


Yokomi Elementary

10621660108118

Principal's Name: Bruce Thele

Principal's Signature: 

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

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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <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 School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Bruce Thele	X				
2. Chairperson - Irma Keith				X	
3. May Her				X	
4. Patsy Montgomery				X	
5. Hilda Lopez				X	
6. Alma Avila				X	
7. Joy May		X			
8. Rosa Lara		X			
9. Sylvia Gonzalez		X			
10. Tracy Pennell			X		
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: YOKOMI ELEMENTARY SCHOOL			
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		3/20/19
SSC Chairperson	Irma Keith		3/20/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Yokomi - 0565

ON-SITE ALLOCATION

3010	Title I	\$64,578 *
7090	LCFF Supplemental & Concentration	\$236,617
7091	LCFF for English Learners	\$55,626
TOTAL 2019/20 ON-SITE ALLOCATION		\$356,821

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,061
Remaining Title I funds are at the discretion of the School Site Council	\$62,517
Total Title I Allocation	\$64,578

Yokomi Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	27.773 %	5.181 %	2017-2018	12.181 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	54.934 %	49.684 %	2017-2018	56.684 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	46.014 %	41.684 %	2017-2018	48.684 %

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

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

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

Yokomi has grown 17.8% in students meeting or exceeding grade level standards in ELA over the last three years.

- Teachers are getting better at aligning instruction with CFA assessments to Interim to SBAC.
- Grades 3-6 have a plan to use the SBAC IABs to prepare students.
- Departmentalization (specialization) in grades 3-6 is benefiting students as teachers can focus on one curriculum
- Teachers are using the GVC and are getting more strategic in using components that meet the content and rigor of the standards.
- Collaboration - PLCs are driving the success in student achievement. Grade levels are getting better at selecting focus standards, monitoring with CFAs and supporting across curricular areas.
- Release days for planning have been beneficial in giving teams time to plan and coordinate.
- CTs for early intervention have helped in preparing students to be on grade level in reading by 3rd grade

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

Yokomi has grown 17.3% in students meeting or exceeding grade level standards in Math over the last three

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

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

Factors:

- Low SES (the largest sub group with 430 students) had a performance gap of 4.8% compared to the school average of 49.8%.
- The largest decrease in performance is with the Asian sub-group with - 26.3% at proficiency. Their performance is still above the school and district average.
- English Learners gained in proficiency from 8.8% to 13.9% but are still well below the school average of 49.8%.
- Based on observations and team surveys, three AC teams are at Implementing and four are at Developing based on the Learning By Doing Rubric continuum.
- Some of the gaps in the continuum could address disproportionality. AC teams continue to work toward alignment of CFAs to Interim to SBAC. This includes making sure that content is at the rigor outlined in the IPG.
- CFA and Interim analysis needs to go deeper to include identification of disproportionality of any significant subgroup. Teachers can use the Illuminate Matrix tables to monitor specific students or subgroups.

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

years

- Teachers are getting better at aligning instruction with CFA assessments to Interim to SBAC.
- Grades 3-6 have a plan to use the SBAC IABs to prepare students for the rigor and format of the SBAC.
- Departmentalization (specialization) in grades 3-6 is benefiting students as teachers can focus on one curriculum
- Teachers are using the GVC and are getting more strategic is using components that meet the content and rigor of the standards.
- Collaboration - PLCs are driving the success in student achievement. Grade levels are getting better at selecting focus standards, monitoring with CFAs and supporting across curricular areas.
- Release days for planning have been beneficial in giving teams time to plan and coordinate.
- Each grade level has developed math intervention plans to respond to student needs for intervention: examples include reviewing or practicing specific standards during homeroom or rotations.

EL Reclassification Rate (All grade levels)

- The daily hands on science experience with academic language used in the context of learning has benefited our EL students. This integrated ELD has shown success as Yokomi's redesignation rate has remained high over the last five years.
- Homework Club has helped EL students get support in competing homework.
- Many ELs utilize the services of our certificated tutors as the master literacy skills that contribute to greater comprehension.

- The English Learner and Spec. Ed. sub-groups both gained but are still well below the school average at 10.8% and 14.7% at proficiency. They did have higher scale score gains than any other sub-groups.
- Every sub-group showed gains except for the Asian sub-group who decreased by -15.2% but the rate of 66.7% was still higher than the school average.
- Based on observations and team surveys, three AC teams are at Implementing and four are at Developing level on the Learning By Doing rubric continuum.
- Some of the gaps in the continuum could address disproportionality. AC teams continue work toward alignment of CFAs to Interim to SBAC. This includes making sure that content is at the rigor outlined in the IPG so students are practicing problem solving and application of math concepts.
- CFA and Interim analysis needs to go deeper to include identification of disproportionality of any significant subgroup. Teachers can use the Illuminate Tables to identify specific students or groups.

EL Reclassification Rate (All grade levels)

- The redesignation rate at Yokomi has been consistently above the district average for the last few years:
 - 2013-2014: 26.8%
 - 2014-2015: 18%
 - 2015-2016: 24%
 - 2016-2017: 19%
 - 2017-2018: 20.6%
- According to the California Dashboard, our EL students have fewer students in Level 1 (Beginning Stage) and more in Level 3 (Moderately Developed) compared to state data. We have slightly fewer students in Level 4 (Well Developed).

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

- The use of Teaching Fellows for math tutoring did not prove to be successful due to the quality of tutors provided.

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

- The use of Teaching Fellows for before school math tutoring has not shown to improve student achievement. Although the SSC, ELA, and Staff has prioritized tutoring, we can't find a resource to meet this need.
- We feel like we can accentuate our magnet focus on the use of technology by becoming a PLI/Blended Learning partner school with the district. Students will be given opportunities to use technology to learn, collaborate, and create in ELA and Math with structured times for intervention and acceleration.
- We also would like to expand staff knowledge in the areas of technology, science, and GATE instruction to better meet the needs of students through professional learning via conferences.

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

1 SSC:

- Keep Certificated Tutors
- Find Extended Day tutoring support
- Keep education software as an instructional resource
- Keep Social/Emotional Supports - RCA

2 ELAC:

- Keep Certificated Tutors
- Keep Social/Emotional Supports - RCA
- Keep Home School Liaison

3 Staff:

- Keep Certificated Tutors
- Keep extended day tutoring - Morning Math for grades 3-6

Action 1

Title: Reading and Writing on Grade Level and Beyond

Action Details:

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. Tiered levels of intervention will include good first standards aligned instruction, using CFAs to monitor and reteach, differentiated classroom instruction, flexible student groupings, building literacy skills in subject areas.

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

- DRP Fall and Spring Administrations Interim Assessments
- ELA IPG Data
- SBAC Data
- BAS
- KAIG
- EL Performance Band movement and Redesignation (ELPAC & Redesignation criteria)
- Common Formative Assessments

Owner(s):

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

Timeline:

Implementation of actions will take place in August of 2019 through June 2020 with monitoring as assessment become available:

- DRP - September and May
- SBAC - August
- BAS - October and March
- KAIG - Quarterly
- EL Performance - August, October, February, and May
- Common Formative Assessments: At least one per Month

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

- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration (Tier 1)
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes resources in GVC that specifically support EL with strategies and resources (Tier 1).
- Inquiry and standards based science is taught daily in a hands-on science lab setting in grades 1 and 2 (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 (Tier 1).
- 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-3 grade students will receive

differentiated literacy instruction for 30-40 minutes (Tier 1).

- 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 (Tier 1).
- Teachers in grade 3-6 will have flexible groupings during rotations to provide students with intervention and acceleration. Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education (Tier 1 and 2).
- 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 (Tier 1 and 2).
- 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)

Specify enhanced services for EL 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.
- Trained Assessors will be used to help administer parts of the ELPAC assessment.
- Teachers will deliver integrated ELD using Frontloading, Academic Language in context, 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
- Supplemental books/materials/technology

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

- A Spanish speaking HSL will be available to help parents understand and communicate information related to academic achievement.
- 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.
- We will continue to host Parent University sessions which give parents resources and ideas to help with early learning and support at home.
- 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.
- Childcare and translating provided

Specify enhanced services for low-performing student groups:

Tiered Levels of support will be provided in the following ways for students that are low performing:

- 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 such as ELs, Foster Youth, and Special Education students. This provides the teachers a built-in intervention time with fewer students to focus on teaching mastery of KAIG skills and standards (Tier 2).
- Blended Learning will address individual learning needs by the use of a combination of direct teaching and the use of technology to differentiate learning (Tier 1).
- Teachers in grade 3-6 will have flexible groupings during rotations to provide students with intervention and acceleration. Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Homeless, and Special Education (Tier 1).
- EL students will receive help with math homework after school in the EL Homework Club (Tier 2).
- SSTs will be held for low performing students to address any learning or social/emotional needs (Tier 2 and 3)
- RCAs will work with students experiencing social/emotional issues that may impact their learning (Tier 2).

Describe Professional Learning related to this action:

- The staff will continue learning and implementing strategies to add depth and complexity to the curriculum for our accelerated learners. This will be done in PLC work, coordination with the GATE office, and attending conferences that deepen our understanding and abilities.
- The Yokomi staff will become a partner with district instructional technology department and Education Elements to implement Blended Learning ideas to meet student needs. This will include devoting professional development time, release days, and funds.
- Teachers will be offered professional learning opportunities to attend professional conferences related to science, technology, blended learning, GATE, and PLC work.
- 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 Formative Assessments, and Illuminate assessments to increase academic literacy.
- AC teams will use the PLC 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 PLC 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 assessments 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.
- Early Learning strategies such as RIRA and ART/Music Integration will continue to be learned and implemented TK- 1 grade.

Action 2

Title: Math at Grade Level and Beyond

[Action Details:](#)

The school will implement a comprehensive math program that will focus on CCSSmath 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.

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

- Progress Reports
- SBAC Data
- Quarterly Report Cards
- Interim Assessments
- Common Formative Assessments/Illuminate
- Math IPG Data

Owner(s):

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

Timeline:

Implementation of actions will take place in August of 2019 through June 2020 with monitoring as assessment become available:

- DRP - September and May
- SBAC - August
- BAS - October and March
- KAIG - Quarterly
- EL Performance - August, October, February, and May
- Common Formative Assessments: At least one per Month

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

- Teachers will use Go Math curriculum as their main source of resources, strategies, and materials to teach grade level standards. This includes strategies and resources that support EL students.
- Flexible grouping of 3rd – 6th grade students will give teachers opportunities for intervention and acceleration.
- Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Special Education, and females.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around math grade level standards.
- Identified GATE students will receive instruction to meet their needs through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.
- Students in ASES or EL Homework Club will receive help with math homework after school.
- Agendas/Planners will be provided to all students in grades 3-6 to train them to organize their work load and develop both short and long term planning skills.

Specify enhanced services for EL students:

- Teachers will deliver integrated ELD using Frontloading and SDAE strategies.
- After School EL Homework Club will provide assistance to EL so that they can receive help and instruction in their primary language

Specify enhanced services for low-performing student groups:

Tiered levels of support will be provided in the following ways for low performing students:

- Flexible grouping of 3rd – 6th grade students will give teachers opportunities for intervention and acceleration.
- Groupings will be based on student needs as identified by CFAs and other district assessments, with special consideration for significant sub-group disproportionality: ELs, Foster Youth, Special Education, and females.
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around mathematics grade level standards.
- Grades 3-6 will develop an Tier 2 intervention time for math either with a second rotation, homeroom, or a time during the afternoon activities time. Before and/or after school, Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate: ELs, Foster Youth, Special Education, and females.
- EL students can receive help with math homework after school in the Homework Club.
- SSTs will be held to address the specific academic and social/emotional needs of low performing students.

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

- Parents will receive quarterly progress reports and report cards
- Yokomi will continue to host Parent University classes that give parents resources and ideas to help at home, especially in early learning
- Parents will be encouraged to monitor their child's grades EduText and ATLAS systems.

Describe Professional Learning related to this action:

- The staff will continue learning and implementing strategies to add depth and complexity to the curriculum for our accelerated learners. This will be done in PLC work, coordination with the GATE office, and attending conferences that deepen our understanding and abilities.
- The Yokomi staff will become a partner with district instructional technology resources to implement

- Parents are encouraged to attend all IEPs/SSTs and Parent Teacher Conferences regarding student progress in math.

Blended Learning ideas to meet student needs in Mathematics.

- Teachers will be offered opportunities to attend professional conferences that focus on PLCs, technology, science, and GATE instruction.
- Staff will continue to learn, implement and get feedback on components of the Math Instructional Practice Guide, with a focus on Tenet 3 - Student Ownership.
- During grade level release days for planning, teachers will walk classrooms and look at instruction through the lense of the IPG.
- All teachers will continue to learn about strategies to enrich, extend, and accelerate content for identified GATEstudents.
- PLC teams will use the PLC 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 staf fwill 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.
- PLC teams will meet every two weeks to review student work (common formative assessments) related to mathematics, monitor assessments, and plan for instruction.
- Provide subs so that teachers can plan using Scope &Sequence, Common Core Companion, and Standards Progression Charts to develop lessons based on recent data.
- Plan periodic collaborations with math teachers across grade levels (department meetings) to calibrate and consider math sequencing utilizing Common Core Companion and Progression Charts. The 3rd - 6th Grade Math teachers will form a PLC to develop quarterly calendars for instruction and CFAs, analyze student work, and give feedback to each other.
- 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 and set goals.
- Site Administration will conduct data chats with teachers as a grade level to review SBAC and Interim Assessments data to set goals and plan for improvement.
- A Teacher on Special Assignment will implement the science and technology magnet component of our program. This includes helping teachers utilize technology components of the math curriculum.
- 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.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (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-Regu	Tutor	0.4375	Certificated Tutor 5d/30 hr weekly	48,378.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies - No Food/Incentives	1,309.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare during parent meetings	1,398.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5d/17.5 hr weekly	48,378.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Prof Dev (62), PLI Lead Tchr (21), conf. (14), SST/IEP (8)	14,705.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners (4 tutors)	8,428.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Renaissance, Starfall, Enchanted Learning	3,800.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	3,500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance (copiers)	17,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT tickets	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics -- Kinder invite	200.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences for technology, science, and GATE	5,500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent supplies for meetings	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5d/17.5 hr weekly	48,217.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Subscriptions such as AR/Discovery Ed/Learning A-Z,etc)	2,600.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	665.00
G1A1	LCFF: EL	Instruction	Direct-Other			2 ELPAC assessors (10 days)	2,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Instructional supplies	26,519.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements (PLI-Blended Learning) : PLI - Blended Learning prof. dev. Year 1	10,000.00

\$248,597.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	61.902 %	91.635 %	2017-2018	98.635 %

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

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

Goal 2 Participation Rate

- This last year we added a few more clubs for students to be involved with - Folklorico, Art, Drama, Color Guard, and Robotics.

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

Goal 2 Participation Rate

- All students had a chance to participate in activities regardless of specific sub-group. Some activities were limited to certain grade levels however.
- One barrier to involvement is transportation. Many of our students take the bus to and from school so they may not be able to be involved in before or after school activities.

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

All arts, athletics, and activities that we planned for the 2018-2019 school year were implemented, except our leadership club (TLC).

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

We like the balanced opportunities offered between arts, athletics, and activities that might appeal to all students. We will look for a sponsor for our leadership club (TLC) for next year.

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

1 SSC:

2 ELAC:

3 Staff:

It was appreciated that there was a wide variety of activities including more arts. Encouraged clubs/activities related to our magnet focus - Robotics Club and Science Olympiad

Parents were thankful for adding Folklorico as it gave students a chance to connect with a cultural activity.

The staff understands the positive connections that are made when they are engaged with students beyond the academic school day. This has fostered better attendance and effort.

Action 1

Title: Student Involvement

Action Details:

The school is committed to offering our students a wide variety of opportunities to be engaged in arts, activities, and athletics. We believe that this fosters a positive school connection and let's students explore areas of interest.

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 participation will be updated quarterly
- Monitor district updates on participation rates

Owner(s):

- Classroom Teachers
- Principal and Vice Principal

Timeline:

Implementation of actions will take place in August of 2019 through June 2020 with monitoring as assessment become available.

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

- Students will have to opportunities to listen, share, and discuss concerns at weekly Classroom Meetings. We will continue to work on the area of 'Self Efficacy'.
- Interschool athletics offered to 5th /6th grade students (football, volleyball, soccer, basketball, softball, and 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
- 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. This now includes beginning music instruction in 2nd and 3rd grade.
- 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

- Choir
 - Haru Matsuri (Spring Festival) / ArtHop
 - Science Olympiad 6. Science Fairs (Fall and Spring)
 - Robotics Club
 - Study-trips
 - Junior Achievement Day(2nd grade)
 - 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.
 - Art and Drama Club
- Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction): Yokomi Elementary 2018-2019- School Plan for Student Achievement (SPSA) 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 6 grade camp, Peach Blossom, Science Fair judging, etc. Bus Transportation maybe provided for various engagement activities such as Peach Blossom.

Specify enhanced services for EL students:

English Learner students will be encouraged to participate in all activities and monitored for equitable 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.

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

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

Specify enhanced services for low-performing student groups:

- Low performing students will be offered and encouraged participation in all arts, athletics, and activities. We feel that this fosters a positive connection to school and may motivate students to perform at higher levels.

Describe Professional Learning related to this action:

- 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/PLCs 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.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	99.18 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	95.868 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	96.429 %	2017-2018	100 %

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

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

Exposure to Careers - 3rd Grade

All students were invited and encouraged to attend the 3rd grade activity. The only factor that limited access toward 100% was attendance on that particular day.

Exposure to Careers - 4th Grade

All students were invited and encouraged to attend the 4th grade activity. The only factor that limited access toward 100% was attendance on that particular day.

Exposure to Careers - 6th Grade

All students were invited and encouraged to attend the 6th grade activity. The only factor that limited access toward 100% was attendance on that particular day.

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

Exposure to Careers - 3rd Grade

All 3rd grade students were invited to attend and participate in the district provided exposure to careers activity.

Exposure to Careers - 4th Grade

All 4th grade students were invited to attend and participate in the district provided exposure to careers activity.

Exposure to Careers - 6th Grade

All 6th grade students were invited to attend and participate in the district provided exposure to careers activity.

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

- RCAs began "Meaningful Jobs" opportunities, but we need expand to other members of the staff.

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

- We will continue to look for opportunities for students to interact with community members and organizations that expose them to possible jobs and careers.

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

1 SSC:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> • Continue Character Counts • Look for opportunities for job shadowing • Consider giving students the opportunity to interview and work in "Meaning Jobs" on campus. 	<ul style="list-style-type: none"> • Continue Character Counts • Look for opportunities for job shadowing • Consider giving students the opportunity to interview and work in "Meaning Jobs" on campus. 	<ul style="list-style-type: none"> • Continue Character Counts • Look for opportunities for job shadowing • Consider giving students the opportunity to interview and work in "Meaning Jobs" on campus.

Action 1

Title: Character and Career Activities

Action Details:

Students in grades 3, 4, and 6 will participate in activities that give them insight into possibilities for their future in college and/or the workplace. This includes direct experiences interacting with professionals in the work place or inviting speakers to come to the school. In addition, all teachers will expose students to college and career ideas through the curriculum and by utilizing community resources. Throughout the school year, Character Counts will be implemented as this is taught and students honored at ceremonies and assemblies.

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

- Attendance at district coordinated events
- Character Counts Ceremonies and "Citizenship" Awards at assemblies

Owner(s):

- Principal &VP
- TSA
- Teachers
- RCAs

Timeline:

Implementation of actions will take place in August of 2019 through June 2020 with monitoring as assessment become available.

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

- Yokomi will continue to partner with CRMC. Through these collaborative efforts, our students interact and learn from physicians in residence via presentations and mutual activities.
- Yokomi will continue to help students make connections with possible college experiences and careers related to our magnet focus - science and technology. This include science fair projects, guest speakers and connections in the curriculum.
- Students will participate in the district arranged trips and activities that expose students to college and career opportunities.
- Students will be honored at Character Counts Ceremonies held every month that focus on positive character traits for success in school and the workplace.
- Primary grade students will work with business leaders in the community through Junior Achievement. This organization provides a one day curriculum which teaches students practical life skills and applies them through

activities.

Specify enhanced services for EL students:

English Learner students will be encouraged to attend the college and career study trips. Our Home School Liaison will make personal contact to any family that may be reluctant.

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

- Information about career readiness activities will be presented at Title 1 Parent Meeting, SSC, and ELAC.
- All Title 1 parents will be informed of these events through School Messenger, Newsletters, Website, and communications from teachers.

Specify enhanced services for low-performing student groups:

- Low performing students will be included and encouraged to participate in all activities that would expose them to possible college and career opportunities.
- Low performing students will benefit from the focus on character education which teaches and reinforces traits needed for success in school and college/careers.
- Low performing students will be included in Classroom Meetings which will cover topics such as self-efficacy, growth mindset, etc.

Describe Professional Learning related to this action:

- Teachers will continue to learn and implement ideas for Class Meetings that help students learn communication and conflict resolution skills that will benefit them in the work place.
- Teachers can plan to take advantage of opportunities to connect grade level curriculum to college or work opportunities related to the topic.
- Teachers can invite community members who can discuss their career and what it takes to be successful.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	7.39 %	12.456 %	2017-2018	10.456 %
Suspensions Per 100	3.711 %	1.843 %	2017-2018	0.843 %

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

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

Chronic Absenteeism

- **Chronic Absenteeism:** The current level of chronic absenteeism is 12.18% based on ATLAS monitoring (3/11/19) and the according to the California Dashboard, the overall rate increased 2% from the previous year.
- HSL contacting families, problem solving, and hosting A2A meetings
- Incentives for good attendance quarterly and at the end of the year
- Resource Counseling Assistants to address any social/emotional needs that maybe causing absences
- Engaging and interesting hands on science instruction

Suspensions Per 100

- According to the California Dashboard, the overall suspension rate decreased from 1.5% from 2016-2017 to 1.3% in 2017-2018 which put Yokomi in the 2nd highest performance band (green).
- Resource Counseling Assistants working with at-risk students - helping students make connections, hosting a safe recess environment, mediating minor conflicts, positive behavior plans
- Alternatives to suspension - administrators and teachers work to attach consequences besides suspension that can be more meaningful - communication with parents, home visits, mediation and restorative practices, loss of privileges, detention
- Levels of Misbehavior - the staff worked through the process of defining levels of behavior so that we are more consistent with appropriate responses to misbehavior

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

Chronic Absenteeism

- The overall chronic absenteeism rate in 2018-2019 school year is 12.18%, as measured by daily ATLAS updates (3/11/19)
- Based on the California Dashboard for the 2017-2018 school year, the largest disproportionality was with the English Learner sub-group rating at the lowest performance band (red). This was followed by Asian, AA, Hispanic, and SES in the second to lowest performance band (orange).
- One factor that might have contributed to EL attendance issues is that we have had sporadic coverage in the HSL position due to a promotion and slow processing of HR.
- Many EL families have left for periods of time for personal family issues - ex. back to visit family in Mexico.

Suspensions Per 100

- According to the California Dashboard for the 2017-2018 school, our overall suspension rate decreased .3%. According to the data, the following groups were disproportionately suspended:
 - Homeless (red)
 - AA (orange)
 - However, these groups have very small populations so that even one suspension is a large percentage.
 - According to Power BI 2018-2019 data, all 23 students were suspended are Hispanic. Of that group, 19 suspensions were boys and 4 were girls.
- Our overall suspension rate is very low considering our large school size and diversity.
 - Although the AA sub group data shows a higher rate of suspension, this is due to one student being suspended in a small sub group.
 - Boys are being suspended at a much higher rate than girls, mostly due to physical aggression or defiance. Factors that may contribute this may include family dynamics and lack of appropriate male role models. Our NTAs could be trained and vigilant in intervening in competitive games at recess time.

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

- All of our intended actions were implemented and funded to our expectations. We were not able to have both RCAs on board until October.
- The RCAs have begun implementing "Meaningful Jobs" but this has not been implemented school wide.
- Classroom Meetings have not been done weekly with fidelity.
- We were not able to implement Peer Mediators this year.
- School Culture and Climate Team is working on revising the discipline referral form.

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

- Update discipline referrals to reflect Levels of Misbehavior.
- Expand Meaningful Jobs opportunities
- Implement Peer Mediation Program
 - All of these changes or modifications will be found in Goal 4, Action 1, direct services to students.

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

1 SSC:

- HSL is needed to communicate with families

2 ELAC:

- Parents want to continue two RCA positions
- HSL for interpreting and translation

3 Staff:

- Even though the overall rates of chronic absenteeism and suspensions is relatively low, we feel we can do better.
- RCA positions have had a positive impact on suspensions.
- The staff supports funding the HSL to assist in communicating with families.
- Staff is frustrated with the number of tardies given that we begin at 9:00am.

Action 1

Title: Attendance and Suspensions

Action Details:

The school will work with students and families to encourage good attendance and appropriate behavior. This will be done with frequent monitoring and communication with parents and incentives for good attendance and behavior. A

special focus on attendance will be placed on kindergarten as our data shows that this grade level has more students frequently absent. Supports for student behavior will start with structuring our environment and teaching social skills.

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

- Daily Attendance Monitoring
- Power BI Data
- California Dashboard Data
- A2A Data
- Student Survey data

Owner(s):

- Principal & Vice Principal
- HSL
- Office Attendance Staff
- RCAs
- School Psychologist

Timeline:

Implementation of actions will take place in August of 2019 through June 2020 with monitoring as assessment become available:

- Daily Attendance Monitoring - Daily
- Power BI Data - Once per month
- California Dashboard - Once per year when published
- A2A Data: Meeting every two weeks
- Student Survey Data - April

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

- Two Resource Counseling Assistants (Tier 1 and 2) to provide the following services:
 - Confer with the nurse to identify chronically "ill" students or students with multiple absences,
 - RCAs will meet with identified students to work on social skills development, provide counseling, Peer Mediation (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), Meaningful Jobs, restorative justice practices, behavior contracts, alternative recess activities, referrals to County Mental Health (Special consideration will be given to students who fall into significant sub-groups where attendance and suspension data is disproportionate)
- The School Culture and Climate Teams will meet at least once per month to monitor school wide discipline and social/emotional issues, share strategies with staff to build on growth mindset, and analyze data to guide classroom meetings, etc. One task will be to finalize a discipline referral form that reflects agreed upon level of misbehavior (Tier 1).
- Consult with school psychologist to support at-risk students to help keep them in school and behavior modification (Tier 3).
- Reward students at assemblies for good attendance (Tier 1)
- All teachers will implement weekly Classroom Meetings to address any student behavioral issues that would affect attendance (Tier 1)
- Monthly Character Counts ceremonies will be held to honor students exhibiting good character traits (Tier 1).
- The established school "Guidelines for Success" will be taught and reviewed frequently with students (Tier 1).
- 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 (Tier 1).
- One LVN (5 days per week) to provide health services to students (Tier 1)
- Calls are made from teachers, staff, or district to parents during 1st period to inquire and about absences (Tier 1).
- Tardy sweeps that encourage students to be in class on time (Tier 1)
- Alternatives to suspensions (Tier 2) 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.
 - RCA/psychologist support to de-escalate and re-engage students to the classroom
- Students will be offered and encouraged to join activities, clubs, sports, or other organizations to foster a positive connection to school (Tier 1).

Specify enhanced services for EL students:

- The following enhanced services will be offered EL students and families:
 - HSL will be utilized to enhance home-school communication to improve attendance and provide

Specify enhanced services for low-performing student groups:

- Students with chronic absences or office referrals/suspensions will be referred to the student study team for review. (Tier 2 or 3)

necessary translation and interpreting.

- Parent Classes and ELAC meetings will address issues related to attendance and behavior.
- RCAs (bilingual) will be utilized to work with identified students with issues that may affect their attendance, behavior, and/or academic progress

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

- Parent University classes will continue to address the impact of absences and tardies on student achievement with parents.
- 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.
- 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)

- The office attendance team and administrators will meet monthly to review chronic absenteeism (Tier 1) and make plans to address areas of concern, down to specific sub-groups or grade levels.
- Students in sub-groups that are suspended at a higher rate will be reviewed through the use of Power BI and identified for services that include: RCA individual and small group counseling, parent conferences/home visits, recommended for involvement in Goal 2 activities, connected to community resources (Tier 2)

Describe Professional Learning related to this action:

- 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.
- Staff will analyze student/staff survey data to identify areas for staff development - ex. Self Efficacy, Growth Mindset, etc.
- The School Culture and Climate 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.
- 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, MTSS, and strategies to keep students in class.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (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	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Home School Liaison - Spanish 5d/15 hr weekly	13,493.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d/30 hr weekly	47,881.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d/30 hr weekly	45,206.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreting / translations	1,123.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time	521.00

\$108,224.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0565 Yokomi Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5d/30 hr weekly	48,378.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies - No Food/Incentives	1,309.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare during parent meetings	1,398.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5d/17.5 hr weekly	48,378.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Prof Dev (62), PLI Lead Tchr (21), conf. (14) , SST/IEP (8)	14,705.00
G1A1	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners (4 tutors)	8,428.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Renaissance, Starfall, Enchanted Learning	3,800.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	3,500.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance (copiers)	17,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT tickets	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics -- Kinder invite	200.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences for technology, science, and GATE	5,500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent supplies for meetings	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5d/17.5 hr weekly	48,217.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Subscriptions such as AR/Discovery Ed/Learning A-Z, etc)	2,600.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	665.00
G1A1	LCFF: EL	Instruction	Direct-Other			2 ELPAC assessors (10 days)	2,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Instructional supplies	26,519.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Education Elements (PLI-Blended Learning) : PLI - Blended Learning prof. dev. Year 1	10,000.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Home School Liaison - Spanish 5d/15 hr weekly	13,493.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d/30 hr weekly	47,881.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d/30 hr weekly	45,206.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreting / translations	1,123.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time	521.00

\$356,821.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,578.00
Sup & Conc	7090	\$236,617.00
LCFF: EL	7091	\$55,626.00
Grand Total		\$356,821.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$248,597.00
G4 - All students will stay in school on target to graduate	\$108,224.00
Grand Total	\$356,821.00