and various leadership activities and guest speakers. The program intends to nurture and build leadership qualities within incoming 7th graders who will be paired with a one on one trained 8th grade mentor. Climate and Culture Team will provide professional learning to increase student connectivity, build positive relationships with staff, and engagement strategies. Weekly class meetings will deliver Second Step and OLWEUS curriculum to teach students character, making good choices, and develop social/emotional learning skills.

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

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

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

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, grades, and attendance rates

Owner(s):

Academic Counselor
GLA VP, Principal
SESS worker
RCA

Timeline:

Weekly data meetings

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

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

Materials and supplies for RCA

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

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

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

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

Specify enhanced services for EL students:

Describe Professional Learning related to this action:

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

Action 3

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 in the purple and red zone, students who are below 89.99% of attendance. Parent contact will be made through phone calls, home visits, and student conferences with SESS personnel.

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

Reasoning for using this action: <input 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

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

Owner(s):

SESS worker
HSL
GLA, VP, Principal

Timeline:

Weekly data meetings

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, IDbadges, 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.

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

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

Monthly School Messengers will be sent out to parents reminding them of the importance of attendance and to encourage parents to make Dr. Appts after school hours. SESS and academic counselor will schedule parent meetings 2 times a year to provide attendance data and resources for parents to increase student attendance. Title I Parent Meeting will address the benefits of daily school attendance.

Specify enhanced services for EL students:

Describe Professional Learning related to this action:

Professional Learning will be provided to staff in the first quarter on how to take accurate attendance. Professional Learning will be provided to staff in building relationships with students in order to increase student connectivity.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0475 Wawona Middle School (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Tutorial (before school, lunch, after school)	2,992.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		52,285.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,321.00

\$69,598.00

2018-2019 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 teachers	1,001.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental contracts for teachers	4,998.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			materials/supplies for inst **NO FOOD, NO INCENTIVES**	8,489.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Teschnology/proj/equipment	20,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement/materials**NO FOOD, NO INCENTIVES**	4,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			subs for teachers	1,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			supplemental contracts for teachers	19,990.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Certificated-tutorials (am, lunch, afterschool)	14,963.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials supplies for inst	25,011.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Awards, certificates, incentives	5,000.00
G1A1	Sup & Conc	Instruction	Travel			: Conference fees for teachers/travel reimbursement	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			direct maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,500.00
G1A1	Sup & Conc	Instructional Supervision & Admir	Travel			Admin conference fees/travel reimbursement	4,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement/materials/refreshments	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			subs for teachers	1,001.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			supplemental contracts for teachers	2,992.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			EL Camp/tutorial	1,999.00
G1A2	LCFF: EL	Instruction	Mat & Supp			materials/supplies	5,008.00
G1A2	LCFF: EL	Instruction	Mat & Supp			: Awards, certificates, incentives for ELs	2,575.00
G1A2	LCFF: EL	Instruction	Nc-Equipment			EL Tech/supplies/equip	5,000.00
G1A2	LCFF: EL	Instruction	Travel			teacher conference fees/travel reimbursement	4,000.00
G1A2	LCFF: EL	Instructional Supervision & Admir	Travel			: Admin conference fees/travel reimbursement	4,000.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent Involvement/Dual Immersion Prog/EL	2,000.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: ID badges, ink cartridges, scanners, lanyards	4,558.00
G2A1	Sup & Conc	Instruction	Travel			: Conference fees/travel reimbursement	2,500.00
G3A1	Sup & Conc	Instruction	Direct Trans			transportation	8,000.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G4A1	Title 1 Basic	Instruction	Teacher-Supp			Certificated Tutorial (before school, lunch, after school)	2,992.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		52,285.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,321.00

\$236,184.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$41,480.00
Sup & Conc	7090	\$166,129.00
LCFF: EL	7091	\$28,575.00
Grand Total		\$236,184.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$149,028.00
G2 - All students will engage in arts, activities, and athletics	\$7,058.00
G3 - All students will demonstrate the character and competencies for workplace success	\$10,500.00
G4 - All students will stay in school on target to graduate	\$69,598.00
Grand Total	\$236,184.00