

Yokomi Elementary

106216601081181

Principal's Name: Bruce Thele

Principal's Signature: 

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

Title I SWP

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

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

Consolidated Program Assurances


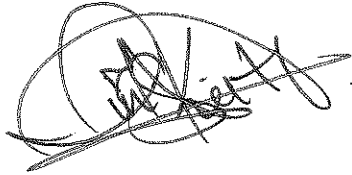
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Bruce Thele	X				
2. Chairperson - Irma Keith				X	
3. Alma Avila				X	
4. May Her				X	
5. Patsy Montgomery				X	
6. Paula Mora				X	
7. Sylvia Gonzalez		X			
8. Rosa Lara		X			
9. Joy May		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		3/21/18
SSC Chairperson	Irma Keith		3/21/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Yokomi - 0565

ON-SITE ALLOCATION

3010	Title I	\$57,885 *
7090	LCFF Supplemental & Concentration	\$228,070
7091	LCFF for English Learners	\$70,866
TOTAL 2018/19 ON-SITE ALLOCATION		\$356,821

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,362
Remaining Title I funds are at the discretion of the School Site Council	\$56,523
Total Title I Allocation	\$57,885

Yokomi Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	20.773	27.773
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	47.934	54.934
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	39.014	46.014

Needs Assessment

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

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

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

Yokomi has grown 15.6% in students meeting or exceeding grade level standards in ELA over the last two year.

*Teachers are getting better at aligning instruction with CFA assessments to Interim to SBAC. Grades 3-6 have plan to use the SBAC Block Assessments 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 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.

*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 14.9% in students meeting or exceeding grade level standards in Math over the last two year.

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

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

Factors:

- Based on observations and team surveys, two AC teams are at Implementing and five are at Developing. 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.
- CFA and Interim analysis needs to go deeper to include identification of disproportionality of any significant subgroup.

*English Learners have a large gap between their ELA performance (4.3%) to the school average (47.9%) of students meeting or exceeding standards.

*Low SES (the largest sub group with 430 students) had a performance gap of 4.2% compared to the school average.

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

- Based on observations and team surveys, two AC teams are at Implementing and five are at Developing. 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. This includes getting to problem solving and application of math concepts.

*Teachers are getting better at aligning instruction with CFA assessments to Interim to SBAC. Grades 3-6 have plan to use the SBAC Block Assessments 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 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 - homeroom, rotations

EL Reclassification Rate (All grade levels)

- CFA and Interim analysis needs to go deeper to include identification of disproportionality of any significant subgroup.

*Female students had a 13% performance gap in math proficiency on the 2017 SBAC compared to males.

*The Hispanic sub-group was the lowest performing at 36% compared to school wide at 40% in math proficiency.

*English Learners are far behind (4.2%) compared to the school average (39%) in math proficiency.

EL Reclassification Rate (All grade levels)

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

1 SSC:

*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 Grade Level Release Days for planning

*Keep Certificated Tutors

*Keep extended day tutoring - Morning Math for grades 3-6

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

Certificated Tutors: We would like to keep this intervention resource. This has allowed grade levels to differentiate instruction for all students and give struggling students the foundational skills they may be missing so that they can by on grade level by 3rd grade. KAIG, BAS, and Interim scores have reinforced that this is helping students.

Sub Teachers for Planning: Each grade level had two release days during the school year. This has allowed them to plan instruction, develop CFAs, and coordinate curriculum in grades that are departmentalized. We would like to continue this activity for next year.

Childcare: This has allowed some of our parents to attend Parent University and other school meetings. No changes for next year.

Instructional Supplies: We have utilized this resource to purchase site licenses to support instruction using technology. No changes for next year.

Action 1

Title: Reading and Writing at 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
- SQII Data
- SBACData
- BAS
- KAIG
- EL Performance Band movement and Redesignation (ELPAC & Redesignation criteria)

Owner(s):

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

Timeline:

Implementation of actions will take place in August of 2018 through June 2019 with monitoring as assessment become available.

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

- 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.
- 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.
- 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 2 Kinder-3 grade students will receive differentiated literacy instruction for 30-40 minutes.
- Certificated Tutors will either team with the classroom teachers or "pull out" to work with identified students in order to maximize instruction and accelerate student learning. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate 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.
- 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.

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.
- Substitute Teachers will be used to help administer parts of the ELPAC assessment.
- Teachers will deliver integrated ELD using Frontloading and SDAI 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

- 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, and Special Education.
- Support all EL students in grades TK-2 in the delivery of integrated instruction in all curricular areas (ELA, math, science lab, science-based literacy, social studies/art/music, and P.E.) on a daily basis with a special emphasis on science. Continue to have students rotate/deploy to a variety of teachers with students in grades 1-2 rotating for science lab, social studies, art, music, math, and P.E. Substitute Teachers may be used to release teachers to attend SST meetings. Supplemental books, materials and technological supplies will be provided to support student understanding of science and social studies literacy and language arts.
- In order to maintain the technology portion of Yokomi's magnet focus, teachers will utilize Smartboards, computers, document cameras, and various other technological equipment to deliver rigorous, high quality instruction. Students will have access to current computer materials, software, site licenses, etc.
- Yokomi will utilize site copiers to provide additional materials, supplemental Take Home books, practice guides, etc. to deliver instruction.
- Computer Repair (HEAT Tickets)

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

- Parents will have opportunities to understand DRP, Interim, BAS, KAIG, and KSEP assessments by coming to parent meetings where this will be explained and discussed.
- 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

Describe Professional Learning related to this action:

- Provide substitute teachers for Scope & Sequence lesson planning, teacher observations, and data analysis in ELA and ELD.
- Kindergarten-3rd grade teacher and intervention (CTs) teachers will collaborate to share data, adjust student groupings, and plan for instruction.
- Staff will continue to learn, implement and get feedback on components of the ELA Instructional Practice Guide.
- Staff will continue to learn, implement, and get feedback on how to differentiate instruction to meet the needs of our gifted learners. This includes reading related texts and articles and implementing strategies.
- Professional learning will be given on developing and analyzing GVC Common Assignments and Illuminate assessments to increase academic literacy.
- AC teams will use the 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.
- Four Yokomi teachers are involved in the PLI and will model/share effective strategies using technology.
- Early Learning strategies such as RIRA and ART/Music Integration will continue to be learned and

implemented TK– 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 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: <input type="checkbox"/> Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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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

CFAs/Illuminate

Math IPG Data

Owner(s):

TK-6Grade Teachers

Principal and Vice Principal

TSA

Timeline:

Implementation of actions will take place in August of 2018 through June 2019 with monitoring as assessment become available.

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 teacher grade level standards. This include 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. 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, (Morning Math) Teaching Fellow tutors will work with identified 3-6 grade students who are receiving a D or F on their report card or score below standard on SBAC and Interim Assessments. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate: ELs, Foster Youth, Special Education, and females.
- Identified GATE student swill receive instruction to meet their needs through differentiated instruction that will challenge, enrich, deepen, extend, and accelerate their learning.
- Students will use technology in the classroom setting to engage in mathematics practices related to grade level standards.
- Students in ASES or EL Homework Club will receive help with math homework after school.

Specify enhanced services for EL students:

- Teachers will deliver integrated ELD using Frontloading and SDAI strategies.
- After School EL Homework Club will provide assistance to EL so that they can receive help and instruction in their primary language
- Teaching Fellows Morning Math will be offered to 3-6th grade students
- Supplemental books/materials/technology

- Agendas/Planners will be provided to all students in grades 3-6 to train them to organized their work load and develop both short and long term planning skills.

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.
- Parents will be encouraged to take advantage of invitations for their child to attend Morning Math intervention for grades 3-6.
- Parents are encouraged to attend all IEPs/SSTs and Parent Teacher Conferences regarding student progress in math.

Describe Professional Learning related to this action:

Describe related professional learning:

- Staff will continue to learn, implement and get feedback on components of the Math Instructional Practice Guide. 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 GATE students.
- 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. 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 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.
- Site Administration will conduct data chats with teachers individually or as a grade level to review SBAC and Interim Assessments data and plan for improvement.
- A Teacher on Special Assignment will implement the science and technology magnet component of our program. 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.
- Four Yokomi teachers are involved in the PLI and will model/share effective strategies using technology.

2018-2019 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/17.5hr weekly	47,594.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Prof. Dev. Day (31 sub teachers)	4,217.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies (No incentives or food)	4,705.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings.	1,369.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5d/17.5hr weekly	48,365.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			sub tchrs (1 Prof. dev. day for 31 tchrs/ 8 SST-IEP / sci fair)	5,858.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies	32,978.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance	17,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT tickets	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics -- Kinder invite	200.00
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	48,189.00
G1A1	LCFF: EL	Instruction	Direct-Other			Two ELPAC assessors 10 days	2,500.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners. 4 tutors	8,253.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Four Teaching Fellows 127 days: M-Th 2hr per day	20,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	4,969.00

\$249,197.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	54.902	61.902

Needs Assessment

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

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

Goal 2 Participation Rate

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

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

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: 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.
- Encouraged clubs/activities related to our magnet focus - Robotics Club and Science Olympiad

2 ELAC:

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

3 Staff:

- 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

- SQI data related to Goal 2 Data will be reviewed quarterly for equity and access for all student groups.
- On a quarterly basis, administrators will review Goal 2 SQI indicators to ensure opportunities are offered to our significant sub-groups

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

- Students will have to opportunity to listen, share, and discuss concerns at weekly Classroom Meetings. An area of focus for the year will be on 'Self Efficacy'.
- Interschool athletics offered to 5th /6th grade students (football, volleyball, soccer, basketball, softball, and 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.
- 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:
 1. Tomorrow's Leadership Club
 2. Peach Blossom
 3. Choir
 4. Haru Matsuri (Spring Festival) / ArtHop
 5. Science Olympiad
 6. Science Fairs (Fall and Spring)
 7. Robotics Club

Owner(s):

- Classroom Teachers
- Principal and Vice Principal

Timeline:

Implementation of actions will take place in August of 2018 through June 2019 with monitoring as assessment become available.

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.

8. Study-trips
9. Junior Achievement Day (2nd grade)
10. Girl Scouts
11. Winter/Spring Programs
12. 6th Grade End of Year Social and Promotion Ceremony
13. Yokomi Elementary School (YES) News Team
14. PTA sponsored activities, and poster and essay contests.
15. Art and Drama Club

- 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 may be provided for various engagement activities such as Peach Blossom.

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.

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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0565 Yokomi Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for student involvement.	200.00

\$200.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	95.868	100
Exposure to Careers - 4th Grade	97.638	100
Exposure to Careers - 6th Grade	100	100

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade</p> <p>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.</p> <p>Exposure to Careers - 4th Grade</p> <p>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.</p> <p>Exposure to Careers - 6th Grade</p> <p>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.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade</p> <p>All 3rd grade students were invited to attend and participate in the district provided Exposure to Careers activity.</p> <p>Exposure to Careers - 4th Grade</p> <p>All 4th grade students were invited to attend and participate in the district provided Exposure to Careers activity.</p> <p>Exposure to Careers - 6th Grade</p> <p>All 6th grade students were invited to attend and participate in the district provided Exposure to Careers activity.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <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. 	<p>2 ELAC:</p> <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. 	<p>3 Staff:</p> <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.
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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

Timeline:

Implementation of actions will take place in August of 2018 through June 2019 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. 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.

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	9.39	7.39
Suspensions Per 100	4.711	3.711

Needs Assessment

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

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

Chronic Absenteeism

The current level of chronic absenteeism is 11.79% based on SQII Data and the % as measured by the CORE Report Card for 2017 was 9%.

- 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 may be causing absences
- Engaging and interesting hands on science instruction

Suspensions Per 100

The current level of suspension per 100 students is .72 based on SQII data. This is the 3rd lowest in the district.

*Resource Counseling Assistant working with at-risk students - helping students make connections, hosting a safe recess environment, mediating minor conflicts, positive behavior plans

*CYS Counselor

*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 - last year the staff worked through the process of defining levels of behavior so that we are more consistent with appropriate responses to misbehavior

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

Chronic Absenteeism

- The overall chronic absenteeism rate in 2017, as measured by the CORE Report Card, was 9%.
- The largest disproportionality was with the AA subgroup. The chronic absenteeism for this group was at 13%.
- Kindergarten has the highest rate of absenteeism.

Suspensions Per 100

- The overall suspension rate, as measured by the CORE Report Card for 2017, was at 1.5%.
- The two subgroups that were negatively disproportionate were White (4.4%) and students with disabilities (6.3%)

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

1 SSC:

2 ELAC:

3 Staff:

- Consider adding various recognitions for students academic or social growth and citizenship.
- Consider addition recognition for parents and students when attendance improves and have shorter term goals.

- Parents want to continue the RCA position/counseling.

- Even though the overall rates of chronic absenteeism and suspensions is relatively low, we feel we can do better.
- RCA position has had a positive impact on suspensions - suggested having two RCAs given our larger school and needs.
- Staff is frustrated with the number of tardies given that we begin at 9:00am.
- Staff is questioning the benefit vs. cost of a CYS counselor that we can afford for only two days and can see a limited number of students (15).

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

*Certificated Tutor: This action provides literacy instruction for students at their academic level and helps them improve. This gives them a time when they can feel successful with measurable progress.

Substitute Teachers for grade level planning: Students benefit as teacher use this time to look at data and plan for differentiation in the curriculum to meet student needs.

*Childcare: Not Applicable

*Instructional Supplies: Supplemental materials aligned with the CCSS standards help students to be engaged in meaningful way.

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

SQII Data

A2A Data

Student Survey data

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

- Two Resource Counseling Assistants 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, restorative justices 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)
- Reward students at assemblies for good attendance.
- All teachers will implement weekly Classroom Meetings to address any student behavioral issues that would affect attendance.
- Monthly Character Counts ceremonies will be held to honor students exhibiting good character traits.
- The established school "Guidelines for Success" will be taught and reviewed frequently with students.
- Attendance awards are earned and given out on a quarterly basis.
- At the end of the year, students may earn a medallion for no absences or tardiness.
- One LVN(5 days per week) to provide health services to students.
- Calls are made from teachers, staff, or district to parents during 1st period to inquire and about absences.
- Tardy sweeps that encourage students to be in class on time.
- Alternatives to suspensions to keep kids in school and receive the instruction they need such as: Alternative classroom, Office time away, Detentions, Parent conferences, Loss of various privileges.
- Implement peer-mediation system & train student peer mediators in grades 4-6. Peer mediators will receive peer mediation training throughout the year. They will provide peer mediation to students in grades 1-6 during recess.
- Students will be offered and encouraged to join activities, clubs, sports, or other organizations to foster a positive connection to school.

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,

Owner(s):

Principal & Vice Principal HSL & Office Attendance Staff

Timeline:

Implementation of actions will take place in August of 2018 through June 2019 with monitoring as assessment become available.

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 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.

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.
- 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 and strategies to keep students in class.

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)

2018-2019 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	Two RCAs 5d/30hr weekly	46,468.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant--Spanish 5d/30hr weekly	45,748.00
G4A1	LCFF: EL	Instruction	Oth Cls-Supp			interpreting/translating (classified only)	1,100.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	one HSL 5d/15hr weekly	13,587.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time	521.00

\$107,424.00

2018-2019 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/17.5hr weekly	47,594.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Prof. Dev. Day (31 sub teachers)	4,217.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional supplies (No incentives or food)	4,705.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Childcare for parent meetings.	1,369.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.4375	Certificated Tutor 5d/17.5hr weekly	48,365.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			sub tchrs (1 Prof. dev. day for 31 tchrs/ 8 SST-IEP / sci fair)	5,858.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Instructional supplies	32,978.00
G1A1	Sup & Conc	Instruction	Oth Equ Mnt			Equipment maintenance	17,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			HEAT tickets	1,000.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics -- Kinder invite	200.00
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	48,189.00
G1A1	LCFF: EL	Instruction	Direct-Other			Two ELPAC assessors 10 days	2,500.00
G1A2	Sup & Conc	Instruction	Ins Aide-Sup			Homework Center for English Learners. 4 tutors	8,253.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Four Teaching Fellows 127 days: M-Th 2hr per day	20,000.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Instructional supplies	4,969.00
G2A1	Sup & Conc	Instruction	Direct Trans			Transportation for student involvement.	200.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Two RCAs 5d/30hr weekly	46,468.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg Span	0.7500	Resource Counseling Assistant--Spanish 5d/30hr weekly	45,748.00
G4A1	LCFF: EL	Instruction	Oth Cls-Supp			interpreting/translating (classified only)	1,100.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750	one HSL 5d/15hr weekly	13,587.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Ext			HSL extra time	521.00
Total							\$356,821.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,885.00
Sup & Conc	7090	\$228,070.00
LCFF: EL	7091	\$70,866.00
Grand Total		\$356,821.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$249,197.00
G2 - All students will engage in arts, activities, and athletics	\$200.00
G4 - All students will stay in school on target to graduate	\$107,424.00
Grand Total	\$356,821.00