

Yokomi Elementary

10621660108118

Principal's Name: Bruce Thele

Principal's Signature: 

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

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>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

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

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

Consolidated Program Assurances

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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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.
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.
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.

School Site Council

Yokomi


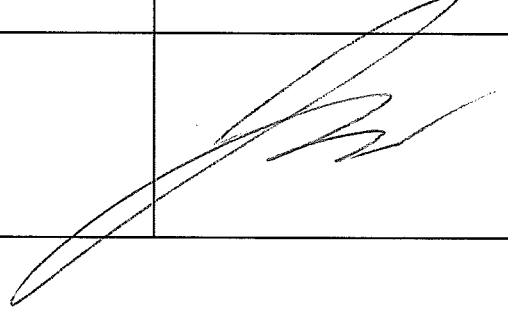
School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Bruce Thele	X				
2. Rebecca Bengtson		X			
3. Vincent Workmon		X			
4. Jacci Gallegos		X			
5. Tracy Pennell			X		
6. Juan Hernandez - Chairperson				X	
7. April Salas				X	
8. Tabitha Silva				X	
9. Cesar Casamayor				X	
10. Ariana Mosqueda				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Yokomi Elementary			
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	Bruce Thele		3/15/17
SSC Chairperson	Juan Hernandez		3-15-17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Yokomi - 0565

ON-SITE ALLOCATION

3010	Title I	\$58,198 *
7090	LCFF Supplemental & Concentration	\$206,508
7091	LCFF for English Learners	\$84,582
TOTAL 2017/18 ON-SITE ALLOCATION		\$349,288

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,093
Remaining Title I funds are at the discretion of the School Site Council	\$57,105
Total Title I Allocation	\$58,198

2017 - 2018 SPSA Needs Assessment

SCHOOL : ▼

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	12/68	N/A ³	31.94%	40.17%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	8/68	N/A ³	24.22%	37.61%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	6/66	N/A ³	31.34%	47.50%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	34/68	0.00% ⁴	50.08%	52.51%	50.50%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	31/63	N/A ⁶	35.65%	36.36%	22.22%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	41/63	N/A ⁶	53.04%	45.45%	37.78%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	11/67	N/A ⁷	N/A ⁷	31.44%	38.49%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	19/67	N/A ⁸	N/A ⁸	27.07%	29.52%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	5/68	16.85%	17.95%	23.67%	14.41%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input checked="" type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	35/68*	37.27%	24.55%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	24/68	29.74%	43.30%	39.57%	31.58%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	10/68	96.19%	95.97%	96.09%	96.28%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	12/69	9.89%	9.91%	10.21%	8.58%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	3/68	N/A ¹⁰	N/A ¹⁰	16.67%	11.73%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	3.08%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	6/68	3.08%	2.85%	1.65%	1.78%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.12%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	35/67	34.18%	32.92%	50.53%	4.85%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	13/68	N/A ¹³	N/A ¹³	76.16%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	28/69	N/A ¹³	N/A ¹³	66.02%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	43/68	N/A ¹³	N/A ¹³	57.22%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	32/68	N/A ¹³	N/A ¹³	71.49%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

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

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year
7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
9. Updated once we have Annual Report from CDE
10. Ties to official ATLAS reporting starting in '15-16 School Year
11. District level indicator - requiring CDE data submission
12. Project launched in '15-16 School Year
13. Tracking started in '15-16 School Year (Baseline Year)
14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

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

High School Segment Example:

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

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 04/10/2017

Last Edit: bruce.thele - 03/12/2017

Save

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0565 Yokomi Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.438		43,403.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies	3,480.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.438		44,891.00
1	1	Sup & Conc	Instruction	Oth Equ Mnt			equipment maintenance/copiers	16,500.00
1	1	Sup & Conc	Instruction	Direct-Graph			Graphics kinder/magnet invites	200.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.438		44,727.00
1	1	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	23,739.00
2	1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies	37,335.00
2	1	Sup & Conc	Instruction	Direct-Maint			HEAT tickets/computer repairs	300.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Sub. Tchrs for prof dev; (2) parent mtgs	10,109.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			Reading and Beyond : Reading & Beyond/Morning Math 3rd-6th, M-TH 130 days	22,789.00
4	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings.	1,206.00
4	1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners; 4 tutors, M-Th, 1 hr , 1st-6th	6,507.00
4	2	LCFF: EL	Instruction	Oth Cls-Supp			Interpreting & translating	1,447.00
4	2	LCFF: EL	Instruction	Direct-Other			LPAC/CELDT assessors	2,500.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.375		12,169.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : CYS counselor 16 hrs, 2 days per wk	32,377.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			counseling Dist. Eval. Fee 2%	648.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.750		42,727.00
6	2	Sup & Conc	Instruction	Teacher-Subs			Sub. Tchrs. -- Sci. Fair, Peach Blossom, etc	534.00
6	2	Sup & Conc	Instruction	Direct Trans			Transportation	200.00
6	2	Sup & Conc	Parent Participation	Mat & Supp			Parent supplies for mtgs	1,500.00
								\$349,288.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$58,198.00
Sup & Conc	7090	\$206,508.00
LCFF: EL	7091	\$84,582.00
Grand Total		\$349,288.00

Domain Totals	Budget Totals
Academic	\$253,980.00
SEL / Culture & Climate	\$95,308.00
Grand Total	\$349,288.00

Yokomi Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	47.5	53	Reading and Beyond
0 -			

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

Detail the Action

The school will provide effective reading instruction at all levels to improve reading comprehension, speaking, listening, and writing skills that promote grade level literacy outcomes. This includes differentiated classroom instruction, student groupings, building literacy skills in subject areas, as well as intervention during the school day with Certificated Tutors in grades K-3. Tutoring support may be offered before and after school for students in grades 1 and 3.

SMART Goals

- a. Kindergarten: By December 2017, the percent of students scoring on-track or mastery on KAIG 2 ELA will increase by 8% to 80%.
- b. 1st Grade: By October 2018, the percent of students scoring on-track or mastery on the BAS will increase by 10% to 59%.
- c. 2nd Grade: By September 2017, the percent of students scoring at/above CC Reading Level as measured by DRP 1 will increase from 10% to 20%.
- d. 1st Grade: By February 2018, the percent of 1st grade and 2nd grade students meeting or exceeding grade level standards on the Interim ELA assessment will increase by 8% to 33%.
- e. 3rd Grade: By June of 2018, the percent of 3rd grade students meeting or exceeding grade level standards on the CASSP will increase by 5.5% to 53%.

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

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

- *DRP Fall and Spring Administrations*
- *Quarterly Common Assignments*
- *Interim Assessments*
- *SQI Data*
- *SBAC Data*
- *BAS*
- *KAIG*

Owner(s):

Grades K-6 Classroom Teachers
Principal & Vice Principal
Certificated Tutors

Timeline:

Implementation of actions will take place in August of 2017 through June 2018 with monitoring as assessment become available.

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

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

- *Parents will have opportunities to understand DRP, Interim, BAS, KAIG, and KSEP assessments by coming to parent meetings where this will be explained and discussed. Teachers will also discuss these assessments at Back to School Night.*
- *Reports will be sent home and/or explained in the Fall Parent Teacher conferences after the DRP, Interim, BAS, and KAIG assessments to keep parents apprised of student current level and progress.*
- *Conduct Annual Title 1 parent meeting and SSC meetings to discuss the Title 1 program and budget to improve student learning.*
- *Parents will receive quarterly progress reports and report cards.*
- *Parents will be encouraged to monitor their child's grades using the EduText and ATLAS systems.*

Describe Related Professional Learning:

- *Provide substitute teachers for Scope & Sequence lesson planning, teacher observations, and data analysis in ELA and ELD.*
- *Kindergarten-3rd grade teacher and intervention (CTs) teachers will collaborate to share data, adjust student groupings, and plan for instruction.*
- *Staff will continue to learn, implement and get feedback on components of the ELA Instructional Practice Guide.*
- *Staff will continue to learn, implement, and get feedback on how to differentiate instruction to meet the needs of our gifted learners. This includes reading related texts and articles and implementing strategies.*
- *Professional learning will be given on developing and analyzing GVC Common Assignments and Illuminate assessments to increase academic literacy.*
- *AC teams will use the AC process to support adult and student learning. This includes using the book Learning By Doing to guide practice and the use of exemplars to reflect on team effectiveness.*
- *The Yokomi staff will continue to learn with regional colleagues about effective AC teams using the book Learning By Doing and in engaging in planning that identifies essential standards, creates learning targets, and develop CFAs for monitoring. This will include using the book Design in 5 as a resource.*
- *Teachers will also utilize the Cycle of Continuous Improvement to analyze data from DRP, KAIG, BAS, GVC Common Assignments, Illuminate, Interim Assessments, and other forms of assessment during grade level collaboration and staff professional learning time in order to identify students in need of intervention.*
- *Teachers will continue to learn and implement common formative assessments to check student understanding and plan for instruction during AC meetings.*
- *Site Administration will conduct data chats with teachers individually or as a grade level to review KSEP, DRP, KAIG, BAS and Interim Assessment data and plan for improvement.*
- *A Teacher on Special Assignment will implement the science and technology magnet component of our program. TSA will provide support to teachers to improve student achievement in all content areas.*
- *Staff will continue to learn and explore technology resources to add to the site technology plan outlining skills expected at each grade level will be implemented and continues to be refined to meet the needs of our students and prepare students for the technological demands of CCSS. Four Yokomi teachers are involved in the PLI and will model/share effective strategies using technology.*
- *Early Learning strategies such as RIRA and ART/Music Integration will continue to be learned and implemented TK – 1st grade.*

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

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

- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards.
- Inquiry and standards based science is taught daily in a hands-on science lab setting in grades 1st and 2nd (K receives science instruction daily in their classrooms). Emphasis is placed upon developing and teaching students to effectively use critical thinking skills such as: analysis and interpretation of data, inference, reading comprehension, compare and contrast, and clarity of written expression.
- Key ELA standards are taught in the content areas of social studies and science through the use of textbooks and/or our science based literacy curriculum. Teachers focus on improving the students' academic vocabulary and language development through text analysis, reading comprehension, and critical thinking skills. Science notebooks are an additional tool used to improve writing skills in 1st and 2nd
- Kinder-3rd grade students will receive differentiated literacy instruction for 30-40 minutes. Certificated Tutors will either team with the classroom teachers or "pull out" to work with identified students in order to maximize instruction and accelerate student learning. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate. This provides the teachers a built-in intervention time with fewer students to focus on teaching mastery of KAIG skills and standards.
- Students and/or teachers will use technology to engage in literacy activities on a daily basis.
- Beginning at 3rd grade all students learn to create PowerPoint presentations in preparation for biannual science fairs. These presentations are a vehicle for students to practice and hone their writing, research, technology, and science investigation skills as well as oral language skills.
- 3rd grade students will be grouped by ability for 68 minute blocks of time for reading, writing, science and social studies.
- Before and/or after school, Reading and Beyond tutors will work with identified 1-3 grade students who are significantly behind on DRP/BAS/Interim assessments.
- Support all EL students in grades TK-2 in the delivery of integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science. Continue to have students rotate/deploy to a variety of teachers with students in grades 1-2 rotating for science lab, social studies, art, music, math, and P.E
- Substitute Teachers may be used to release teachers to attend SST meetings.
- Supplemental books, materials and technological supplies will be provided to support student understanding of science and social studies literacy and language arts.
- In order to maintain the technology portion of Yokomi's magnet focus, teachers will utilize Smartboards, computers, document cameras, and various other technological equipment to deliver rigorous, high quality instruction. Students will have access to current computer materials, software, site licenses, etc.
- Yokomi will utilize site copiers to provide additional materials, supplemental Take Home books, practice guides, etc. to deliver instruction. Computer Repair (HEAT Tickets)

The following enhanced services will be offered to economically disadvantaged, EL and/or Foster students:

- We strongly believe that Yokomi's rich curricular experience benefits all of our students but particularly our EL students as they continue to develop and master English proficiency.
- Homework Club for EL students.
- Teachers will deliver integrated ELD using Frontloading and SDAIE strategies.
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Certificated Tutor support - deployment for differentiated ELA needs
- Reading and Beyond After School Program - student selected based on academic, behavior, and/or attendance needs
- Supplemental books/materials/technology

Yokomi Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$ 44,891.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$ 44,727.00
1	1	Title 1 Basic	Instruction	Teacher-Regular Salaries	Tutor	0.4375			\$ 43,403.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				Instructional supplies	\$ 3,480.00
1	1	LCFF: EL	Instruction	Materials & Supplies				Instructional supplies	\$ 23,739.00
1	1	Sup & Conc	Instruction	Other Equip Maintenance				equipment maintenance/copiers	\$ 16,500.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics kinder/magnet invites	\$ 200.00
Total									\$ 176,940.00

Action # 2

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	41	46	Reading and Beyond
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	38	46	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

The school will provide effective reading instruction at all levels that support reading comprehension. This includes differentiated classroom instruction, student groupings, and building literacy skills in all subject areas. Intervention support before and after school for students in grades 3-6.

SMART Goals

- By June 2018, the percent of students scoring standards met or exceeded on the CAASPP ELA will increase by 5% from 41% to 46%.
- By February 2018 students in grades 3-6 will increase the % of students meeting or exceeding expectations on the Common Formative Assessment by 8% from 38% to 46%.
- By September 2017, the percent of students in grades 3-6 scoring at/above expected levels on the DRP will increase by 8%.
- By June 2018, the percent of students which are more than 10% disproportionate in ELA as measured by the SBAC will decrease by 5% to 28%.

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

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

- DRP
- Interim Assessments
- Quarterly Common Assignments (District CFAs)
- SQII Data

Owner(s):

- 3-6 Grade Teachers
- Principal and Vice Principal
- TSA

Timeline:

Implementation of actions will take place in August of 2017 through June 2018 with monitoring as assessment become available.

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

- Parents will have opportunities to understand SBAC, DRP, and Interim assessments, by coming to parent meetings where this will be explained and discussed. Teachers will also discuss these assessments at Back to School Night.

Describe Related Professional Learning:

Describe related professional learning:

- Provide substitute teachers for Scope & Sequence lesson planning, teacher observations, data analysis in

- Reports will be sent home and/or explained at the Fall Parent Teacher conferences, after the SBAC, DRP, and Interim assessments to keep parents apprised of student current level and progress.
- Conduct Annual Title 1 parent meeting and SSC meetings to discuss the Title 1 program and budget to improve student learning.
- Parents will receive quarterly progress reports and report cards.
- Parents will be encouraged to monitor their child's grades using the EduText and ATLAS systems.

- ELA & ELD, and planning to meet the needs of our Gifted population.
- Staff will continue to learn, implement and get feedback on components of the ELA Instructional Practice Guide.
- Teacher training and planning time will include a focus on the process of identifying "essential standards" and breaking them down into learning goals/targets using resources such as the Common Core Companion.
- Staff will continue to learn and implement strategies from the book CORE Six, including academic vocabulary and writing to learn.
- Professional learning will continue to be given on developing and analyzing GVC Common Assignments and Illuminate assessments to increase academic literacy.
- AC teams will use the AC process to support adult and student learning. This includes using the book Learning By Doing to guide practice and the use of exemplars to reflect on team effectiveness. The Yokomi staff will continue to learn with regional colleagues about engaging in planning process that identifies essential standards, creates learning targets, and develop CFAs for monitoring. This will include using the book Design in 5 as a resource.
- Teachers will utilize the Cycle of Continuous Improvement to analyze data from DRP, Illuminate, Common Assignments, and district interim, and other forms of assessment during grade level collaboration and staff professional learning time in order to identify students in need of intervention/acceleration.
- Site Administration will conduct data chats with teachers individually or as a grade level to review DRP, Interim Assessments, SBAC, and Common Assignment data and plan for improvement.
- A Teacher on Special Assignment will implement the science and technology magnet component of our program. TSA will provide support to teachers to improve student achievement in all content areas.
- All teachers will learn about strategies to enrich, extend, and accelerate content for identified GATE students.
- Staff and parent collaboration during Student Study Team meetings.
- Staff will continue to learn and explore technology resources to add to the site technology plan outlining skills expected at each grade level will be implemented and continues to be refined to meet the needs of our students and prepare students for the technological demands of CCSS. Four Yokomi teachers are involved in the PLI and will model/share effective strategies using technology.

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

- Inquiry and standards based science is taught daily in a hands-on science lab setting in grades 3rd-6th. Emphasis is placed upon developing and teaching students to effectively use critical thinking skills such as: analysis and interpretation of data, inference, reading comprehension, compare and contrast, and clarity of written expression.
- Key ELA standards are taught in the content areas of social studies and science through the use of textbooks and/or our science based literacy curriculum. Teachers focus on improving the students' academic vocabulary and language development through text de/re construction, reading comprehension, and critical thinking skills. Science notebooks are an additional tool used to improve writing skills in 3rd – 6th grades.
- 3rd grade students will be grouped by ability for 120 minutes of Language Arts instruction. Certificated Tutors will either team with the classroom teachers or "pull out" to work with identified students in order to maximize instruction and accelerate student learning. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate.
- Identified GATE students will receive instruction to meet their needs in 2nd - 5th grade classes through

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

The following enhanced services will be offered to economically disadvantaged, EL and/or Foster students:

- We strongly believe that Yokomi's rich curricular experience benefits all of our students but particularly our EL students as they continue to develop and master English proficiency.
- Homework Club for EL students.
- Teachers will deliver integrated ELD using Frontloading and SDAIE strategies.
- Other instructional strategies to help EL students include sentence frames, graphic organizers, and talk moves during academic discussions.
- Certificated Tutor support for 3rd grade - deployment for differentiated ELA needs
- Reading and Beyond After School Program - student selected based on academic, behavior, and/or attendance needs
- Supplemental books/materials/technology

differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.

- *Students will use technology to engage in activities on a daily basis.*
- *Beginning at 3rd grade all students learn to create PowerPoint presentations in preparation for biannual science fairs. These presentations are a vehicle for students to practice and hone their writing, research, technology, and science investigation skills as well as oral language skills.*
- *3rd – 6th grade students will be grouped by ability for 50-68 minute blocks of time for reading, writing, science and social studies.*
- *After school, Reading and Beyond tutors will work with identified 3-6 grade students who are significantly behind on DRP, Interim, and SBAC assessments. Other factors may include poor attendance and behavior.*
- *Support all students in grades 3-6 in the delivery of English Language Development integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science. Continue to have students rotate/deploy to a variety of teachers who use Frontloading and SDAIE strategies to differentiate instruction in grades 3-6 rotating for math, science lab, science-based literacy, and social studies/art/music.*
- *Agendas/planners will be provided to all students in grades 3rd – 6th to train students to organize their workload and develop both short term and long term planning skills.*
- *In order to maintain the technology portion of Yokomi’s magnet focus, teachers will utilize Smartboards, computers, document cameras, and various other technological equipment to deliver rigorous, high quality instruction. Students will have access to current computer materials, software, site licenses, etc.*
- *Yokomi will utilize site copiers to provide additional materials such as supplemental take home books, practice guides, etc. to deliver instruction.*
- *Computer Repair (HEAT Tickets)*

Yokomi Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Materials & Supplies				Instructional supplies	\$	37,335.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				HEAT tickets/computer repairs	\$	300.00
								Total	\$	37,635.00

Action # 3

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

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	38	45	Reading and Beyond
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	29.5	35	Reading and Beyond

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

Detail the Action

The school will implement a comprehensive math program that will focus on CCSS math standards and support students at all levels. Teachers will continue to embed CCSS instructional shifts while incorporating new math curriculum. Students not meeting or exceeding grade level standards on the SBAC will receive differentiated support and opportunities to improve through tiered levels of intervention.

SMART Goals

- a. By June 2018, the percentage of students scoring standards met or exceeded on the CAASPP Math will increase by 7% from 38% to 45%.
- b. By February 2018 students in grades 1-6 will increase the % of students meeting or exceeding expectations on the district Common Formative Math Assessment by 8% compared to the previous year.
- c. By December 2017, the percent of students in kindergarten scoring on-track or at mastery on KAIG 2 math will increase by 10% to 50%

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

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

- Progress Reports
- SBAC Data
- Quarterly Report Cards
- Interim Assessments
- CFAs/Illuminate

Owner(s):

- TK-6 Grade Teachers
- Principal and Vice Principal
- TSA

Timeline:

Implementation of actions will take place in August of 2017 through June 2018 with monitoring as assessment become available.

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

- Parents will receive quarterly progress reports and report cards
- Parents will be encouraged to monitor their child's grades EduText and ATLAS systems.
- Parents will be encouraged to take advantage of invitations for their child to attend Morning Math intervention.

Describe Related Professional Learning:

Describe related professional learning:

- Staff will attend district training on CCSS Math practices with a focus on instructional shifts and tenets of the Math IPG.
- Staff will continue to learn, implement and get feedback on components of the Math Instructional Practice

Guide.

- All teachers will continue to learn about strategies to enrich, extend, and accelerate content for identified GATE students.
- AC teams will use the AC process to support adult and student learning. This includes using the book *Learning By Doing* to guide practice and the use of exemplars to reflect on team effectiveness.
- The Yokomi staff will continue to learn with regional colleagues about effective planning that identifies essential standards, creates learning targets, and develop CFAs for monitoring. This will include using the book *Design in 5* as a resource.
- AC teams will meet every two weeks to review student work (common formative assessments) related to mathematics, monitor assessments, and plan for instruction.
- Department meetings will be held at least every quarter for teachers to collaborate across grade levels for vertical articulation about math standards and strategies.
- Staff will read and discuss grading practices and how they may affect student achievement.
- Provide subs so that teachers can plan using *Scope & Sequence*, *Common Core Companion*, and *Progression Charts* to develop lessons based on recent data and observe in other classrooms.
- Plan periodic collaborations with math teachers across grade levels (department meetings) to calibrate and consider math sequencing utilizing *Common Core Companion* and *Progression Charts*.
- Teachers will also utilize the *Cycle of Continuous Improvement* to analyze data from *Interim Assessments*, *SBAC*, *Illuminate* and other forms of assessment during grade level collaboration and staff professional learning time in order to identify students in need of intervention.
- Site Administration will conduct data chats with teachers individually or as a grade level to review *SBAC* and *Interim Assessments* data and plan for improvement.
- A Teacher on Special Assignment will implement the science and technology magnet component of our program. TSA will provide support to teachers to improve student achievement in all content areas.
- Staff and parent collaboration during *Student Study Team* meetings.
- Staff will continue to learn and explore technology resources to add to the site technology plan outlining skills expected at each grade level will be implemented and continues to be refined to meet the needs of our students and prepare students for the technological demands of *CCSS*. Four Yokomi teachers are involved in the *PLI* and will model/share effective strategies using technology.

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

- 3 – 6th grade students may be grouped by ability for a 50-68 minute block of mathematic instruction.
- Before and/or after school, (*Morning Math*) *Reading and Beyond* tutors will work with identified 3-6 grade students who are receiving a D or F on their report card or score below standard on *SBAC* and *Interim Assessments*. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate.
- Identified GATE students will receive instruction to meet their needs through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.
- Students will use technology in the classroom setting to engage in mathematics practices related to grade level standards.
- Students in *ASES* or *Reading & Beyond* will receive help with math homework after school.
- Agendas/Planners will be provided to all students in grades 3-6 to train them to organized their work load and develop both short and long term planning skills.

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

The following enhanced services will be offered to economically disadvantaged, EL and/or Foster students:

- Teachers will deliver integrated ELD using *Frontloading* and *SDAIE* strategies.
- *Reading and Beyond Morning Math* will be offered to 3-6th grade students
- *Reading and Beyond After School Program* - students will be selected based on academic, behavior, and/or attendance needs
- Supplemental books/materials/technology

Yokomi Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Sub. Tchrs for prof dev; (2) parent mtgs	\$ 10,109.00
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Reading and Beyond	Reading & Beyond/Morning Math 3rd-6th, M-TH 130 days	\$ 22,789.00
								Total	\$ 32,898.00

Action # 4

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

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	14	20	
2358 - EL's not advancing at least one proficiency level in Re-designation	31.58	25	

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

Detail the Action

The school will provide support for our English Learner students through integrated and designated ELD instruction. There will be a focus on academic language and vocabulary and specific monitoring of EL students, especially long-term ELs.

SMART Goals

- a. By January 2018, the percent of EL students not increasing one level on the CELDT assessment will decrease by 6% from 31% to 25% (SQII # 2358).
- b. By March of 2018, the percent of LTELs will decrease by 5% from 28% to 23%

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

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

- SBAC
- CELDT
- DRP/BAS
- Interim Assessments

Owner(s):

- Principal & VP
- Teachers
- Certificated Tutors

Timeline:

Timeline
Implementation of actions will take place in August of 2017 through June 2018 with monitoring as assessment become available.

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

- Provide for one .375 FTE Home School Liaison (Spanish speaking) to improve and assist with parent communication regarding attendance and other school concerns, and to provide written/verbal translations.
- Communication is provided to our families in many ways such as:
 - Monthly newsletters
 - Phone calls (automated and personal) to notify and discuss grades, attendance, behavior, recognitions, responsibilities or school activities
 - Invitations or notices sent home for Back-to-School Night, Open House, Parent Conferences, home

Describe Related Professional Learning:

- The following enhanced services will be offered to economically disadvantaged, EL and/or Foster students:
- Site will utilize assigned district EL coach to continue to build knowledge around alignment of ELA and ELD frameworks.
 - At the beginning of the year, professional development will include sharing strategies that teachers can embed in the instruction that directly prepare EL students for the CELDT.
 - Integrated ELD will be a focus of staff development to help teachers use strategies to make content

- visits, and special events.
- Teachers in 3rd – 6th grades also use the students' agendas to write individual notes to parents as a form of communication.
- Each parent receives the following items in the packet at the beginning of the year: "Magnet with Important Dates" and Parent Handbook
- New Student/Parent Orientation Day (2 offerings)
- Parents are encouraged to attend the following: School committees, sports, clubs and activities such as: PTA Movie Nights / Fundraisers, Book Fairs, classrooms and study trip.
- Establish, nurture, and maintain a duly elected School Site Council (SSC) and English Learner Advisory Committee (ELAC).
- Provide childcare, interpreting, translating, and various parent supplies for parent conferences, SSC and ELAC meetings.
- Provide opportunities for an annual Needs Assessment.

- accessible to EL students.
- Vocabulary Development strategies outlined in the book CORE Six will be used and practiced by staff.
- Assessment (CELDT, SBAC, DRP/BAS, Interim Assessments, teacher developed formative assessments) analysis will be a focus of staff development to understand, learn, and plan.
- Staff development will include effective strategies for goal setting with EL students.
- AC teams will use the AC process to support adult and student learning. This includes using the book Learning By Doing to guide practice and the use of exemplars to reflect on team effectiveness. This includes looking at the progress of sub groups such as EL students.
- EL students will be invited based on need to Reading and Beyond Morning Math and/or After School Programs
- Supplemental materials, books, and technology will be purchased to support students

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

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

- Yokomi provides a Structured English Immersion program for English Learners.
- Support is provided for all students in grades K-6 in the delivery of English Language Development integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science. Continue to have students rotate/deploy to a variety of teachers who use Frontloading and SDAIE strategies to differentiate instruction with students in grades 1-2 rotating for science lab, social studies, art, music, and P.E., and students in grades 3-6 rotating for math, science lab, science based literacy, and social studies/art/music.
- Bilingual certificated teachers (3 Spanish and 1 Hmong) will provide primary language support to English Learners when possible.
- Teachers and administrators will analyze the results of CELDT and each DRP and/or Interim Assessment administration to monitor progress towards redesignation of English Learners.
- Teachers will conduct data chats with EL students before or after each assessment.
- English Learner students in grades 1-6 may be invited to an after school Homework Club for support beginning September 2017.
- English Learners may receive additional support in ELA/Language development by certificated tutors, classroom teachers, or Reading and Beyond Tutors.
- Trained CELDT assessors will assist in the administration of the annual CELDT examination. VP and Teachers will also conduct CELDT chats with students who are in a position to be redesignated.
- Provide supplemental books, materials, and/or software to facilitate language acquisition of EL students.
- Students who become re-designated are recognized at the end of the year with a medallion at an awards assembly.

- EL Students will access to the same services as all students. Bilingual staff or HSL will be available to help parents understand any communication regarding math grades and reports.
- Homework Club will be offered to identified EL students as a support with math homework.
- In addition to the recognition and engagement opportunities listed above, EL students will also be recognized for achieving redesignation status at the end of the school year with a medallion.

Yokomi Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3750				\$	12,169.00
4	1	Sup & Conc	Instruction	Instr Aide-Supplemental				Homework Center for English Learners; 4 tutors, M-Th, 1 hr , 1st-6th	\$	6,507.00	
4	2	LCFF: EL	Instruction	Other Classified-Supplemental				Interpreting & translating	\$	1,447.00	
4	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Childcare for parent meetings.	\$	1,206.00	
4	2	LCFF: EL	Instruction	Direct-Other (Dr)				LPAC/CELDT assessors	\$	2,500.00	
								Total	\$	23,829.00	

Action # 5

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	9.55	8	
7134 - Elementary students self-efficacy survey results for questions 14-17	57.22	67.22	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

The school will work with students and families to encourage good attendance. This will be done with frequent monitoring and communication with parents and incentives for good attendance. A special focus will be placed on kindergarten as our data shows that this grade level has more students frequently absent. Staff will actively instruct the concept of 'Self Efficacy' during classroom meetings.

SMART Goals

- By June of 2018, the percentage of chronically absent students will be reduced from 9.55% to 8%
- By March of 2018, the percentage of students positively responding to 'Self Efficacy' survey questions (#14-17) will increase by 10% to 67.22%

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

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

- Daily Attendance Monitoring
- SQII Data
- A2A Data
- Student Survey data

Owner(s):

- Principal & Vice Principal
- HSL & Office Attendance Staff

Timeline:

Implementation of actions will take place in August of 2017 through June 2018 with monitoring as assessment become available.

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

- Provide counseling and intensive work with student/family.
- Schedule A2A meetings to directly address any attendance issues with parents and offer assistance as needed.
- Provide for one .375 FTE Home School Liaison (Spanish speaking) to improve and assist with parent communication regarding attendance and other school concerns, and to provide written/verbal translations.
- A monthly list of top habitually truant students and students with frequent tardies will be compiled and a personal letter from the principal will be written and sent to the families expressing concern and support.

Describe Related Professional Learning:

- Classroom Meetings will be implemented to give students an opportunity to deal with social issues that might cause them to be absent.
- Classroom Meetings will emphasize the importance of Self Efficacy in setting and reaching goals and believing in one's efforts to bring about positive results.
- Safe and Civil Team will look for trends in the types of offenses resulting in suspensions in order to target appropriate interventions (academic and/or social-emotional) and minimize absences. Alternatives to suspension is the goal at Yokomi to keep students in school for instruction.

- Communication is provided to our families in many ways such as:
 - Monthly newsletters
 - Phone calls (automated and personal) to notify and discuss grades, attendance, behavior, recognitions, responsibilities or school activities
 - Invitations or notices sent home for Back-to-School Night, Open House, Parent Conferences, home visits, and special events.
 - Teachers 3rd – 6th grades also use the student's agenda to write individual notes to parents
 - Each parent receives the following items in the packet at the beginning of the year: "Magnet with Important Dates" / Brochure / Yokomi Parent Handbook
 - New Student/Parent Orientation Day (2 offerings)

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

- On-site counselor and Resource Counseling Assistant to provide the following services:
- Confer with the nurse to identify chronically "ill" students or students with multiple absences
- Meet with identified students to work on social skills development
- Provide counseling and intensive work with student/family
- Peer Mediation
- Restorative justices practices
- Behavior contracts
- Alternative recess activities

**Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate.*

- Reward students at assemblies for good attendance.
- All teachers will implement weekly Classroom Meetings to address any student behavioral issues that would affect attendance.
- Attendance awards are earned and given out on a quarterly basis. At the end of the year, students may earn a medallion for no absences or tardiness.
- One LVN (5 days per week) to provide health services to students.
- Calls are made from teachers, staff, or district to parents during 1st period.
- Tardy sweeps that encourage students to be in class on time.
- Alternatives to suspensions to keep kids in school and receive the instruction they need such as:
 - Alternative classroom
 - Office time away
 - Detentions
 - Parent conferences
 - Loss of various privileges
- Implement peer-mediation system & train student peer mediators in grades 4-6. Peer mediators will receive peer mediation training throughout the year. They will provide peer mediation to students in grades 1-6 during recess.
- Activities, clubs, sports, or organizations will be encouraged to engage these students academically and socially in school.

- Student Study Teams will be conducted in order to provide parents, teachers and students with information and discuss behavioral, attendance, and/or social emotional support services.
- School Culture and Climate Team will continue to learn and share with the staff regarding Levels of Misbehavior and strategies to keep students in class.

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

The following enhanced services will be offered to economically disadvantaged, EL and/or Foster students:

- HSL will be utilized to enhance home-school communication to improve attendance and provide necessary translation and interpreting.
- RCA will be utilized to work with identified students with issues that may affect their attendance, behavior, and/or academic progress.
- CYS counselor will work with students and families in need of more clinical counseling and support.

Yokomi Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg Span	0.7500			\$ 42,727.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				counseling Dist. Eval. Fee 2%	\$ 648.00
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	CYS counselor 16 hrs, 2 days per wk	\$ 32,377.00
								Total	\$ 75,752.00

Action # 6

Domain



1. Academic Performance



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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	50	75	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Goal 2 The school will provide many opportunities for students to be involved in arts, athletics, and activities to connect them to school in meaningful ways with a caring adult.

SMART Goals

a. By June of 2018, the percent of students engaged in Goal 2 activities will increase from 50% to 75%.

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

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

SQII data related to Goal 2 Data will be reviewed quarterly for equity and access for all student groups.

On a quarterly basis, administrators will review Goal 2 SQII indicators to ensure opportunities are offered to our significant sub-groups.

Owner(s):

Classroom Teachers

Principal and Vice Principal

Timeline:

Implementation of actions will take place in August of 2017 through June 2018 with monitoring as assessment become available.

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

Parents will be notified so they may encourage their child to participate in school activities, community events, and student recognition opportunities.

Describe Related Professional Learning:

- Safe and Civil School classroom meetings will be held once per week to allow students to talk about any social or emotional issues in a safe place.
- Staff development will be scheduled quarterly to learn about the four non-cognitive factors for school success and strategies will be implemented.
- Staff meetings/ACs will be organized to look at staff, student, and parent surveys. This will give direction for specific actions to address any areas of need or improvement.

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

- Students will have to opportunity to listen, share, and discuss concerns at weekly Classroom Meetings. An area of focus for the year will be on 'Self Efficacy'.
- Interschool athletics offered to 5th /6th grade students (football, volleyball, soccer, basketball, softball, and

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

The following enhanced services will be offered to economically disadvantaged, EL and/or Foster students:

- These student categories will be encouraged to participate in all activities and monitored for equitable

cross country (3rd – 6th).

- *Opportunities for students to become involved in community collaboration efforts include the following:*
- *Community and Children's Hospital doctors/residents mentoring partnership*
- *Career/business awareness presentations sponsored by Junior Achievement*
- *Kids' Day participation sponsored by the Fresno Bee*
- *McKenzie Reserve study trip sponsored by Sierra Conservancy*
- *Beach Clean-Up sponsored by Chaffee Zoo*
- *Sierra Outdoor Education study trip*
- *Students participate in a study trip to a nearby convalescent hospital in mid-December to perform for the elderly.*
- *New Covenant Church donation of food baskets to identified Yokomi families during the holidays*
- *Yokomi hosts monthly LUCA (Fresno Metro Ministry)*
- *Scout Island study trip for 5th grade sponsored by Fresno Metropolitan Flood Control District*
- *Band, recorder, choir, and chime choir students will be encouraged to perform at school programs and/or special events.*
- *Extended Learning (after school program) opportunities for K-6th grade to include: tutoring, homework club, sports, and recreational activities.*
- *Students earn Giant tickets for modeling the Guidelines for Success/Safe & Civil Schools. Weekly raffles are held at each lunch period.*
- *Quarterly awards assemblies will be held to recognize students for the following achievements: Principal's Honor Roll, Honor Roll, Merit List, Academic All Star, Rising Star, Perfect Attendance, and Citizenship.*
- *Students will be recognized through Monthly Character Counts celebrations and parents will be invited to attend.*
- *Students in K- 6th grades will be informed and encouraged to participate in a broad range of arts and activities such as the following:*
- *Tomorrow's Leadership Club*
- *Peach Blossom*
- *Chior*
- *Haru Matsuri (Spring Festival) / Art Hop*
- *Science Olympiad*
- *Science Fairs (Fall and Spring)*
- *Robotics Club*
- *Study-trips*
- *Junior Achievement Day (1st - 3rd)*
- *Girl Scouts*
- *Winter/Spring Programs*
- *6th Grade End of Year Social and Promotion Ceremony*
- *Yokomi Elementary School (YES) News Team*
- *PTA sponsored activities, and poster and essay contests.*
- *Spanish culture and language group – ex. Folkloric Dancing*
- *We will provide the opportunity for students and their families to attend our Book Fair. The library technician will receive extra hours to operate and organize the book fairs.*
- *Substitute teachers will be provided to support engagement activities such as 6th grade camp, Peach Blossom, Science Fair judging, etc.*
- *Bus Transportation may be provided for various engagement activities such as Peach Blossom.*

involvement.

- *In addition to the recognition and engagement opportunities listed above, EL students will also be recognized for achieving redesignation status at the end of the school year with a medallion.*

Yokomi Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub. Tchrs. -- Sci. Fair, Peach Blossom, etc	\$ 534.00
6	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent supplies for mtgs	\$ 1,500.00
6	2	Sup & Conc	Instruction	Direct Transportation (Dr)				Transportation	\$ 200.00
								Total	\$ 2,234.00