


**Yokomi Elementary**

10621660108118

Principal's Name: Bruce Thele

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**


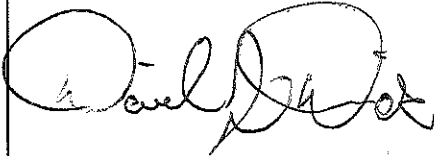
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Bruce Thele</b>	X				
2. <b>Chairperson - Daniel Dick</b>				X	
3. <b>Hugo Fuentes</b>				X	
4. <b>Floyd Sanchez</b>				X	
5. <b>Josefina Salinas</b>				X	
6. <b>Benita Perez</b>				X	
7. <b>Sylvia Gonzalez</b>		X			
8. <b>Joy May</b>		X			
9. <b>Chua Xiong</b>		X			
10. <b>Tracy Pennell</b>			X		
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Bruce Thele		April 23, 2020 Virtual Mtg
SSC Chairperson	Daniel Dick		April 23, 2020 Virtual Mtg

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Yokomi - 0565

**ON-SITE ALLOCATION**

3010	Title I	\$74,836 *
7090	LCFF Supplemental & Concentration	\$227,895
7091	LCFF for English Learners	\$59,817
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$362,548</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,118
Remaining Title I funds are at the discretion of the School Site Council	\$72,718
Total Title I Allocation	\$74,836

## Yokomi Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	56.684 %	59.052 %	2018-2019	66.052 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	48.684 %	54.644 %	2018-2019	61.644 %

**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 26.6% in students meeting or exceeding grade level standards in ELA over the last five years.

- Teachers align instruction with CFA assessments to IABs to SBAC. Grades 3-6 use the SBAC IABs to prepare students throughout the year.
- iReady ELA data shows significant progress in moving students towards grade level expectations. Schoolwide data showed on iReady#1, 33% of our students were in Tier 1. The next time students took iReady#2, 41% of students were in Tier 1. Furthermore, students in the lower tiers made gains towards proficiency. During iReady#1, 26% of our students scored in Tier 3. This was reduced during iReady#2 to 19% scoring in Tier 3.
- Departmentalization (specialization) in grades 3-6 is benefiting students as teachers can focus on one curriculum.
- Teachers use the GVC and strategically use components that meet the content and rigor of the standards.
- Collaboration - PLCs are driving the success in student achievement. Grade levels select focus standards, then monitor with IABs/CFAs and intervention support across curricular areas.
- Release days for planning have been beneficial in giving teams time to plan and coordinate instruction/assessment.
- CTs for early intervention have helped in preparing students to be on grade level in reading by 3rd

**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)

Data from the California Dashboard and Power BI reveals the following data from the 18-19 SBAC:

- SES students **increased significantly** and are in the **high range**.
- English Learners and Students with Disabilities are in the **low range** however English Learners showed an **increase** from 12.5% to 13.7% and Students with Disabilities **increased significantly from** 8% to 22.6%. Although these subgroups are showing progress, there remains a gap when compared to the general student population.
- The Asian population is not a significant subgroup, however their proficiency percentage dropped from 58.8% to 54%.
- Based on observations and team surveys, three PLC 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.
- PLC teams continue to work toward alignment of CFAs to IABs to SBAC. This includes making sure that content is at the rigor outlined in the IPG.
- CFA and IAB analysis needs to go deeper to include identification of disproportionality of any significant subgroup.

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

- The English Learner and Spec. Ed. sub-groups both gained but are still well below the school

grade.

- 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%, 2018-2019: 23.2%
- According to the California Dashboard and Power BI data information: 8% of Yokomi EL students made progress towards English language proficiency compared to the State which was 48.3%.
- 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 enrolls only EL students to get support in competing homework.
- Many ELs utilize the services of our certificated tutors as they master literacy skills that contribute to greater comprehension.
- Newcomers have received daily tutoring from our bilingual certificated tutor to further accelerate their acquisition of English.

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

Yokomi has grown 30.3% in students meeting or exceeding grade level standards in Math over the last five years.

- Teachers align instruction with CFA assessments to IABs to SBAC. Grades 3-6 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 implement the GVC and strategically use components that meet the content and rigor of the standards. Collaboration - PLCs are driving the success in student achievement.
- Grade levels select focus standards, then monitor with CFAs and intervention support 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 in homeroom or rotations.

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 PLC 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.
- PLC teams continue work toward alignment of CFAs to IABs 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.

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

- There have been gaps in service for our Social Emotional supports due to the "wait time" in hiring a new employee to fill a vacancy.
- The implementation of iReady has required more shifts in staff development, data analysis, and instructional planning.
- Due to several new immigrant students with no English, funds were used to provide tutorial services.

#### **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 accentuate our magnet focus on the use of technology by implementing PLI/Blended Learning strategies. 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 will continue 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.
- We will continue to implement the Multi-Tiered System of Support to provide our students with equity and access to academic and social services.

**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.

<b>1</b> SSC:	<b>2</b> ELAC:	<b>3</b> Staff:
<ul style="list-style-type: none"> <li>• Keep Certificated Tutors</li> <li>• Keep teacher planning days</li> <li>• Keep Social/Emotional Supports – RCA</li> <li>• Funds to support technology</li> </ul>	<ul style="list-style-type: none"> <li>• Keep Certificated Tutors</li> <li>• Keep sub teachers to facilitate parent meetings - SST</li> <li>• Keep Homework Club</li> <li>• Funds to support technology</li> </ul>	<ul style="list-style-type: none"> <li>• Keep Social/Emotional Supports - RCA</li> <li>• Continue to provide funds for technology</li> <li>• Keep Certificated Tutors with an expressed need to include intermediate grades in the their sevices</li> </ul>

### 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](#)

[Owner\(s\):](#)

[Timeline:](#)

- ELA IPG Data
- I-Ready Data
- SBAC Data
- BAS
- EL Performance Band movement and Redesignation (ELPAC & Redesignation criteria)
- Common Formative Assessments/IABs

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

Implementation of actions will take place in August of 2020 through June 2021 with monitoring as assessments become available:

- SBAC- August
- IReady - August, November, March
- BAS-October and March
- EL Performance - August, October, February, and May
- Common Formative Assessments/IABs: 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 the GVC that specifically support ELs with strategies and resources (Tier 1).
- Inquiry and standards based science (aligned with New Generation Science Standards) is taught daily in a hands-on science lab setting in grades 1 -6 (Kindergarten 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 1 - 6 grades.
- Kinder-3rd grade students will receive differentiated literacy instruction for 30-40 minutes during reading deployment, which includes services from our certificated tutors (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. 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-6 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 1-6 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/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.
- 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.
- Computer Repair (HEAT Tickets)

#### Specify enhanced services for EL students:

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- 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 using an integration instructional approach.
- K-3rd grade English Learners will receive designated ELD instruction during our literacy deployment and through strategic grouping. This model includes utilizing Certificated Tutors to support ELD instruction.
- 4th - 6th grade English Learners receive designated ELD instruction utilizing strategic grouping during academic rotations and employing Personalized Learning instruction.
- 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):

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

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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, Homeless, and Special Education students. This provides the teachers a built-in intervention time with fewer students to focus on teaching mastery of early literacy skills and standards (Tier 2).
- Library Tutoring funds will be used for targeted instructional support for low performing student groups (Tier 2).
- Blended Learning will address individual learning needs by using a combination of direct teaching and use of technology to differentiate learning (Tier 1).
- Teachers in grade 3-6 may 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 ELA **homework** after school in the 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:

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- A Spanish speaking HSL will be available to help parents understand and communicate information related to academic achievement.
  - Parents will have opportunities to understand SBAC, IReady, BAS, 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.
  - We will continue to host Parent University sessions which give parents resources and ideas to help with early learning and support at home.
  - Reports will be sent home and/or explained in the Fall Parent Teacher conferences after the SBAC, IReady, and BAS 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 will be provided at school functions and meetings..
- Teaching staff will continue to devote professional learning time to better understand how to use SBAC target and claims to target their instruction.
  - 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 conferences related to science, technology, blended learning, GATE, and PLC work. This includes reading related texts and articles and implementing strategies.
  - 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.
  - Site Administration will conduct data chats with teachers as a grade level to review SBAC and IReady data to set goals and plan for improvement.
  - 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.
  - PLC teams will meet every two weeks to review student work (common formative assessments) related to ELA, monitor assessments, and plan for instruction.
  - Teachers will also utilize the Cycle of Continuous Improvement to analyze data from CFAs/IABs, SBAC 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.
  - 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.
  - 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 ELA curriculum.
  - ATSA, who serves as our EL site representative, will lead PD to address EL instruction, assessments, and redesignation process.

## Action 2

**Title:** Math at Grade Level and Beyond

### [Action Details:](#)

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.

**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**

- SBAC Data
- IReady
- Common Formative Assessments/IABs
- Math IPG Data
- Report Cards - Ds and Fs

**Owner(s):**

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

**Timeline:**

Implementation of actions will take place in August of 2020 through June 2021 with monitoring as assessment become available:

- SBAC- August
- IReady - August, November, March
- BAS-October and March
- EL Performance - August, October, February, and May
- Common Formative Assessments/IABs: 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.
- 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, Homeless, and Special Education.
- 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:**

- 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 using an integration instructional approach.
- K-6th grade English Learners will receive designated ELD instruction during math utilizing strategic grouping and employing Personalized Learning instruction.
- After School Homework Club, specifically for EL students, will provide additional help and instruction in their primary language.
- Math supplemental resources that support EL students will be utilized.
- 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.
- Supplemental books/materials/technology

**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 may 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.
- 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 grade level standards.
- Grades 3-6 will provide a Tier 2 intervention time for math either with a second rotation, homeroom, or a time during the afternoon activities.
- Before and/or after school tutoring will be offered through site and Library Grant funding. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate: ELs, Foster Youth, Homeless, and Special Education.
- EL students may receive extra support 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):**

- A Spanish speaking HSL will be available to help parents understand communicate information related to academic achievement.
- 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 using EduText and ATLAS.

**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 and Educational Elements to implement Blended Learning ideas to meet student needs in Mathematics.
- Teachers will be offered opportunities to attend professional conferences that focus on PLCs, technology,

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

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 lens of the Math IPG.
- 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 staff will continue to learn with regional colleagues about effective planning that identifies essential standards, creates learning targets, and develop CFAs for monitoring.
- PLC teams will meet every two weeks to review student work (common formative assessments/IABs) related to mathematics, monitor assessments, and plan for instruction.
- Provide subs so that teachers can plan together 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 CFAs/IABs, SBAC 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 other assessment data, 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. This plan includes technology skill expectations for each grade level in line with FUSD Graduate Profile.

## 2020-2021 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 - 5 d / 30 hr weekly	49,335.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies -- no food/incentives	1,527.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	1,415.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Home School Liaison - Spanish 5d / 15 hr weekly (No translation of mandatory items such as ELAC, IEP)	12,559.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Cert. Tutor 5d / 30 hr weekly	49,327.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Prof. Dev. (62), PLI Lead Tchr (14), conf. (6), SST/IEP (16)	13,666.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology new / maintenance	10,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance (copiers)	19,600.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT Tickets -- computer repairs	4,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics -- Kindergarten note	100.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences for technology, science, and GATE	2,500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent meeting supplies	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5 d / 30 hr weekly	33,255.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Homework Center for English Learners (4 tutors)	8,531.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Site licenses	12,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	1,377.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors (2) 2 10 days each	3,000.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements--Year 3 personalized learning Initiative (PLI)/ Blended Learning.	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Instructional supplies	29,459.00

**\$263,651.00**

**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	98.635 %	73.469 %	2018-2019	80.469 %

**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**

Yokomi offers a variety of activities for multiple grade levels to be involved:

- Robotics
- Science Olympiad
- Peach Blossom
- Coding
- Art Club
- Folklorico
- Drama
- Choir
- Reading Clubs
- Gardening
- All Sports

We do not feel the Power BI Data accurately reflects the full participation rate for our school. All grade levels took the offered Goal 2 study trips available to them.

**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 the opportunity to participate in activities regarding of specific sub-group.
- Some activities were limited to certain grade levels.
- 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.

This year 2019-2020, we added a few more clubs for students to be involved with such as Coding, Gardening, and Reading Clubs.

**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 plan on continuing all Goal 2 activities 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:

It was appreciated that there was a wide variety of activities including more arts. They want us to continue activities related to our magnet focus - Coding, Robotics, etc.

**2** ELAC:

Parents would like to continue Folklorico Dance.

**3** Staff:

The staff recognizes the positive connections that are made when they are engaged with students beyond the academic school day. They feel that 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
- Outside engagement providers

**Timeline:**

Implementation of actions will take place in August of 2020 through June 2021 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:
  1. Community and UCSF doctors/residents mentoring partnership
  2. Career/business awareness presentations sponsored by Junior Achievement.
  3. Kids' Day participation sponsored by the Fresno Bee
  4. McKenzie Preserve study trip sponsored by Sierra Conservancy
  5. Beach Clean-Up sponsored by Chaffee Zoo
  6. Sierra Outdoor Education study trip



7. Students participate in a study trip to a hospital in mid-December to perform for the elderly.
  8. Local 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, Math Facts, 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: Folklorico, sports, Reading Clubs, Peach Blossom, Choir, Haru Matsuri (Spring Festival) / Art Hop, Science Olympiad, Science Fair, Family Exploration Night, 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, poster/essay contests, Art Club, and Drama Club.
  - We will provide the opportunity for students and their families to attend our annual Book Fair.
  - The library technician may receive extra hours to operate and organize the book fair.
  - Substitute teachers will be provided to support engagement activities such as 6 grade camp, Peach Blossom, Science Fair judging, etc.
  - Bus Transportation may be provided for various engagement activities such as Peach Blossom.

#### Specify enhanced services for EL students:

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- 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 at the 4th Quarter Awards Assembly.

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

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- 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:

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- Low performing students will be offered and encouraged participate 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:

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- 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 %	97.273 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	98.347 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	99.123 %	2018-2019	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**

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

**Exposure to Careers - 4th Grade**

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

**Exposure to Careers - 6th Grade**

Exposure to Careers: All 6<sup>th</sup> grade students were invited and encouraged to attend the 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 3<sup>rd</sup> – 6<sup>th</sup> grade students were invited to attend and participate in the district provided exposure to careers activity.

**Exposure to Careers - 4th Grade**

All 3<sup>rd</sup> – 6<sup>th</sup> grade students were invited to attend and participate in the district provided exposure to careers activity.

**Exposure to Careers - 6th Grade**

All 3<sup>rd</sup> – 6<sup>th</sup> 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.

We intended to expand the Meaningful Jobs activity, however a lack of continuity of our RCAs made this limited.

**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:

- Look for opportunities for job shadowing
- Consider giving students the opportunity to interview and work in "Meaning Jobs" on campus.

**2** ELAC:

- Continue Character Counts
- Look for opportunities for job shadowing
- Consider giving students the opportunity to interview and work in "Meaning Jobs" on campus.

**3** Staff:

- 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. Character Counts will be implemented throughout the school year and students will be honored at monthly ceremonies.

**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 2020 through June 2021 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.
- RCAs will provide opportunities for selected students to have meaningful jobs on campus that connects them to school and provides chances to build career skills like responsibility.
- 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:

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- 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 to let their child participate.

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

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- 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:

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- 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	10.456 %	12.114 %	2018-2019	10.114 %
Suspensions Per 100	0.843 %	4.434 %	2018-2019	3.434 %

**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

- The current level of chronic absenteeism is 12.2% based on Power BI monitoring (3/11/20) and the according to the California Dashboard, the overall rate increased .07% from the previous year.
- HSL contacts families, problem solves, and hosts A2A meetings.
- Incentives are offered for good attendance quarterly and at the end of the year with a medallion for Perfect Attendance.
- Resource Counseling Assistants address social/emotional needs that maybe causing absences.
- Students engage in hands on science instruction daily which motivates them to regularly attend school.

#### Suspensions Per 100

- So far this year, according to Power BI data, the overall suspension rate has dropped from 4.54 incidents per hundred in 2018-2019 to 2.44 in 2019-2020.
- Resource Counseling Assistants engage with at-risk youth by helping students make connections, hosting a safe recess environment, mediating minor conflicts, and creating positive behavior plans.
- Alternatives to suspension - administrators and teachers work to attach consequences besides suspension that can be more meaningful such as communication with parents, home visits, mediation and restorative practices, loss of privileges, detention, etc.
- 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

- Based on the California Dashboard for the 2018-2019 school year, overall chronic absenteeism dropped 0.8% from 12.4% to 11.6%.
- Based on the California Dashboard for the 2018-2019 school year, the largest disproportionality was with the Hispanic sub-group, rating at the second lowest performance band (orange). All other sub-groups were in the middle (yellow) or better.
- According to current year Power BI data, the rate of chronic absenteeism is higher so far this year at 12.2% compared with last year at 11.5%. The sub-groups showing high rates are the AA and Homeless groups. However, these are small groups so a few students inflate the rates.
- Many EL families have left for periods of time for personal family issues eg. visit family in Mexico.

#### Suspensions Per 100

- The percent of students suspended at least once increased (+1.7%) in the 2018-2019 school year from 1.2% to 2.9% according the California Dashboard. This is still below the district and state average.
- The Hispanic sub-group is the only group in red (lowest ranking). So far this year, according to Power BI data, the Hispanic sub-group is down dramatically from 4.54 incidents per hundred to 2.9.
- The AA, White, and Asian sub-groups are in the best rating (Blue)
- So far this year, according to Power BI data, the overall suspension rate has dropped from 5.65 incidents per hundred in 2018-2019 to 2.9 so far this school year.
- The suspension rate for the Homeless sub-group has increased so far in 2019-2020, however this is due to one student.
- RCA – we were unable to fill this position for 4 months due to hiring process

**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, with the exception we had a gap of four months during the hiring process for our 2nd RCA.
- 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 has revised the discipline referral form and we at the beginning stages of implementation.
- We received donations of new bicycles from a local church to encourage perfect attendance every quarter. The school also purchased Hop-Along Bouncers for the primary students with quarterly perfect attendance.

**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.

- Fully implement new Office Referral Form which reflects Levels of Misbehavior and possible interventions.
- Expand Meaningful Jobs opportunities
- 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:

The council wished to continue the services of the Resource Counseling Assistants to provide social/emotional supports for students.

**2** ELAC:

The ELAC wants to continue to fund two Resource Counseling Assistant (RCA) positions and one Home School Liaison 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. The 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 tardy students (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. 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 2020 through June 2021 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), 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. .
- Consult with school psychologist to support at-risk students to help keep them in school and provide behavior modification (Tier 3).
- All teachers will implement weekly Classroom Meetings to address any student behavioral issues that would affect attendance and social/emotional concerns (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 will be used (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 will be utilized 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 to EL students and families:

- HSL will be utilized to enhance home-school communication to improve attendance and provide 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

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)

Describe Professional Learning related to this action:

- Classroom Meetings will be implemented to give students an opportunity to deal with social issues that

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 (meeting offerings)

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.



## 2020-2021 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	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d / 30 hr weekly	48,236.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d/30 hr weekly Position filled and Sandy Lopez began at Yokomi on March 9, 2020	49,007.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreting / Translation	1,136.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time	518.00

**\$98,897.00**

## 2020-2021 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 - 5 d / 30 hr weekly	49,335.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies -- no food/incentives	1,527.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings	1,415.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	Home School Liaison - Spanish 5d / 15 hr weekly (No translation of mandatory items such as ELAC, IEP)	12,559.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Cert. Tutor 5d / 30 hr weekly	49,327.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Prof. Dev. (62), PLI Lead Tchr (14), conf. (6), SST/IEP (16)	13,666.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology new / maintenance	10,000.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance (copiers)	19,600.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT Tickets -- computer repairs	4,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics -- Kindergarten note	100.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences for technology, science, and GATE	2,500.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent meeting supplies	1,500.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5 d / 30 hr weekly	33,255.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Homework Center for English Learners (4 tutors)	8,531.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Site licenses	12,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	1,377.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors (2) 2 10 days each	3,000.00
G1A2	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : Education Elements-- Year 3 personalized learning Initiative (PLI)/ Blended Learning.	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Instructional supplies	29,459.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d / 30 hr weekly	48,236.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant - Spanish 5d/30 hr weekly Position filled and Sandy Lopez began at Yokomi on March 9, 2020	49,007.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Interpreting / Translation	1,136.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time	518.00

\$362,548.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$74,836.00
Sup & Conc	7090	\$227,895.00
LCFF: EL	7091	\$59,817.00
<b>Grand Total</b>		<b>\$362,548.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$263,651.00
G4 - All students will stay in school on target to graduate	\$98,897.00
<b>Grand Total</b>	<b>\$362,548.00</b>